



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 14, 2024 at 3:18 PM PDT

Date and Time

Tuesday June 18, 2024 at 5:00 PM PDT

Location

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

Teleconference Locations

1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596
Hilton Garden Inn, Room: Conservatory, 4200 Taylor St, San Diego, CA 92110

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: 968-3772-2587

<https://cal-pacs-org.zoom.us/j/96837722587>

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-688-7798.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Board President	2 m
B. Record Attendance		Board President	2 m
Roll Call:			
Kelly Wylie, President			
Dr. Shirley Peterson, Vice President			
Tanya Rogers, Clerk			
Bill Howard, Member			
Jason McFaul, Member			
II. Pledge of Allegiance			5:04 PM
A. Led by Board President or designee.		Board President	2 m
III. Approve Adopt/Agenda			5:06 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 June 18, 2024.			
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			

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

IV. Approve Minutes**5:08 PM**

- | | | | | |
|-----------|---|-----------------|-----------------|-----|
| A. | Minutes of the Regular Board meeting that was held on June 11, 2024 | 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. 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.

VI. Consent**5:10 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 | 2 m |
|-----------|---------------------------------------|-----|

1. Approval of Surplus of Electronic Devices

	Purpose	Presenter	Time
2. Approval of Special Education Master Contract for Vendor Services 2024-2025 (Revised)			

B.	Personnel Services	Vote	2 m
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1. Approval of Certificated Personnel Report

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

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

VII. Business/Financial Services **5:14 PM**

A.	Budget Adoption 2024-2025	Vote	Shannon Green	5 m
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It is recommended the Board adopt the budget for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.

- a. 2024-25 Preliminary Budget #1751 California Pacific Charter School-Los Angeles
- b. 2024-25 Preliminary Budget #1758 California Pacific Charter School-San Diego
- c. 2024-25 Preliminary Budget #2037 California Pacific Charter School-Sonoma
- e. 2024-25 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
- f. 2024-25 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego
- g. 2024-25 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

	Purpose	Presenter	Time
Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
B.	Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports	Shannon Green	5 m
It is recommended that the Board approve the annual resolution for Fiscal Year 2024-2025 Spending Plan for Education Protection Account (EPA) funds to be used to support teacher salaries and benefits.			
a. 2023-24 Expenditure Report #1751 California Pacific Charter School-Los Angeles			
b. 2023-24 Expenditure Report #1758 California Pacific Charter School-San Diego			
c. 2023-24 Expenditure Report #2037 California Pacific Charter School-Sonoma			
e. 2024-25 Spending Plan - #1751 California Pacific Charter School-Los Angeles			
f. 2024-25 Spending Plan - #1758 California Pacific Charter School-San Diego			
g. 2024-25 Spending Plan - #2037 California Pacific Charter School-Sonoma			
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

VIII. Education/Student Services**5:24 PM**

A.	Approval of Local Control & Accountability Plan (LCAP) 2024-2025	Vote	Ericka Zemmer	5 m
It is recommended the Board approve the LCAP for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.				
a. 2024-25 Budget Overview for Parents (San Diego)				
b. 2024-25 LCAP Plan Summary (San Diego)				
c. 2024-25 Budget Overview for Parents (Los Angeles)				
d. 2024-25 LCAP Plan Summary (Los Angeles)				
e. 2024-25 Budget Overview for Parents (Sonoma)				
f. 2024-25 LCAP Plan Summary (Sonoma)				

	Purpose	Presenter	Time
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Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

- | | | | | |
|-----------|---|------|---------------|-----|
| B. | Approval of 2024 LCAP Local Performance Indicator Self-Reflection | Vote | Ericka Zemmer | 8 m |
|-----------|---|------|---------------|-----|

It is recommended the Board approve the 2024 LCAP Local Performance Indicator Self-Reflection report for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

IX. Personnel Services

5:37 PM

- | | | | | |
|-----------|--|------|---------------|-----|
| A. | Approval of Property and Casualty Insurance Policies (Renewal) | Vote | Corrie Amador | 5 m |
|-----------|--|------|---------------|-----|

It is recommended the Board approve the renewal of the property and casualty insurance policies for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2024-2025 school year.

Fiscal Impact: \$99,447.00

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$47,734.56

California Pacific Charter - San Diego (#1758) \$31,823.04

California Pacific Charter - Sonoma (#2037) \$19,889.40

Roll Call Vote:

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

X. Calendar

The next scheduled Regular Meeting of the Board of Directors will be held on August 13, 2024.

XI. Comments**5:42 PM**

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

XII. Closing Items**5:52 PM**

- | | | | |
|-----------|-----------------|------|-----|
| A. | Adjourn Meeting | Vote | 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 that was held on June 11, 2024

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board meeting that was held on June 11, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 11, 2024

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday June 11, 2024 at 5:00 PM

Location

Holiday Inn Diamond Bar
Room: Gateway 1 & 3
21725 E Gateway Center Dr.
Diamond Bar, CA 91765

Teleconference Location

1850 Peary Way, Livermore, CA 94550

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: 981-9848-6126

<https://cal-pacs-org.zoom.us/j/98198486126>

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Directors Present

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

Directors Absent

None

Directors who left before the meeting adjourned

K. Wylie

Guests Present

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, G. Chamberlain (remote), S. Green

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 Jun 11, 2024 at 5:03 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

K. Wylie led the Pledge of Allegiance.

III. Approve Adopt/Agenda

A. Agenda

T. Rogers made a motion to approve the Agenda, as presented.

S. Peterson seconded the motion.

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

IV. Approve Minutes

A. Minutes of the Regular Board meeting that was held on May 14, 2024.

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-14-24.

J. McFaul seconded the motion.

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

V. Public Comment - Closed Session

A. Public Comments

No Public Comments Submitted

VI. Adjourn to Closed Session

A. Closed Session

T. Rogers made a motion to Adjourn to Closed Session.

W. Howard seconded the motion.

The meeting was adjourned to Closed Session at 5:07 P.M.

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

VII. Reconvene Regular Meeting

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

The Regular Meeting of the Board was reconvened at 5:49 P.M.

T. Rogers reported that The Board unanimously agreed to the Special Education Settlement presented and to provide the superintendent with a satisfactory evaluation for the 23-24 school year.

VIII. Public Comments/Recognition/Reports

A. Public Comments

No Public Comments Submitted

IX. Correspondence/Proposals/Reports

A. CalPac School Highlights

C. Feher, Superintendent, presented CalPac's May School Highlights.

X. Consent

A. Consent - Business/Financial Services

1. Check Registers - May 2024
2. J.P. Morgan Statement - May 2024
3. Approval of Special Education Master Contract for Vendor Services 2024-2025

B. Consent - Personnel Services

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

T. Rogers made a motion to approve all items listed in Consent.

J. McFaul seconded the motion.

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

XI. Business/Financial Services

A. Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Expenditure Plans

S. Peterson made a motion to approve the Proposition 28: Arts and Music in Schools (AMS) Funding Expenditure Plans.

W. Howard seconded the motion.

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

B. Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2023-24

T. Rogers made a motion to approve the Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2023-24.

J. McFaul seconded the motion.

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

XII. Public Hearings

A. Preliminary Budget 2024-25, First Reading

- a. 2024-25 Preliminary Budget #1751 California Pacific Charter School-Los Angeles
- b. 2024-25 Preliminary Budget #1758 California Pacific Charter School-San Diego
- c. 2024-25 Preliminary Budget #2037 California Pacific Charter School-Sonoma
- e. 2024-25 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
- f. 2024-25 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego

g. 2024-25 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma

Hearing Open: 6:09 P.M.

Hearing Closed: 6:24 P.M.

There were no comments in the chat box or from guests at the in-person meeting.

There were no questions or discussions.

Shannon Green, Assistant Director of Fiscal Services, presented the Preliminary Budget.

K. Wylie left at 6:26 PM.

B. Local Control & Accountability Plan (LCAP) 2024-27

- Budget Overview For Parents
- 2023-24 LCAP Annual Update
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables
- Instructions

Start: 6:26 P.M.

End: 6:51 P.M.

There were no comments in the chat box or from guests at the in-person meeting.

There were no questions or discussions.

Christine Feher, Superintendent, presented the LCAP.

XIII. Comments

A. Board Comments

The Board thanked the staff for their contributions to CalPac. They thanked S. Green and C. Feher for their presentations. The Board recognized the value of CalPac's CTE program and the impact T. Phipps makes to the program.

B. CEO/Superintendent Comments

C. Feher highlighted CalPac's commitment to student success. She emphasized that everyone at CalPac works together to support our students in their academic journey and prepare them for their future careers and roles in society. C. Feher acknowledged that it is a significant effort but recognized that the faculty and staff were fully dedicated to this mission.

XIV. Closing Items

A. Adjourn Meeting

W. Howard made a motion to Adjourn the Regular Meeting of the Board.

J. McFaul seconded the motion.

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

Roll Call

W. Howard Aye

T. Rogers Aye

J. McFaul Aye

K. Wylie Absent

S. Peterson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:58 PM.

Respectfully Submitted,

S. Peterson

Documents used during the meeting

- May 23-24 School Highlights - Los Angeles.pdf
- May 23-24 School Highlights - San Diego.pdf
- May 23-24 School Highlights - Sonoma.pdf
- CalPac-LA Check Register May 2024.pdf
- CalPac-SD Check Register May 2024.pdf
- CalPac-SO Check Register May 2024.pdf
- J.P. Morgan Statement May 30 2024.pdf
- Special Education Master Contract 24-25.pdf
- Prop 28 AMS Expenditure Plan - CalPac-LA.pdf
- Prop 28 AMS Expenditure Plan - CalPac-SD.pdf
- Prop 28 AMS Expenditure Plan - CalPac-Sonoma.pdf
- 2023-24 Prop 28 AMS Annual Report - CalPac-LA.pdf
- 2023-24 Prop 28 AMS Annual Report - CalPac-SD.pdf

- 2023-24 Prop 28 AMS Annual Report - CalPac-Sonoma.pdf
- CPCS 24-25 Preliminary Budget Presentation.pdf
- 2024-25 Preliminary Budget #1751 California Pacific Charter School-Los Angeles.pdf
- 2024-25 Preliminary Budget #1758 California Pacific Charter School-San Diego.pdf
- 2024-25 Preliminary Budget #2037 California Pacific Charter School-Sonoma.pdf
- 2024-25 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles.pdf
- 2024-25 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego.pdf
- 2024-25 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma.pdf
- 2024 LCAP_CPC-SO_Combined.pdf
- 2024 LCAP_CPC-SD_Combined.pdf
- 2024 LCAP_CPC-LA_Combined.pdf
- 6.11.24 LCAP Board Presentation_Combined Slide Deck.pdf

FOR MORE INFORMATION

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Coversheet

Consent - Business/Financial Services

Section:	VI. Consent
Item:	A. Consent - Business/Financial Services
Purpose:	
Submitted by:	
Related Material:	Surplus of Electronics - June 2024.pdf Special Education Master Contract for Vendor Services 2024-2025.pdf

Date	Serial Number	Brand	Model	DEVICE TYPE	ASSET TAG
	Chromebooks that we are E-wasting (June board Meeting 2024)				
5/15/24	4K9V9FCR102090E	Samsung		4 CHROMEBOOK	SO-20210134
5/15/24	4K9V9FFNB11059H	Samsung		4 CHROMEBOOK	SD-20210160
5/15/24	NA	Amazon	NA	Webcam	NA
5/22/24	4K9V9FDR304428F	Samsung		4 CHROMEBOOK	SO-20210291
5/22/24	4K9V9FANC18036J	Samsung		4 CHROMEBOOK	SD-20210318
5/29/24	4K9V9FER216125P	Samsung		4 CHROMEBOOK	SD-20210407
5/29/24	4K9V9FER216191R	Samsung		4 CHROMEBOOK	SD-20210406
5/29/24	4K9V9FDW600242K	Samsung		4 CHROMEBOOK	SD-20210595
5/29/24	4K9V9FER216261P	Samsung		4 CHROMEBOOK	LA-20210486
5/29/24	4K9V9FER216395J	Samsung		4 CHROMEBOOK	LA-20210532
5/29/24	4K9V9FFR120888E	Samsung		4 CHROMEBOOK	SD-20210087
6/5/24	4K9V9FER216773Z	Samsung		4 CHROMEBOOK	LA-20210513
6/5/24	5CD111P8XN	HP	X360	CHROMEBOOK	LA-20210561
6/5/24	4K9V9FDW600183D	Samsung		4 CHROMEBOOK	SD-20210602
6/5/24	4K9V9FCNB04409V	Samsung		4 CHROMEBOOK	SO-20210010
6/7/24	4K9V9FER216120F	Samsung		4 CHROMEBOOK	SD-20210401
6/10/24	5CD111P6TR	HP	X360	CHROMEBOOK	LA-20210578
6/13/24	4K9V9FFNB08137K	Samsung		4 CHROMEBOOK	SD-20210057
6/13/24	4K9V9FDR329266D	Samsung		4 CHROMEBOOK	LA-20210421
6/13/24	625002702044	Microsoft	155915581496	Keyboard	NA
6/13/24	4K9V9FDW600033E	Samsung		4 CHROMEBOOK	LA-20210821
6/13/24	4K9V9FCR102187W	Samsung		4 CHROMEBOOK	SO-20210153
6/13/24	4K9V9FFR120815B	Samsung		4 CHROMEBOOK	SD-20210077
6/13/24	4K9V9FANC00585T	Samsung		4 CHROMEBOOK	SD-20210004
6/13/24	4K9V9FFR120816E	Samsung		4 CHROMEBOOK	SD-20210078
6/13/24	4K9V9FER216771A	Samsung		4 CHROMEBOOK	SD-20210414
6/13/24	NXGHJAA0098511298D7600	Acer		15 CHROMEBOOK	SD-20210117

6/13/24	4K9V9FFNB11069B	Samsung	4	CHROMEBOOK	SD-20210221
6/13/24	4K9V9FFR314817Y	Samsung	4	CHROMEBOOK	SD-20210342
6/13/24	4K9V9FFNB10501R	Samsung	4	CHROMEBOOK	SD-20210165
6/13/24	4K9V9FFNB10888Z	Samsung	4	CHROMEBOOK	SD-20210201
6/13/24	4K9V9FFNB10877F	Samsung	4	CHROMEBOOK	SD-20210205
6/13/24	4K9V9FER216443Y	Samsung	4	CHROMEBOOK	SD-20210377
6/13/24	4K9V9FER216438M	Samsung	4	CHROMEBOOK	SD-20210389
6/13/24	4K9V9FFNB10979D	Samsung	4	CHROMEBOOK	SD-20210180
6/13/24	4K9V9FFR121231X	Samsung	4	CHROMEBOOK	SD-20210101
6/13/24	4K9V9FER216372F	Samsung	4	CHROMEBOOK	SD-20210404
6/13/24	4K9V9FANC17751V	Samsung	4	CHROMEBOOK	LA-20210384
6/13/24	4WQR9FAR305617B	Samsung	4	CHROMEBOOK	SD-20210499
6/13/24	4K9V9FANC17875N	Samsung	4	CHROMEBOOK	SD-20210311
6/13/24	4K9V9FFNB10965Z	Samsung	4	CHROMEBOOK	SD-20210152
6/13/24	4K9V9FCR300129M	Samsung	4	CHROMEBOOK	SD-20210300
6/13/24	4K9V9FFNB11064T	Samsung	4	CHROMEBOOK	SD-20210192
6/13/24	4K9V9FFR120907T	Samsung	4	CHROMEBOOK	SD-20210090
6/13/24	4WQR9FAR305469K	Samsung	4	CHROMEBOOK	SD-20210494
6/13/24	4K9V9FFR120837Z	Samsung	4	CHROMEBOOK	SD-20210082
6/13/24	K9V9FANC17832R	Samsung	4	CHROMEBOOK	LA-20210355
6/13/24	4K9V9FFNB10902P	Samsung	4	CHROMEBOOK	LA-20210249
6/13/24	4K9V9FFR315327T	Samsung	4	CHROMEBOOK	LA-20210522
6/13/24	4K9V9FER216625K	Samsung	4	CHROMEBOOK	LA-20210502
6/13/24	4K9V9FFR314871K	Samsung	4	CHROMEBOOK	LA-20210427
6/13/24	4K9V9FANC02240W	Samsung	4	CHROMEBOOK	LA-20210068
6/13/24	4K9V9FANC00707H	Samsung	4	CHROMEBOOK	LA-20210164
6/13/24	4K9V9FER216333V	Samsung	4	CHROMEBOOK	LA-20210516
6/13/24	4WQR9FFR306921N	Samsung	4	CHROMEBOOK	LA-20210613
6/13/24	4WQR9FAR342402N	Samsung	4	CHROMEBOOK	LA-20210617
6/13/24	4K9V9FANC17904K	Samsung	4	CHROMEBOOK	LA-20210341
6/13/24	L8NXC03W804324	Asus	C423	CHROMEBOOK	LA-20210130

6/13/24	4K9V9FANC02029Y	Samsung	4	CHROMEBOOK	LA-20210029
6/13/24	4WQR9FAR306938V	Samsung	4	CHROMEBOOK	LA-20210603
6/13/24	4K9V9FER216329X	Samsung	4	CHROMEBOOK	LA-20210523
6/13/24	4K9V9FANC17830A	Samsung	4	CHROMEBOOK	LA-20210347
6/13/24	4WQR9FAR306898F	Samsung	4	CHROMEBOOK	LA-20210615
6/13/24	4K9V9FBR110660R	Samsung	4	CHROMEBOOK	LA-20210730
6/13/24	4K9V9FFNB11044A	Samsung	4	CHROMEBOOK	LA-20210174
6/13/24	4K9V9FFR314843J	Samsung	4	CHROMEBOOK	LA-20210452
6/13/24	4K9V9FFNB10930T	Samsung	4	CHROMEBOOK	LA-20210197
6/13/24	4K9V9FDR304501V	Samsung	4	CHROMEBOOK	SO-20210012
6/13/24	4K9V9FCR102195N	Samsung	4	CHROMEBOOK	SO-20210145
6/13/24	4K9V9FFNB10885E	Samsung	4	CHROMEBOOK	LA-20210196
6/13/24	4K9V9FFNB10878M	Samsung	4	CHROMEBOOK	SD-20210167
6/13/24	4K9V9FDR304525B	Samsung	4	CHROMEBOOK	LA-20210711
6/13/24	4WQR9FCW802067V	Samsung	4	CHROMEBOOK	LA-20211015
6/13/24	4K9V9FDW600248Z	Samsung	4	CHROMEBOOK	LA-20210853
6/13/24	4K9V9FER216484M	Samsung	4	CHROMEBOOK	LA-20210661
6/13/24	4K9V9FDW600197Y	Samsung	4	CHROMEBOOK	LA-20210899
6/13/24	4K9V9FDW600033E	Samsung	4	CHROMEBOOK	LA-20210821
6/13/24	4WQR9FDW701929Z	Samsung	4	CHROMEBOOK	LA-20210993
6/13/24	4K9V9FDW600211W	Samsung	4	CHROMEBOOK	LA-20210890
6/13/24	4K9V9FDW600192T	Samsung	4	CHROMEBOOK	LA-20210822
6/13/24	4K9V9FER215842J	Samsung	4	CHROMEBOOK	LA-20210498
6/13/24	4K9V9FANC17759D	Samsung	4	CHROMEBOOK	LA-20210330
6/13/24	4WQR9FAWB00417E	Samsung	4	CHROMEBOOK	SD-20210764
6/13/24	4K9V9FDW600225H	Samsung	4	CHROMEBOOK	LA-20210868

*NONPUBLIC AGENCY, NONSECTARIAN
SCHOOL SERVICES*

MASTER CONTRACT

2024-2025



**MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES**

LEA: California Pacific Charter Schools

Contract Year: 2024 -2025

Nonpublic School:

Nonpublic Agency:

Type of Contract:

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

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

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

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

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EXHIBIT A: 2024-2025 CONTRACTOR RATES

EXHIBIT B: 2024-2025 ISA EXAMPLE

2024 -2025

Local Education Agency: California Pacific Charter Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “*Contract*”) is entered into on, **August 1, 2024**, between **California Pacific Charter Schools**, hereinafter referred to as the local educational agency (“LEA”), a member of the Sonoma County SELPA and **Name of NPS/A**. (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”) and a Nonpublic Services student Enrollment form as specified in the LEA Procedures. Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within fifteen (15) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

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

2. CERTIFICATION AND LICENSES

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

rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification, and in Section 24 of the Master Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from August 1, 2024 – July 31, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to July 31, 2025. In the event the contract negotiations are not agreed to by July 31, 2025, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent

contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICE AGREEMENT; EXHIBIT B ("ISA")

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

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

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

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

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

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

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. “Parent” means:

- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
- ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

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

g. The term “days” means calendar days unless otherwise specified.

h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

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

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

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

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

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

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

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

PART I- INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:
 \$2,000,000 per occurrence \$ 500,000 fire damage \$ 5,000 medical expenses \$1,000,000 personal & adv. injury \$3,000,000 general aggregate \$2,000,000 products/completed operations aggregate.
 The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

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

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

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:
 - \$1,000,000 per occurrence
 - \$2,000,000 general aggregate
- E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

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

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

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows: \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate.
The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

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

16. INDEMNIFICATION AND HOLD HARMLESS

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

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract.

In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s).

If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including; but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

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

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to

fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

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

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity, or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

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

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A shall be provided consistent with the area of certification specified by CDE Certification and as

defined in California Education Code section 56366 et seq.,.

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

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

When CONTRACTOR is an NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested.

LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

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

23. INSTRUCTIONAL MINUTES

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

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

The total number of annual instructional minutes shall be at least equivalent to the total number of annual

instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

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

24. CLASS SIZE

When CONTRACTOR is an NPS, CONTRACTOR shall ensure that the number of pupils loaded to a class shall not exceed twelve (12) pupils for grades K – 5, and fourteen (14) pupils for grades 6 – 13. CONTRACTOR shall provide written notice to each LEA with students enrolled in a class for grades K-5 that exceeds twelve (12) pupils.

If CONTRACTOR provides special education for individuals with exceptional needs between the ages of three (3) and five (5) years, inclusive, CONTRACTOR shall comply with the appropriate instructional adult to child ratios pursuant to California Education Code § 56440 et seq.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

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

25. CALENDARS

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

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

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

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial

Day, Juneteenth and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

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

26. DATA REPORTING

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

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

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

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

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

prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone.

If the student's IEP does not contain a BIP an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan.

If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by the state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

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

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

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from an NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility.

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

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

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal

governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any written complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

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

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

All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessments. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA and at the LEA's sole discretion.

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

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report

cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS

When CONTRACTOR is an NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. Then grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in *EC* Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

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

Pupil enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in *EC* Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

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

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

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

39. WITHDRAWAL OF STUDENT FROM PROGRAM

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

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not

limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

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

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

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

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

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

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

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

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA Act (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

42. STATE MEAL MANDATE

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq.; and 49550 et seq.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to the LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students, CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and the National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction (“Superintendent”) through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

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

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

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

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making towards the goals set forth in the pupil’s behavioral intervention plan, if applicable, an

observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit. A copy of the report will be given to the NPS.

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

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

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

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students in person or virtually until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon requests, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2 CONTRACTOR shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the

service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

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

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

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

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

46. VERIFICATION OF LICENSES, CREDENTIALS & OTHER DOCUMENTS

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

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

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school, and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56051.

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

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

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

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

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an

emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

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

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

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

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be

authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

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

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

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

FINANCIAL

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

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

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

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

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

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

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

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

Upon approval of said payment demand, LEA shall make payment in an amount equal to the number of creditable days of attendance multiplied by the agreed upon unit amount. Payment shall be made within forty-five (45) days of LEA's receipt of payment demand except when approval is denied and LEA exercises its right to withhold. Should the LEA or SCOE fail to comply, the nonpublic nonsectarian school or nonpublic agency may require the LEA, or county office to pay an additional amount of 1 1/2 percent of the unpaid balance per month until full payment is made.

In no case shall initial payment claim submission for any Master Contract fiscal year (August-July) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (August-July) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57. RIGHT TO WITHHOLD PAYMENT

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

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

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

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

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

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

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Excused Absence Method

- A. LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year (i.e., semester), unless a written time extension is granted by LEA. No more than three of the 8 cumulative absences shall be unexcused. Reimbursements for Related Services cannot be claimed except in the case of a Bundled tuition rate.
- B. On the 4th consecutive day of a pupil's absence, CONTRACTOR shall notify LEA of such absence. If CONTRACTOR fails to provide such notice by the 4th day of consecutive absence, CONTRACTOR shall not be compensated for services delivered during continuing absence after the 4th consecutive day of excused absence.

- C. All excused absences must be verified and a copy must be submitted to LEA with the monthly invoice. All documentation must be kept for at least five (5) years from the date of origination.
- D. Only the individuals listed below may verify the reason for absence:
 - 1. School or public health nurse
 - 2. Physician
 - 3. Principal
 - 4. Teacher
 - 5. School employee assigned to make such verification
 - 6. Student eighteen years of age or over
 - 7. Parent
- E. Any reasonable method which established the reason for the absence may be used:
 - 1. Written note from parent, guardian, representative or adult pupil (over 18 or emancipated)
 - 2. Telephone conversation with parent, guardian, representative, or adult pupil (over 18 or emancipated)
- F. Standards for excused absences are defined in the education code. Contractor is responsible for verification of excused absence in accordance with current requirements.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

For student absences beginning on the first day of quarantine or isolation consistent with public health protocol, when student's symptoms allow for participation in instruction, CONTRACTOR shall receive payment consistent with the student's approved ISA, contingent upon the provision of agreed upon services consistent with the Emergency Circumstances documented in the pupil's IEP in accordance with Education Code section 56345(a)(9). In the event that a student's symptoms do not allow participation in instruction, they shall be considered absent due to illness.

NONPUBLIC AGENCY STAFF ABSENCE

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

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the second (2nd) consecutive service day of the student's absence.

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

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

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

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

61. INSPECTION AND AUDIT

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

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

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five

(5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

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

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

62. RATE SCHEDULE; EXHIBIT A

The attached rate schedule (EXHIBIT A) limits the number of students that may be enrolled and maximum dollar amount of the contract, when CONTRACTOR is an NPS. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

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

CONTRACT SIGNATURE PAGE:

This Contract includes the attached General Provisions, **Exhibits A – B**, and any ISAs executed by CONTRACTOR and SELPA Member Districts. No payment shall be due under this Contract for special education or DIS provided to any pupil unless and until a SELPA member district and CONTRACTOR execute an ISA for such pupil.

Date: _____

Date: _____

Signature: _____

Signature: _____

Name of LEA Administrator-Title

Name of NPS/A Administrator-Title

LEA Name**NPS/A Name**

LEA Address

NPS/A Address

LEA City, State, Zip

NPS/A City, State, Zip

LEA Phone

NPS/A Phone

Contract Submittal Requirements

Please sign and return original contract with the following documents:

- 1) W-9
- 2) Current Staff List with annual training data.
- 3) Current NPA/NPS Certificate
- 4) Current Insurance

Coversheet

Budget Adoption 2024-2025

Section: VII. Business/Financial Services

Item: A. Budget Adoption 2024-2025

Purpose: Vote

Submitted by:

Related Material:

CPCS 24-25 Preliminary Budget Adoption Presentation.pdf

2024-25 Preliminary Budget #1751 California Pacific Charter School-Los Angeles.pdf

2024-25 Preliminary Budget #1758 California Pacific Charter School-San Diego.pdf

2024-25 Preliminary Budget #2037 California Pacific Charter School-Sonoma.pdf

2024_LCFF_BOP_CPC-_Los_Angeles.pdf

2024_LCFF_BOP_CPC-_San_Diego.pdf

2024_LCFF_BOP_CPC-_Sonoma.pdf

CalPac

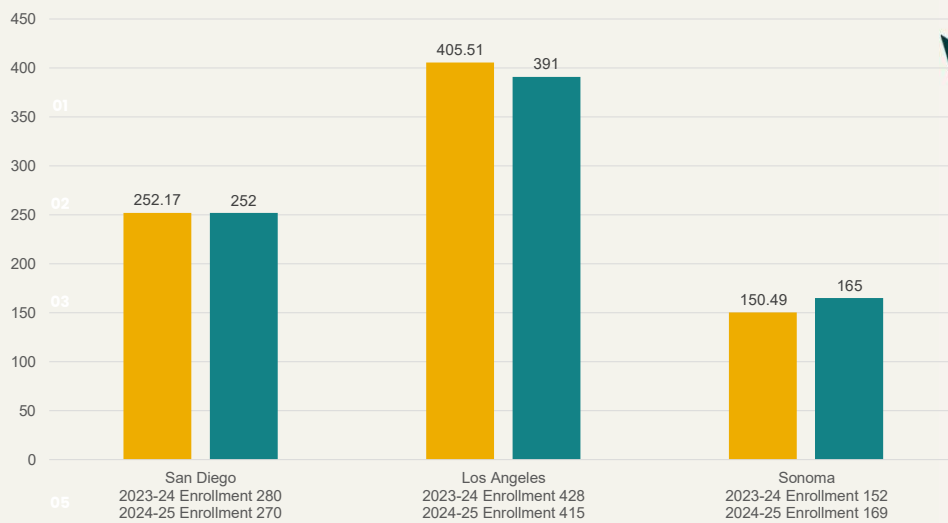
Preliminary Budget

2024 - 2025

1

Enrollment Comparison

2023-24 ADA 2024-25 ADA



2

Budget Summary

2024 -25

	San Diego			Los Angeles			Sonoma		
	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change
Enrollment	280	270	(10)	428	415	(13)	152	169	17
Average Daily Attendance	252.17	252.00	(0.17)	405.51	391.00	(14.51)	150.49	165.00	14.51
REVENUES									
General Purpose Revenue	3,321,284	3,416,375	95,091	5,429,492	5,292,787	(136,705)	1,917,139	2,203,153	286,014
Federal Revenue	203,949	129,887	(74,062)	273,741	179,726	(94,016)	152,743	88,403	(64,340)
Other State Revenue	516,939	570,454	53,515	757,811	818,681	60,870	341,384	367,991	26,607
Other Local Revenue	76,171	15,000	(61,171)	1,270	-	(1,270)	4,557	2,000	(2,557)
TOTAL REVENUES	4,118,343	4,131,716	13,373	6,462,315	6,291,194	(171,121)	2,415,824	2,661,548	245,724
EXPENDITURES									
Salaries & Benefits	3,243,800	3,217,426	(26,373)	4,967,857	4,826,140	(141,717)	1,797,750	2,010,892	213,141
Books and Supplies	273,407	265,038	(8,370)	424,359	397,556	(26,803)	160,651	165,648	4,997
Other Services and Operating	550,367	569,266	18,899	829,907	824,176	(5,731)	415,661	401,392	(14,269)
Other Outgo	-	-	-	-	-	-	1,681	737	(944)
TOTAL EXPENDITURES	4,067,574	4,051,730	(15,844)	6,222,123	6,047,872	(174,251)	2,375,744	2,578,669	202,925
NET INCREASE / (DECREASE)	50,768	79,986	29,218	240,192	243,322	3,130	40,080	82,878	42,799
BEGINNING BALANCE, RESERVES	1,876,572	1,927,340	50,768	2,715,100	2,955,292	240,192	830,155	870,235	40,080
NET INCREASE / (DECREASE)	50,768	79,986	29,218	240,192	243,322	3,130	40,080	82,878	42,799
ENDING BALANCE	1,927,340	2,007,326	79,986	2,955,292	3,198,613	243,322	870,235	953,113	82,878
ENDING BALANCE AS % OF EXPENDITURES	47.38%	49.54%	2.16%	47.50%	52.89%	5.39%	36.63%	36.96%	0.33%

3



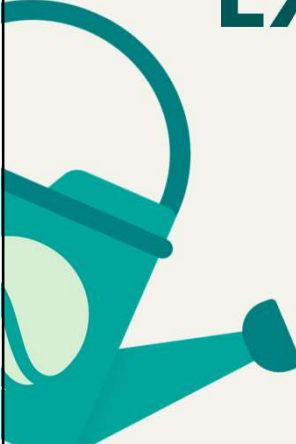

	San Diego			Los Angeles			Sonoma		
	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change
EXPENDITURES									
Salaries & Benefits	3,243,800	3,217,426	(26,373)	4,967,857	4,826,140	(141,717)	1,797,750	2,010,892	213,141

Salary Expenses 2024-25



- ❖ The 2024-25 Preliminary Budget reflects a planned step advancement for staff, with certificated staff seeing a 2.5% increase and classified staff a 3.0% increase.
- ❖ New Positions for 2024-25:
 - 1 - Speech and Language Pathologist
 - 1 - Online Teacher
 - 1 - Education Specialist
- ❖ The Estimated Actuals for 2023-24 included several one-time expenses not repeated in 2024-25 such as one-time stipends for professional development.

4

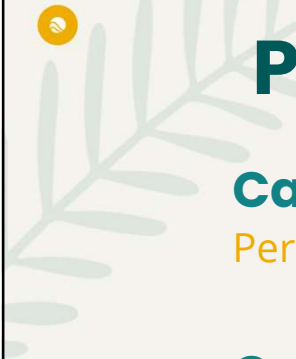




	San Diego			Los Angeles			Sonoma		
	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change
EXPENDITURES									
Books and Supplies	273,407	265,038	(8,370)	424,359	397,556	(26,803)	160,651	165,648	4,997
Other Services and Operating	550,367	569,266	18,899	829,907	824,176	(5,731)	415,661	401,392	(14,269)

Expenses 2024-25

- Several vendors have not been renewed for 2024-25 based on the availability of funds and staff feedback.
- 2024-25 includes budgeted funds for new vendors for Educational Apps.
- Expenses for subagreements for services are expected to rise in 2024-25 due to an increased need for vendored services for Special Education, particularly for psychological services.
- Travel and conference expenses are expected to decrease in 2024-25, as fewer travel opportunities and conferences are planned.
- Decreases for Professional Services in 2024-25. The 2023-24 Estimated Actuals were higher due to more professional development and conference opportunities being offered during that year.

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Per Pupil Expenditures

California Pacific Charter – SD
Per pupil spending = \$15,006

California Pacific Charter – LA
Per pupil spending = \$14,573

California Pacific Charter – Sonoma
Per pupil spending = \$15,258

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Multi-Year Projection

	California Pacific Charter San Diego			California Pacific Charter Los Angeles			California Pacific Charter Sonoma		
	2024-25	2025-26	2026-27	2024-25	2025-26	2026-27	2024-25	2025-26	2026-27
Enrollment	270	273	279	415	420	430	169	169	169
Average Daily Attendance	252.00	255.14	260.17	391.00	397.86	404.83	165.00	165.00	165.00
REVENUES									
General Purpose Revenue	3,416,375	3,493,939	3,600,311	5,292,787	5,439,147	5,583,596	2,203,153	2,227,656	2,249,697
Federal Revenue	129,887	112,946	114,953	179,726	157,585	160,171	88,403	85,606	85,606
Other State Revenue	570,454	681,350	571,942	818,681	964,308	856,126	367,991	401,374	333,780
Other Local Revenue	15,000	5,000	5,000	-	-	-	2,000	1,000	1,000
TOTAL REVENUES	4,131,716	4,293,235	4,292,206	6,291,194	6,561,040	6,599,893	2,661,548	2,715,636	2,670,083
EXPENDITURES									
Certificated Salaries	1,898,946	1,966,988	2,022,186	2,848,602	2,950,482	3,096,473	1,184,116	1,229,367	1,200,673
Classified Salaries	566,027	586,309	602,762	847,367	879,463	922,980	352,695	366,443	357,890
Employee Benefits	752,453	779,414	801,286	1,130,171	1,169,121	1,226,970	474,081	487,134	475,764
Books and Supplies	265,038	273,061	280,371	397,556	409,091	429,319	165,648	171,038	166,470
Other Services and Operating	569,266	562,333	578,827	824,176	829,188	866,716	401,392	385,619	382,404
Other Outgo	-	-	-	-	-	-	737	-	-
TOTAL EXPENDITURES	4,051,730	4,168,105	4,285,434	6,047,872	6,237,345	6,542,457	2,578,669	2,639,602	2,583,201
NET INCREASE / (DECREASE)	79,986	125,130	6,772	243,322	323,695	57,436	82,878	76,034	86,882
BEGINNING BALANCE, RESERVES	1,927,340	2,007,326	2,132,456	2,955,292	3,198,613	3,522,309	870,235	953,113	1,029,147
NET INCREASE / (DECREASE)	79,986	125,130	6,772	243,322	323,695	57,436	82,878	76,034	86,882
ENDING BALANCE	2,007,326	2,132,456	2,139,228	3,198,613	3,522,309	3,579,745	953,113	1,029,147	1,116,029
ENDING BALANCE AS % OF EXPENDITURES	49.54%	51.16%	49.92%	52.89%	56.47%	54.72%	36.96%	38.99%	43.20%

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2024-25 Cash Flow



California Pacific Charter – SD

Estimated June 30, 2025 Balance = \$2,072,512

Approximately 187 Days of Cash on Hand



California Pacific Charter – LA

Estimated June 30, 2025 Balance = \$3,136,529

Approximately 189 Days of Cash on Hand



California Pacific Charter – Sonoma

Estimated June 30, 2025 Balance = \$962,947

Approximately 136 Days of Cash on Hand

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California Pacific Charter-Los Angeles

2024-25 Preliminary Budget



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

- 1758 California Pacific Charter School – San Diego (CPC-SD)
- 1751 California Pacific Charter School – Los Angeles (CPC-LA)
- 2037 California Pacific Charter School – Sonoma (CPC-SO)

On or before July 1, charter schools are required to submit a preliminary budget to their chartering authority and the County Office of Education (COE). A budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

California Pacific Charter School's 2024-25 Preliminary Budget is based on the assumptions outlined in the Governor's May Revision and information available to date. Estimated Actuals for 2023-24 have been projected based on the most current information.

Preliminary Budget Financial Highlights:

Overall, all three schools have sufficient reserves, healthy cash flows, and project fiscal solvency in the current year plus the next two years.

CPC-SD 2024-25 Preliminary Budget projects a budget surplus of \$79,986. This is an increase from 2023-24 Estimated Actuals of \$29,218 from prior budget surplus of \$50,768. This will allow CPC-SD to end this fiscal year with an ending fund balance of \$2,007,326, 49.54% of annual expenditures.

CPC-LA 2024-25 Preliminary Budget projects a budget surplus of \$243,322. This is an increase from 2023-24 Estimated Actuals of \$3,130 from prior budget surplus of \$240,192. This will allow CPC-LA to end this fiscal year with an ending fund balance of \$3,198,613, 52.89% of annual expenditures.

CPC-SO 2024-25 Preliminary Budget projects a budget surplus of \$82,878. This is an increase from 2023-24 Estimated Actuals of \$42,799 from prior budget surplus of \$40,080. This will allow CPC-SO to end this fiscal year with an ending fund balance of \$953,113, 36.96% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, creates a significant change in the amount of revenue apportionment.

By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are seeing strong enrollment projections as the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each of the schools, management has prepared the budget with conservative enrollment and ADA estimates that may see increases when the First Interim Budget is prepared in December later this year.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Attendance ratio percentage is management's estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis, but also includes any students that did not complete a full year at CalPac. As such, not every student will equal 1 FTE and their inclusion contributes to the overall ADA ratio.

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-SD				
Enrollment	280	270	273	279
Total Charter ADA	252.17	252.00	255.14	260.17
Attendance Ratio	90.06%	93.33%	93.46%	93.25%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-LA				
Enrollment	428	415	420	430
Total Charter ADA	405.51	391.00	397.86	404.83
Attendance Ratio	94.75%	94.22%	94.73%	94.15%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter - Sonoma				
Enrollment	152	169	169	169
Total Charter ADA	150.49	165.00	165.00	165.00
Attendance Ratio	99.01%	97.63%	97.63%	97.63%

Revenue

General Purpose Entitlement - LCFF Revenue – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) has been adjusted to 1.07% for LCFF Revenue, per the Governor's May Revision.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$3K for CPC-SO. These funds are available until September 30, 2024.

State Revenue –

- Mandated Block Grant (MBG) revenues have been calculated as \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300.
- State Special Education revenues have been updated to reflect the most current allocation schedules.
- Educator Effectiveness Fund (EEF) allocations for 2024-25 total approximately \$33K for CPC-SD, \$32K for CPC-LA, and \$38K for CPC-SO. These funds are available until June 30, 2026.
- Proposition 28—Arts and Music Education Funding (AMS) finds for 2024-25 total approximately \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO.
- Universal Prekindergarten Planning & Implementation Grant (UPK) fund allocations for 2024-25 total approximately \$14K for CPC-SD, \$13K for CPC-LA, and \$18K for CPC-SO. These funds are available until June 30, 2026.
- Arts, Music, and Instructional Materials Discretionary Block Grant (AMIM) fund allocations for 2024-25 total approximately \$34K for CPC-SD, \$43K for CPC-LA, and \$19K for CPC-SO. These funds are available until the 2025-26 fiscal year.
- Learning Recovery Emergency Block Grant (LREBG) fund allocations for 2024-25 total approximately \$29K for CPC-SD, \$41K for CPC-LA, and \$16K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2024-25 school year. The funding requests are projected to be \$72K for CPC-SD, \$112K for CPC-LA, and \$40K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).

Local Revenue –

- Interest revenue is projected at \$15K for CPC-SD and \$2K for CPC-SO.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Expenses:

Due to changes in enrollment, each School's allocation of expenses has been adjusted to meet the needs of the individual schools. Specifically, CPC-LA's anticipated decrease in ADA and CPC-SO's expected increase in ADA necessitate changes in the allocation of resources for staffing, curriculum, and supplies.

Salaries and Benefits –

- The 2024-25 Preliminary Budget reflects a planned step advancement for staff, with certificated staff seeing a 2.5% increase and classified staff a 3.0% increase.
- 2024-25 Staffing includes the following new positions:
 - ❖ 1 - Speech and Language Pathologist
 - ❖ 1 - Online Teacher
 - ❖ 1 - Education Specialist
- CalSTRS Retirement has been calculated at the 19.10% match rate.
- A new ongoing stipend for bilingual/bilingual support staff has been introduced, ranging from \$250 to \$1,500 annually, depending on eligibility.
- Staffing Full-Time Equivalent (FTE) levels have been adjusted based on the needs of each school.
- The Estimated Actuals for 2023-24 included several one-time expenses not repeated in 2024-25. These one-time expenses contributed to a temporary increase in the Salaries and Benefits category for the 2023-24 school year, which will not carry over into the 2024-25 budget. These expenses include:
 - ❖ Professional Training Pay Hours for the Institute of Multi-Sensory Education's Comprehensive Orton Gillingham Plus Training.
 - ❖ Professional Development TK Credential Authorization Pay Hours.
 - ❖ Additional Professional Training Pay Hours for AVID training.

Books and Supplies

- Due to inflation, many contracts' renewals increased in 2024-25.
- Several vendors have not been renewed for 2024-25 based on the availability of funds and staff feedback, resulting in decreases in this category.
- However, it's also important to note that 2024-25 includes budgeted funds for new vendors for Educational Apps (possibly KahnMigo Academy or similar based on staff feedback).
- Based on a review of our current inventory and anticipated school needs, CalPac expects computer expenses to decrease in 2024-25. It's important to note that in 2023-24, there were additional computer and equipment expenses for staff that are not expected to continue in 2024-25.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Services and Other Operating Expenditures

- Due to inflation, many expenses in this category are expected to increase.
- Expenses for subagreements for services are expected to rise in 2024-25 due to an increased need for vendored services for Special Education, particularly for psychological services.
- Travel and conference expenses are expected to decrease in 2024-25, as fewer travel opportunities and conferences are planned.
- Professional Services expenses are also expected to decrease. The 2023-24 Estimated Actuals were higher due to more professional development and conference opportunities being offered during that year.

Per pupil expenditures –

CPC-SD's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,006.

CPC-LA's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$14,573.

CPC-SO's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,258.

Multi-Year Projection Assumptions

A Multi-Year Projection has been prepared to show that California Pacific Charter Schools has a sound financial plan in place that will assure fiscal solvency in the current year plus the next two years. This report shows the projected revenues and expenditures for the current year and each of the next two years.

2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
 - ❖ 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
 - ❖ 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$33K, \$32K, and \$10K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$73K for CPC-SD, \$114K for CPC-LA, and \$41K



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$74K for CPC-SD, \$115K for CPC-LA, and \$42K for CPC-SO. Each of these applications is subject to approval. It's also important to note this grant requires a 1:2 match (\$2 local to \$1 state match).

- AMIM funds for 2025-26 total approximately \$92K for CPC-SD, \$113K for CPC-LA, and \$43K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
 - ❖ Certificated staff - 2.5%
 - ❖ Classified staff - 3.0%
- Assuming zero COLA increases in staffing schedules in 2025-26 and 2026-27.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both 2024-25 and 2025-26.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

Debt – Revolving Loan Fund Program

California Pacific Charter School – Sonoma received a low-cost loan through the California School Financing Authority Charter School Revolving Loan Fund Program (RLF). The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from CPC-SO's LCFF payments received. This loan is expected to be paid in full at the end of the 2024-25 fiscal year.

<u>Fiscal Year</u>	<u>2024-25</u>
Principal Balance	<u>\$ 46,198</u>
Principal Payment	\$ 46,198
Interest Payment	<u>737</u>
Total Repayment	\$ 46,935
Ending Principal Balance	<u>\$ 0.00</u>



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Reserves

Reserves (or “Fund Balance”) is the difference between a fund’s assets and liabilities. Reserves provide cash flow liquidity to fund general operating activities. Reserves are essential in mitigating current and future risks that may occur from unforeseen revenue fluctuations and/or unanticipated expenditures, and to fund all existing programs.

Components of ending fund balance are categorized as follows:

Assignment for Special Education – While Local Education Agencies (LEAs) receive specific funding allocated to meet the needs of special education students, occasionally the needs of such students may arise to the extent that alternative placement is necessary to meet the child’s offer of Free and Appropriate Public Education. If a school enrolls a student with exceptional needs which requires services that are not covered by the school’s adopted budget or by emergency SELPA funding, this assignment establishes a planned reserve for these associated costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Legal – While much can be done to prevent litigation, even the best planning does not eliminate the risk of litigation. This assignment establishes a planned reserve to cover potential legal costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Economic Uncertainty – This amount represents an overall “safety net” for the school to cover a variety of unforeseen mid-term to long-term economic circumstances, including higher than expected outflows in any of the above three assignments.

Cashflow Reserve – This is an amount set-aside to cover short-term delays in cash receipts from governmental sources. This budget includes an amount equal to twenty-five to thirty-five percent (25-40%) of annual expenditures.

California Pacific Charter - San Diego Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$2,007,326	\$2,132,456	\$2,139,228
Components of EFB			
<i>Assigned for Special Education (3%)</i>	\$121,552	\$125,043	\$128,563
<i>Assigned for Legal (4%)</i>	\$162,069	\$166,724	\$171,417
<i>Assigned for Economic Uncertainty (5%)</i>	\$202,586	\$208,405	\$214,271
<i>Cashflow Reserve (38%)</i>	\$1,521,119	\$1,632,284	\$1,624,977



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

California Pacific Charter - Los Angeles

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,198,613	\$3,522,309	\$3,579,745
Components of EFB			
<i>Assigned for Special Education (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Legal (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Economic Uncertainty (5%)</i>	\$302,393	\$311,867	\$327,122
<i>Cashflow Reserve (40%)</i>	\$2,412,390	\$2,711,454	\$2,729,227

California Pacific Charter - Sonoma

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$953,113	\$1,029,147	\$1,116,029
Components of EFB			
<i>Assigned for Special Education (1%)</i>	\$25,787	\$26,396	\$25,832
<i>Assigned for Legal (4%)</i>	\$103,147	\$105,584	\$103,328
<i>Assigned for Economic Uncertainty (5%)</i>	\$128,933	\$131,980	\$129,160
<i>Cashflow Reserve (27%)</i>	\$695,246	\$765,187	\$857,709

Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year as shown on the Monthly Cash Forecast. No state deferrals for the current year or future years are noted at this time. Cash is always closely monitored to ensure each school is liquid to satisfy obligations. No external borrowing is anticipated to be needed.

For CPC-SD the ending cash balance as of June 30, 2025 is forecasted to be \$2,072,512, which represents approximately 187 days of cash on hand.

For CPC-LA the ending cash balance as of June 30, 2025 is forecasted to be \$3,136,529, which represents approximately 189 days of cash on hand.

For CPC-SO the ending cash balance as of June 30, 2025 is forecasted to be \$962,947, which represents approximately 136 days of cash on hand.



2024-25 Preliminary Budget

Enrollment & ADA

CHARTER 1751

	CPC-LA		CPC-LA		CPC-LA	
	2024-25		2025-26		2026-27	
Attendance Ratio:	94.22%		94.73%		94.15%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	8	7.20	8	7.33	8	7.45
Kinder	27	25.28	27	25.73	28	26.18
Grade 1	16	15.57	17	15.84	17	16.12
Grade 2	30	28.07	30	28.56	31	29.06
Grade 3	18	17.17	18	17.47	19	17.78
Grade 4	17	16.27	17	16.56	18	16.85
Grade 5	21	19.90	21	20.25	22	20.60
Grade 6	29	27.16	29	27.64	30	28.12
Grade 7	29	27.10	29	27.57	30	28.06
Grade 8	30	28.07	30	28.56	31	29.06
Grade 9	35	33.44	36	34.03	37	34.62
Grade 10	53	49.78	54	50.65	54	51.54
Grade 11	46	43.42	47	44.18	47	44.96
Grade 12	56	52.57	57	53.49	58	54.43
TOTAL	415	391.00	420	397.86	430	404.83

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	99	93.29	100	94.93	103	96.59
Total 4-6 Enrollment	67	63.33	67	64.45	70	65.57
Total 7-8 Enrollment	59	55.17	59	56.13	61	57.12
Total 9-12 Enrollment	190	179.21	194	182.35	196	185.55
Total Enrollment/ADA	415	391.00	420	397.86	430	404.83

Unduplicated Pupil Percentage	66.38%	275	66.38%	279	66.38%	285
Percentage of ELL/LEP students	8.18%	34	8.18%	34	8.18%	35
Percentage of SPED Student	20.09%	83	20.09%	84	20.09%	86



2024-25 Preliminary Budget Budget Summary

CHARTER 1751	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	% Change
Enrollment	428	415	(13)	-3.04%
Average Daily Attendance	405.51	391.00	(14.51)	-3.58%
REVENUES				
General Purpose Revenue	5,429,492	5,292,787	(136,705)	-2.52%
Federal Revenue	273,741	179,726	(94,016)	-34.34%
Other State Revenue	757,811	818,681	60,870	8.03%
Other Local Revenue	1,270	-	(1,270)	-100.00%
TOTAL REVENUES	6,462,315	6,291,194	(171,121)	-2.65%
EXPENDITURES				
Salaries & Benefits	4,967,857	4,826,140	(141,717)	-2.85%
Books and Supplies Expenditures	424,359	397,556	(26,803)	-6.32%
Other Services and Operating Expenditures	829,907	824,176	(5,731)	-0.69%
Other Outgo	-	-	-	-
TOTAL EXPENDITURES	6,222,123	6,047,872	(174,251)	-2.80%
NET INCREASE / (DECREASE)	240,192	243,322	3,130	1.30%
BEGINNING BALANCE, RESERVES	2,715,100	2,955,292	240,192	8.85%
NET INCREASE / (DECREASE)	240,192	243,322	3,130	1.30%
ENDING BALANCE	2,955,292	3,198,613	243,322	8.23%
ENDING BALANCE AS % OF EXPENDITURES	47.50%	52.89%	5.39%	



2024-25 Preliminary Budget Multi-Year Projection

California Pacific Charter - Los Angeles (#1751)		2024-25	2025-26	2026-27
Enrollment		415	420	430
Average Daily Attendance		391.00	397.86	404.83
REVENUES				
General Purpose Revenue		5,292,787	5,439,147	5,583,596
Federal Revenue		179,726	157,585	160,171
Other State Revenue		818,681	964,308	856,126
Other Local Revenue		-	-	-
TOTAL REVENUES		6,291,194	6,561,040	6,599,893
EXPENDITURES				
Certificated Salaries		2,848,602	2,950,482	3,096,473
Classified Salaries		847,367	879,463	922,980
Employee Benefits		1,130,171	1,169,121	1,226,970
Books and Supplies Expenditures		397,556	409,091	429,319
Other Services and Operating Expenditures		824,176	829,188	866,716
Other Outgo		-	-	-
TOTAL EXPENDITURES		6,047,872	6,237,345	6,542,457
NET INCREASE / (DECREASE)		243,322	323,695	57,436
BEGINNING BALANCE, RESERVES		2,955,292	3,198,613	3,522,309
NET INCREASE / (DECREASE)		243,322	323,695	57,436
ENDING BALANCE		3,198,613	3,522,309	3,579,745
ENDING BALANCE AS % OF EXPENDITURES		52.89%	56.47%	54.72%

MULTI-YEAR REVENUE DETAIL

	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	4,999,974	5,141,197	5,280,426
8012 EPA Entitlement	78,200	79,572	80,966
8096 In-Lieu-Of Property Taxes	214,613	218,378	222,204
Total General Purpose Revenue	5,292,787	5,439,147	5,583,596
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	51,919	53,358	54,293
8182 SpEd - Discretionary Grants	4,769	4,644	4,726
8290 Other Federal Revenue	123,038	99,583	101,152
Total Federal Revenue	179,726	157,585	160,171
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	398,909	409,967	417,149
8550 Mandated Cost Reimbursements	29,645	30,166	30,693
8560 State Lottery Revenue	97,359	99,067	100,803
8590 Other State Revenue	292,768	425,108	307,481
Total Other State Revenue	818,681	964,308	856,126
Other Local Revenue Assumptions			
8660 Interest Income	-	-	-
Total Other Local Revenue	-	-	-



California Pacific Charter - Los Angeles

2024-25 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		3,239,156	3,256,065	2,990,671	3,077,772	3,091,340	3,113,295	3,181,039	3,198,685	3,336,798	3,433,147	3,442,163	3,558,603		
Revenues															
General Purpose Revenue	\$ 5,292,787	\$ 260,729	\$ 260,729	\$ 488,863	\$ 469,313	\$ 469,313	\$ 488,863	\$ 469,313	\$ 469,313	\$ 488,863	\$ 469,313	\$ 469,313	\$ -	\$ 488,863	\$ 5,292,787
Federal Revenue	179,726	-	-	30,759	-	-	30,759	-	-	44,931	-	-	20,324	52,952	179,726
Other State Revenue	818,681	1,622	1,622	129,843	45,912	45,912	84,630	30,597	147,526	88,154	15,776	123,199	-	103,888	818,681
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	\$ 6,291,194	\$ 262,351	\$ 262,351	\$ 649,465	\$ 515,225	\$ 515,225	\$ 604,252	\$ 499,910	\$ 616,839	\$ 621,948	\$ 485,089	\$ 592,512	\$ 20,324	\$ 645,703	\$ 6,291,194
Expenditures															
Certificated Salaries	\$ 2,848,602	\$ 142,430	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 237,384	\$ 219,123	\$ 113,214	\$ 2,848,602
Classified Salaries	847,367	65,182	70,614	70,614	70,614	70,614	70,614	70,614	70,614	70,614	70,614	70,614	65,182	10,864	847,367
Employee Benefits	1,130,171	56,509	94,181	94,181	94,181	94,181	94,181	94,181	94,181	94,181	94,181	94,181	86,936	44,917	1,130,171
Books and Supplies	397,556	100,162	59,633	44,725	33,544	25,158	18,868	14,151	10,613	7,960	7,960	7,960	7,960	58,861	397,556
Other Services and Operating	824,176	65,934	65,934	65,934	65,934	65,934	65,934	65,934	65,934	65,934	65,934	65,934	65,934	32,967	824,176
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 6,047,872	\$ 430,217	\$ 527,746	\$ 512,837	\$ 501,656	\$ 493,270	\$ 486,981	\$ 482,264	\$ 478,726	\$ 476,072	\$ 476,072	\$ 476,072	\$ 445,136	\$ 260,822	\$ 6,047,872

BALANCE SHEET ITEMS

	Beginning Balance														Ending Balance
Assets															
Cash Not In Treasury															-
Cash with Fiscal Agents	\$ 3,152	-	-	-	-	-	-	-	-	-	-	-	-	\$ 3,152	
Accounts Receivable	358,140	358,140	-	-	-	-	-	-	-	-	-	-	-	645,703	
Prepaid Expenditures	176,935	176,935	-	-	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	99,183	-	-	-	-	-	-	-	-	-	-	-	25,287	73,896	
Liabilities															
Accounts Payable	350,300	(350,300)	-	-	-	-	-	-	-	-	-	-	-	260,822	
Unearned Revenues	663,941	-	-	(49,527)	-	-	(49,527)	-	-	(49,527)	-	-	-	515,360	
Other Current Liabilities	104,978	-	-	-	-	-	-	-	-	-	-	-	(22,549)	82,429	
Net Increases/Decreases		\$ 184,775	\$ -	\$ (49,527)	\$ -	\$ -	\$ (49,527)	\$ -	\$ -	\$ (49,527)	\$ -	\$ -	\$ 2,738		

\$ 3,256,065 \$ 2,990,671 \$ 3,077,772 \$ 3,091,340 \$ 3,113,295 \$ 3,181,039 \$ 3,198,685 \$ 3,336,798 \$ 3,433,147 \$ 3,442,163 \$ 3,558,603 \$ 3,136,529 ENDING CASH

Days Cash on Hand	197	180	186	187	188	192	193	201	207	208	215	189
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California Pacific Charter-San Diego

2024-25 Preliminary Budget



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

- 1758 California Pacific Charter School – San Diego (CPC-SD)
- 1751 California Pacific Charter School – Los Angeles (CPC-LA)
- 2037 California Pacific Charter School – Sonoma (CPC-SO)

On or before July 1, charter schools are required to submit a preliminary budget to their chartering authority and the County Office of Education (COE). A budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

California Pacific Charter School's 2024-25 Preliminary Budget is based on the assumptions outlined in the Governor's May Revision and information available to date. Estimated Actuals for 2023-24 have been projected based on the most current information.

Preliminary Budget Financial Highlights:

Overall, all three schools have sufficient reserves, healthy cash flows, and project fiscal solvency in the current year plus the next two years.

CPC-SD 2024-25 Preliminary Budget projects a budget surplus of \$79,986. This is an increase from 2023-24 Estimated Actuals of \$29,218 from prior budget surplus of \$50,768. This will allow CPC-SD to end this fiscal year with an ending fund balance of \$2,007,326, 49.54% of annual expenditures.

CPC-LA 2024-25 Preliminary Budget projects a budget surplus of \$243,322. This is an increase from 2023-24 Estimated Actuals of \$3,130 from prior budget surplus of \$240,192. This will allow CPC-LA to end this fiscal year with an ending fund balance of \$3,198,613, 52.89% of annual expenditures.

CPC-SO 2024-25 Preliminary Budget projects a budget surplus of \$82,878. This is an increase from 2023-24 Estimated Actuals of \$42,799 from prior budget surplus of \$40,080. This will allow CPC-SO to end this fiscal year with an ending fund balance of \$953,113, 36.96% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, creates a significant change in the amount of revenue apportionment.

By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are seeing strong enrollment projections as the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each of the schools, management has prepared the budget with conservative enrollment and ADA estimates that may see increases when the First Interim Budget is prepared in December later this year.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Attendance ratio percentage is management's estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis, but also includes any students that did not complete a full year at CalPac. As such, not every student will equal 1 FTE and their inclusion contributes to the overall ADA ratio.

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-SD				
Enrollment	280	270	273	279
Total Charter ADA	252.17	252.00	255.14	260.17
Attendance Ratio	90.06%	93.33%	93.46%	93.25%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-LA				
Enrollment	428	415	420	430
Total Charter ADA	405.51	391.00	397.86	404.83
Attendance Ratio	94.75%	94.22%	94.73%	94.15%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter - Sonoma				
Enrollment	152	169	169	169
Total Charter ADA	150.49	165.00	165.00	165.00
Attendance Ratio	99.01%	97.63%	97.63%	97.63%

Revenue

General Purpose Entitlement - LCFF Revenue – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) has been adjusted to 1.07% for LCFF Revenue, per the Governor's May Revision.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$3K for CPC-SO. These funds are available until September 30, 2024.

State Revenue –

- Mandated Block Grant (MBG) revenues have been calculated as \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300.
- State Special Education revenues have been updated to reflect the most current allocation schedules.
- Educator Effectiveness Fund (EEF) allocations for 2024-25 total approximately \$33K for CPC-SD, \$32K for CPC-LA, and \$38K for CPC-SO. These funds are available until June 30, 2026.
- Proposition 28—Arts and Music Education Funding (AMS) finds for 2024-25 total approximately \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO.
- Universal Prekindergarten Planning & Implementation Grant (UPK) fund allocations for 2024-25 total approximately \$14K for CPC-SD, \$13K for CPC-LA, and \$18K for CPC-SO. These funds are available until June 30, 2026.
- Arts, Music, and Instructional Materials Discretionary Block Grant (AMIM) fund allocations for 2024-25 total approximately \$34K for CPC-SD, \$43K for CPC-LA, and \$19K for CPC-SO. These funds are available until the 2025-26 fiscal year.
- Learning Recovery Emergency Block Grant (LREBG) fund allocations for 2024-25 total approximately \$29K for CPC-SD, \$41K for CPC-LA, and \$16K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2024-25 school year. The funding requests are projected to be \$72K for CPC-SD, \$112K for CPC-LA, and \$40K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).

Local Revenue –

- Interest revenue is projected at \$15K for CPC-SD and \$2K for CPC-SO.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Expenses:

Due to changes in enrollment, each School's allocation of expenses has been adjusted to meet the needs of the individual schools. Specifically, CPC-LA's anticipated decrease in ADA and CPC-SO's expected increase in ADA necessitate changes in the allocation of resources for staffing, curriculum, and supplies.

Salaries and Benefits –

- The 2024-25 Preliminary Budget reflects a planned step advancement for staff, with certificated staff seeing a 2.5% increase and classified staff a 3.0% increase.
- 2024-25 Staffing includes the following new positions:
 - ❖ 1 - Speech and Language Pathologist
 - ❖ 1 - Online Teacher
 - ❖ 1 - Education Specialist
- CalSTRS Retirement has been calculated at the 19.10% match rate.
- A new ongoing stipend for bilingual/bilingual support staff has been introduced, ranging from \$250 to \$1,500 annually, depending on eligibility.
- Staffing Full-Time Equivalent (FTE) levels have been adjusted based on the needs of each school.
- The Estimated Actuals for 2023-24 included several one-time expenses not repeated in 2024-25. These one-time expenses contributed to a temporary increase in the Salaries and Benefits category for the 2023-24 school year, which will not carry over into the 2024-25 budget. These expenses include:
 - ❖ Professional Training Pay Hours for the Institute of Multi-Sensory Education's Comprehensive Orton Gillingham Plus Training.
 - ❖ Professional Development TK Credential Authorization Pay Hours.
 - ❖ Additional Professional Training Pay Hours for AVID training.

Books and Supplies

- Due to inflation, many contracts' renewals increased in 2024-25.
- Several vendors have not been renewed for 2024-25 based on the availability of funds and staff feedback, resulting in decreases in this category.
- However, it's also important to note that 2024-25 includes budgeted funds for new vendors for Educational Apps (possibly KahnMigo Academy or similar based on staff feedback).
- Based on a review of our current inventory and anticipated school needs, CalPac expects computer expenses to decrease in 2024-25. It's important to note that in 2023-24, there were additional computer and equipment expenses for staff that are not expected to continue in 2024-25.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Services and Other Operating Expenditures

- Due to inflation, many expenses in this category are expected to increase.
- Expenses for subagreements for services are expected to rise in 2024-25 due to an increased need for vendored services for Special Education, particularly for psychological services.
- Travel and conference expenses are expected to decrease in 2024-25, as fewer travel opportunities and conferences are planned.
- Professional Services expenses are also expected to decrease. The 2023-24 Estimated Actuals were higher due to more professional development and conference opportunities being offered during that year.

Per pupil expenditures –

CPC-SD's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,006.

CPC-LA's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$14,573.

CPC-SO's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,258.

Multi-Year Projection Assumptions

A Multi-Year Projection has been prepared to show that California Pacific Charter Schools has a sound financial plan in place that will assure fiscal solvency in the current year plus the next two years. This report shows the projected revenues and expenditures for the current year and each of the next two years.

2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
 - ❖ 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
 - ❖ 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$33K, \$32K, and \$10K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$73K for CPC-SD, \$114K for CPC-LA, and \$41K



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$74K for CPC-SD, \$115K for CPC-LA, and \$42K for CPC-SO. Each of these applications is subject to approval. It's also important to note this grant requires a 1:2 match (\$2 local to \$1 state match).

- AMIM funds for 2025-26 total approximately \$92K for CPC-SD, \$113K for CPC-LA, and \$43K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
 - ❖ Certificated staff - 2.5%
 - ❖ Classified staff - 3.0%
- Assuming zero COLA increases in staffing schedules in 2025-26 and 2026-27.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both 2024-25 and 2025-26.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

Debt – Revolving Loan Fund Program

California Pacific Charter School – Sonoma received a low-cost loan through the California School Financing Authority Charter School Revolving Loan Fund Program (RLF). The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from CPC-SO's LCFF payments received. This loan is expected to be paid in full at the end of the 2024-25 fiscal year.

<u>Fiscal Year</u>	<u>2024-25</u>
Principal Balance	<u>\$ 46,198</u>
Principal Payment	\$ 46,198
Interest Payment	<u>737</u>
Total Repayment	\$ 46,935
Ending Principal Balance	<u>\$ 0.00</u>



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Reserves

Reserves (or “Fund Balance”) is the difference between a fund’s assets and liabilities. Reserves provide cash flow liquidity to fund general operating activities. Reserves are essential in mitigating current and future risks that may occur from unforeseen revenue fluctuations and/or unanticipated expenditures, and to fund all existing programs.

Components of ending fund balance are categorized as follows:

Assignment for Special Education – While Local Education Agencies (LEAs) receive specific funding allocated to meet the needs of special education students, occasionally the needs of such students may arise to the extent that alternative placement is necessary to meet the child’s offer of Free and Appropriate Public Education. If a school enrolls a student with exceptional needs which requires services that are not covered by the school’s adopted budget or by emergency SELPA funding, this assignment establishes a planned reserve for these associated costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Legal – While much can be done to prevent litigation, even the best planning does not eliminate the risk of litigation. This assignment establishes a planned reserve to cover potential legal costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Economic Uncertainty – This amount represents an overall “safety net” for the school to cover a variety of unforeseen mid-term to long-term economic circumstances, including higher than expected outflows in any of the above three assignments.

Cashflow Reserve – This is an amount set-aside to cover short-term delays in cash receipts from governmental sources. This budget includes an amount equal to twenty-five to thirty-five percent (25-40%) of annual expenditures.

California Pacific Charter - San Diego Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$2,007,326	\$2,132,456	\$2,139,228
Components of EFB			
<i>Assigned for Special Education (3%)</i>	\$121,552	\$125,043	\$128,563
<i>Assigned for Legal (4%)</i>	\$162,069	\$166,724	\$171,417
<i>Assigned for Economic Uncertainty (5%)</i>	\$202,586	\$208,405	\$214,271
<i>Cashflow Reserve (38%)</i>	\$1,521,119	\$1,632,284	\$1,624,977



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

California Pacific Charter - Los Angeles

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,198,613	\$3,522,309	\$3,579,745
Components of EFB			
<i>Assigned for Special Education (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Legal (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Economic Uncertainty (5%)</i>	\$302,393	\$311,867	\$327,122
<i>Cashflow Reserve (40%)</i>	\$2,412,390	\$2,711,454	\$2,729,227

California Pacific Charter - Sonoma

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$953,113	\$1,029,147	\$1,116,029
Components of EFB			
<i>Assigned for Special Education (1%)</i>	\$25,787	\$26,396	\$25,832
<i>Assigned for Legal (4%)</i>	\$103,147	\$105,584	\$103,328
<i>Assigned for Economic Uncertainty (5%)</i>	\$128,933	\$131,980	\$129,160
<i>Cashflow Reserve (27%)</i>	\$695,246	\$765,187	\$857,709

Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year as shown on the Monthly Cash Forecast. No state deferrals for the current year or future years are noted at this time. Cash is always closely monitored to ensure each school is liquid to satisfy obligations. No external borrowing is anticipated to be needed.

For CPC-SD the ending cash balance as of June 30, 2025 is forecasted to be \$2,072,512, which represents approximately 187 days of cash on hand.

For CPC-LA the ending cash balance as of June 30, 2025 is forecasted to be \$3,136,529, which represents approximately 189 days of cash on hand.

For CPC-SO the ending cash balance as of June 30, 2025 is forecasted to be \$962,947, which represents approximately 136 days of cash on hand.



2024-25 Preliminary Budget Enrollment & ADA

CHARTER 1758

	CPC-SD		CPC-SD		CPC-SD	
	2024-25		2025-26		2026-27	
Attendance Ratio:	93.33%		93.46%		93.25%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	3	2.72	3	2.75	3	2.81
Kinder	12	10.77	10	10.91	12	11.11
Grade 1	10	9.07	10	9.18	10	9.36
Grade 2	13	11.68	12	11.83	13	12.07
Grade 3	8	8.15	8	8.25	9	8.41
Grade 4	5	4.43	5	4.49	5	4.58
Grade 5	11	10.86	12	11.00	12	11.23
Grade 6	12	10.77	12	10.90	12	11.11
Grade 7	22	20.83	23	21.06	23	21.50
Grade 8	15	14.39	16	14.58	16	14.86
Grade 9	26	24.45	27	24.76	27	25.25
Grade 10	29	27.17	30	27.51	30	28.05
Grade 11	63	58.68	64	59.41	65	60.57
Grade 12	41	38.03	41	38.51	42	39.26
TOTAL	270	252.00	273	255.14	279	260.17

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	46	42.39	43	42.92	47	43.76
Total 4-6 Enrollment	28	26.06	29	26.39	29	26.92
Total 7-8 Enrollment	37	35.22	39	35.64	39	36.36
Total 9-12 Enrollment	159	148.33	162	150.19	164	153.13
Total Enrollment/ADA	270	252.00	273	255.14	279	260.17

Unduplicated Pupil Percentage	60.37%	163	60.37%	165	60.37%	168
Percentage of ELL/LEP students	5.36%	14	5.36%	15	5.36%	15
Percentage of SPED Student	23.21%	63	23.21%	63	23.21%	65



2024-25 Preliminary Budget Budget Summary

CHARTER 1758	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	% Change
Enrollment	280	270	(10)	-3.57%
Average Daily Attendance	252.17	252.00	(0.17)	-0.07%
REVENUES				
General Purpose Revenue	3,321,284	3,416,375	95,091	2.86%
Federal Revenue	203,949	129,887	(74,062)	-36.31%
Other State Revenue	516,939	570,454	53,515	10.35%
Other Local Revenue	76,171	15,000	(61,171)	-80.31%
TOTAL REVENUES	4,118,343	4,131,716	13,373	0.32%
EXPENDITURES				
Salaries & Benefits	3,243,800	3,217,426	(26,373)	-0.81%
Books and Supplies Expenditures	273,407	265,038	(8,370)	-3.06%
Other Services and Operating Expenditures	550,367	569,266	18,899	3.43%
Other Outgo	-	-	-	-
TOTAL EXPENDITURES	4,067,574	4,051,730	(15,844)	-0.39%
NET INCREASE / (DECREASE)	50,768	79,986	29,218	57.55%
BEGINNING BALANCE, RESERVES	1,876,572	1,927,340	50,768	2.71%
NET INCREASE / (DECREASE)	50,768	79,986	29,218	57.55%
ENDING BALANCE	1,927,340	2,007,326	79,986	4.15%
ENDING BALANCE AS % OF EXPENDITURES	47.38%	49.54%	2.16%	



2024-25 Preliminary Budget Multi-Year Projection

California Pacific Charter - San Diego (#1758)	2024-25	2025-26	2026-27
Enrollment	270	273	279
Average Daily Attendance	252.00	255.14	260.17
REVENUES			
General Purpose Revenue	3,416,375	3,493,939	3,600,311
Federal Revenue	129,887	112,946	114,953
Other State Revenue	570,454	681,350	571,942
Other Local Revenue	15,000	5,000	5,000
TOTAL REVENUES	4,131,716	4,293,235	4,292,206
EXPENDITURES			
Certificated Salaries	1,898,946	1,966,988	2,022,186
Classified Salaries	566,027	586,309	602,762
Employee Benefits	752,453	779,414	801,286
Books and Supplies Expenditures	265,038	273,061	280,371
Other Services and Operating Expenditures	569,266	562,333	578,827
Other Outgo	-	-	-
TOTAL EXPENDITURES	4,051,730	4,168,105	4,285,434
NET INCREASE / (DECREASE)	79,986	125,130	6,772
BEGINNING BALANCE, RESERVES	1,927,340	2,007,326	2,132,456
NET INCREASE / (DECREASE)	79,986	125,130	6,772
ENDING BALANCE	2,007,326	2,132,456	2,139,228
ENDING BALANCE AS % OF EXPENDITURES	49.54%	51.16%	49.92%

MULTI-YEAR REVENUE DETAIL

	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	3,152,350	3,226,624	3,327,726
8012 EPA Entitlement	50,400	51,028	52,034
8096 In-Lieu-Of Property Taxes	213,625	216,287	220,551
Total General Purpose Revenue	3,416,375	3,493,939	3,600,311
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	38,315	39,180	39,952
8182 SpEd - Discretionary Grants	2,966	2,993	3,030
8290 Other Federal Revenue	88,606	70,773	71,971
Total Federal Revenue	129,887	112,946	114,953
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	266,013	272,021	277,384
8550 Mandated Cost Reimbursements	19,107	19,345	19,727
8560 State Lottery Revenue	62,748	63,530	64,782
8590 Other State Revenue	222,586	326,454	210,049
Total Other State Revenue	570,454	681,350	571,942
Other Local Revenue Assumptions			
8660 Interest Income	15,000	5,000	5,000
Total Other Local Revenue	15,000	5,000	5,000



California Pacific Charter - San Diego

2024-25 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		1,968,226	2,242,500	2,059,536	2,140,123	2,138,758	2,197,152	2,206,253	2,214,748	2,283,782	2,303,175	2,288,787	2,352,710		
Revenues															
General Purpose Revenue	\$ 3,416,375	\$ 168,299	\$ 168,299	\$ 315,538	\$ 302,938	\$ 302,938	\$ 315,538	\$ 302,938	\$ 302,938	\$ 315,538	\$ 302,938	\$ 302,938	\$ -	\$ 315,538	\$ 3,416,375
Federal Revenue	129,887	-	-	22,151	-	-	22,151	-	-	32,472	-	-	14,751	38,362	129,887
Other State Revenue	570,454	1,018	1,833	129,355	31,399	85,568	40,631	28,331	85,568	32,010	-	78,311	-	56,430	570,454
Other Local Revenue	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
Total Revenues	\$ 4,131,716	\$ 170,567	\$ 171,382	\$ 468,294	\$ 335,587	\$ 389,756	\$ 379,570	\$ 332,519	\$ 389,756	\$ 381,269	\$ 304,188	\$ 382,499	\$ 16,001	\$ 410,329	\$ 4,131,716
Expenditures															
Certificated Salaries	\$ 1,898,946	\$ 94,947	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 158,246	\$ 146,073	\$ 75,471	\$ 1,898,946
Classified Salaries	566,027	43,541	47,169	47,169	47,169	47,169	47,169	47,169	47,169	47,169	47,169	47,169	43,541	7,257	566,027
Employee Benefits	752,453	37,623	62,704	62,704	62,704	62,704	62,704	62,704	62,704	62,704	62,704	62,704	57,881	29,905	752,453
Books and Supplies	265,038	100,162	39,756	29,817	22,363	16,772	12,579	9,434	6,132	3,986	3,986	3,986	3,986	12,080	265,038
Other Services and Operating	569,266	46,471	46,471	46,471	46,471	46,471	46,471	46,471	46,471	46,471	46,471	46,471	46,471	11,618	569,266
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 4,051,730	\$ 322,743	\$ 354,345	\$ 344,406	\$ 336,952	\$ 331,361	\$ 327,168	\$ 324,024	\$ 320,722	\$ 318,576	\$ 318,576	\$ 318,576	\$ 297,951	\$ 136,330	\$ 4,051,730
BALANCE SHEET ITEMS															
	Beginning Balance													Ending Balance	
Assets															
Cash Not In Treasury															
Cash with Fiscal Agents	\$ 2,554	-	-	-	-	-	-	-	-	-	-	-	-	\$ 2,554	
Accounts Receivable	373,467	373,467	-	-	-	-	-	-	-	-	-	-	-	410,329	
Prepaid Expenditures	202,491	202,491	-	-	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	65,865	-	-	-	-	-	-	-	-	-	-	-	16,184	49,681	
Liabilities															
Accounts Payable	149,508	(149,508)	-	-	-	-	-	-	-	-	-	-	-	136,330	
Unearned Revenues	533,503	-	-	(43,301)	-	-	(43,301)	-	-	(43,301)	-	-	-	403,600	
Other Current Liabilities	69,714	-	-	-	-	-	-	-	-	-	-	-	(14,432)	55,282	
Net Increases/Decreases		\$ 426,450	\$ -	\$ (43,301)	\$ -	\$ -	\$ (43,301)	\$ -	\$ -	\$ (43,301)	\$ -	\$ -	\$ 1,752		
		\$ 2,242,500	\$ 2,059,536	\$ 2,140,123	\$ 2,138,758	\$ 2,197,152	\$ 2,206,253	\$ 2,214,748	\$ 2,283,782	\$ 2,303,175	\$ 2,288,787	\$ 2,352,710	\$ 2,072,512	ENDING CASH	
Days Cash on Hand		202	186	193	193	198	199	200	206	207	206	212	187		



California Pacific Charter-Sonoma

2024-25 Preliminary Budget



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

- 1758 California Pacific Charter School – San Diego (CPC-SD)
- 1751 California Pacific Charter School – Los Angeles (CPC-LA)
- 2037 California Pacific Charter School – Sonoma (CPC-SO)

On or before July 1, charter schools are required to submit a preliminary budget to their chartering authority and the County Office of Education (COE). A budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

California Pacific Charter School's 2024-25 Preliminary Budget is based on the assumptions outlined in the Governor's May Revision and information available to date. Estimated Actuals for 2023-24 have been projected based on the most current information.

Preliminary Budget Financial Highlights:

Overall, all three schools have sufficient reserves, healthy cash flows, and project fiscal solvency in the current year plus the next two years.

CPC-SD 2024-25 Preliminary Budget projects a budget surplus of \$79,986. This is an increase from 2023-24 Estimated Actuals of \$29,218 from prior budget surplus of \$50,768. This will allow CPC-SD to end this fiscal year with an ending fund balance of \$2,007,326, 49.54% of annual expenditures.

CPC-LA 2024-25 Preliminary Budget projects a budget surplus of \$243,322. This is an increase from 2023-24 Estimated Actuals of \$3,130 from prior budget surplus of \$240,192. This will allow CPC-LA to end this fiscal year with an ending fund balance of \$3,198,613, 52.89% of annual expenditures.

CPC-SO 2024-25 Preliminary Budget projects a budget surplus of \$82,878. This is an increase from 2023-24 Estimated Actuals of \$42,799 from prior budget surplus of \$40,080. This will allow CPC-SO to end this fiscal year with an ending fund balance of \$953,113, 36.96% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, creates a significant change in the amount of revenue apportionment.

By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are seeing strong enrollment projections as the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each of the schools, management has prepared the budget with conservative enrollment and ADA estimates that may see increases when the First Interim Budget is prepared in December later this year.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Attendance ratio percentage is management's estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis, but also includes any students that did not complete a full year at CalPac. As such, not every student will equal 1 FTE and their inclusion contributes to the overall ADA ratio.

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-SD				
Enrollment	280	270	273	279
Total Charter ADA	252.17	252.00	255.14	260.17
Attendance Ratio	90.06%	93.33%	93.46%	93.25%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter-LA				
Enrollment	428	415	420	430
Total Charter ADA	405.51	391.00	397.86	404.83
Attendance Ratio	94.75%	94.22%	94.73%	94.15%

	2023-24	2024-25 Projected	2025-26 Projected	2026-27 Projected
California Pacific Charter - Sonoma				
Enrollment	152	169	169	169
Total Charter ADA	150.49	165.00	165.00	165.00
Attendance Ratio	99.01%	97.63%	97.63%	97.63%

Revenue

General Purpose Entitlement - LCFF Revenue – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) has been adjusted to 1.07% for LCFF Revenue, per the Governor's May Revision.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$3K for CPC-SO. These funds are available until September 30, 2024.

State Revenue –

- Mandated Block Grant (MBG) revenues have been calculated as \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300.
- State Special Education revenues have been updated to reflect the most current allocation schedules.
- Educator Effectiveness Fund (EEF) allocations for 2024-25 total approximately \$33K for CPC-SD, \$32K for CPC-LA, and \$38K for CPC-SO. These funds are available until June 30, 2026.
- Proposition 28—Arts and Music Education Funding (AMS) funds for 2024-25 total approximately \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO.
- Universal Prekindergarten Planning & Implementation Grant (UPK) fund allocations for 2024-25 total approximately \$14K for CPC-SD, \$13K for CPC-LA, and \$18K for CPC-SO. These funds are available until June 30, 2026.
- Arts, Music, and Instructional Materials Discretionary Block Grant (AMIM) fund allocations for 2024-25 total approximately \$34K for CPC-SD, \$43K for CPC-LA, and \$19K for CPC-SO. These funds are available until the 2025-26 fiscal year.
- Learning Recovery Emergency Block Grant (LREBG) fund allocations for 2024-25 total approximately \$29K for CPC-SD, \$41K for CPC-LA, and \$16K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2024-25 school year. The funding requests are projected to be \$72K for CPC-SD, \$112K for CPC-LA, and \$40K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).

Local Revenue –

- Interest revenue is projected at \$15K for CPC-SD and \$2K for CPC-SO.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Expenses:

Due to changes in enrollment, each School's allocation of expenses has been adjusted to meet the needs of the individual schools. Specifically, CPC-LA's anticipated decrease in ADA and CPC-SO's expected increase in ADA necessitate changes in the allocation of resources for staffing, curriculum, and supplies.

Salaries and Benefits –

- The 2024-25 Preliminary Budget reflects a planned step advancement for staff, with certificated staff seeing a 2.5% increase and classified staff a 3.0% increase.
- 2024-25 Staffing includes the following new positions:
 - ❖ 1 - Speech and Language Pathologist
 - ❖ 1 - Online Teacher
 - ❖ 1 - Education Specialist
- CalSTRS Retirement has been calculated at the 19.10% match rate.
- A new ongoing stipend for bilingual/bilingual support staff has been introduced, ranging from \$250 to \$1,500 annually, depending on eligibility.
- Staffing Full-Time Equivalent (FTE) levels have been adjusted based on the needs of each school.
- The Estimated Actuals for 2023-24 included several one-time expenses not repeated in 2024-25. These one-time expenses contributed to a temporary increase in the Salaries and Benefits category for the 2023-24 school year, which will not carry over into the 2024-25 budget. These expenses include:
 - ❖ Professional Training Pay Hours for the Institute of Multi-Sensory Education's Comprehensive Orton Gillingham Plus Training.
 - ❖ Professional Development TK Credential Authorization Pay Hours.
 - ❖ Additional Professional Training Pay Hours for AVID training.

Books and Supplies

- Due to inflation, many contracts' renewals increased in 2024-25.
- Several vendors have not been renewed for 2024-25 based on the availability of funds and staff feedback, resulting in decreases in this category.
- However, it's also important to note that 2024-25 includes budgeted funds for new vendors for Educational Apps (possibly KahnMigo Academy or similar based on staff feedback).
- Based on a review of our current inventory and anticipated school needs, CalPac expects computer expenses to decrease in 2024-25. It's important to note that in 2023-24, there were additional computer and equipment expenses for staff that are not expected to continue in 2024-25.



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Services and Other Operating Expenditures

- Due to inflation, many expenses in this category are expected to increase.
- Expenses for subagreements for services are expected to rise in 2024-25 due to an increased need for vendored services for Special Education, particularly for psychological services.
- Travel and conference expenses are expected to decrease in 2024-25, as fewer travel opportunities and conferences are planned.
- Professional Services expenses are also expected to decrease. The 2023-24 Estimated Actuals were higher due to more professional development and conference opportunities being offered during that year.

Per pupil expenditures –

CPC-SD's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,006.

CPC-LA's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$14,573.

CPC-SO's per pupil spending rate for 2024-25 Preliminary Budget is approximately \$15,258.

Multi-Year Projection Assumptions

A Multi-Year Projection has been prepared to show that California Pacific Charter Schools has a sound financial plan in place that will assure fiscal solvency in the current year plus the next two years. This report shows the projected revenues and expenditures for the current year and each of the next two years.

2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
 - ❖ 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
 - ❖ 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate is \$177 for unrestricted resource 1100, and \$72 for restricted resource 6300 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$33K, \$32K, and \$10K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$73K for CPC-SD, \$114K for CPC-LA, and \$41K



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$74K for CPC-SD, \$115K for CPC-LA, and \$42K for CPC-SO. Each of these applications is subject to approval. It's also important to note this grant requires a 1:2 match (\$2 local to \$1 state match).

- AMIM funds for 2025-26 total approximately \$92K for CPC-SD, \$113K for CPC-LA, and \$43K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
 - ❖ Certificated staff - 2.5%
 - ❖ Classified staff - 3.0%
- Assuming zero COLA increases in staffing schedules in 2025-26 and 2026-27.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both 2024-25 and 2025-26.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

Debt – Revolving Loan Fund Program

California Pacific Charter School – Sonoma received a low-cost loan through the California School Financing Authority Charter School Revolving Loan Fund Program (RLF). The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from CPC-SO's LCFF payments received. This loan is expected to be paid in full at the end of the 2024-25 fiscal year.

<u>Fiscal Year</u>	<u>2024-25</u>
Principal Balance	<u>\$ 46,198</u>
Principal Payment	\$ 46,198
Interest Payment	<u>737</u>
Total Repayment	\$ 46,935
Ending Principal Balance	<u>\$ 0.00</u>



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

Reserves

Reserves (or “Fund Balance”) is the difference between a fund’s assets and liabilities. Reserves provide cash flow liquidity to fund general operating activities. Reserves are essential in mitigating current and future risks that may occur from unforeseen revenue fluctuations and/or unanticipated expenditures, and to fund all existing programs.

Components of ending fund balance are categorized as follows:

Assignment for Special Education – While Local Education Agencies (LEAs) receive specific funding allocated to meet the needs of special education students, occasionally the needs of such students may arise to the extent that alternative placement is necessary to meet the child’s offer of Free and Appropriate Public Education. If a school enrolls a student with exceptional needs which requires services that are not covered by the school’s adopted budget or by emergency SELPA funding, this assignment establishes a planned reserve for these associated costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Legal – While much can be done to prevent litigation, even the best planning does not eliminate the risk of litigation. This assignment establishes a planned reserve to cover potential legal costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Economic Uncertainty – This amount represents an overall “safety net” for the school to cover a variety of unforeseen mid-term to long-term economic circumstances, including higher than expected outflows in any of the above three assignments.

Cashflow Reserve – This is an amount set-aside to cover short-term delays in cash receipts from governmental sources. This budget includes an amount equal to twenty-five to thirty-five percent (25-40%) of annual expenditures.

California Pacific Charter - San Diego Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$2,007,326	\$2,132,456	\$2,139,228
Components of EFB			
<i>Assigned for Special Education (3%)</i>	\$121,552	\$125,043	\$128,563
<i>Assigned for Legal (4%)</i>	\$162,069	\$166,724	\$171,417
<i>Assigned for Economic Uncertainty (5%)</i>	\$202,586	\$208,405	\$214,271
<i>Cashflow Reserve (38%)</i>	\$1,521,119	\$1,632,284	\$1,624,977



California Pacific Charter Schools

2024-25 PRELIMINARY BUDGET NARRATIVE

California Pacific Charter - Los Angeles

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,198,613	\$3,522,309	\$3,579,745
Components of EFB			
<i>Assigned for Special Education (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Legal (4%)</i>	\$241,915	\$249,494	\$261,698
<i>Assigned for Economic Uncertainty (5%)</i>	\$302,393	\$311,867	\$327,122
<i>Cashflow Reserve (40%)</i>	\$2,412,390	\$2,711,454	\$2,729,227

California Pacific Charter - Sonoma

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$953,113	\$1,029,147	\$1,116,029
Components of EFB			
<i>Assigned for Special Education (1%)</i>	\$25,787	\$26,396	\$25,832
<i>Assigned for Legal (4%)</i>	\$103,147	\$105,584	\$103,328
<i>Assigned for Economic Uncertainty (5%)</i>	\$128,933	\$131,980	\$129,160
<i>Cashflow Reserve (27%)</i>	\$695,246	\$765,187	\$857,709

Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year as shown on the Monthly Cash Forecast. No state deferrals for the current year or future years are noted at this time. Cash is always closely monitored to ensure each school is liquid to satisfy obligations. No external borrowing is anticipated to be needed.

For CPC-SD the ending cash balance as of June 30, 2025 is forecasted to be \$2,072,512, which represents approximately 187 days of cash on hand.

For CPC-LA the ending cash balance as of June 30, 2025 is forecasted to be \$3,136,529, which represents approximately 189 days of cash on hand.

For CPC-SO the ending cash balance as of June 30, 2025 is forecasted to be \$962,947, which represents approximately 136 days of cash on hand.



2024-25 Preliminary Budget Enrollment & ADA

CHARTER 2037

	CPC-SO		CPC-SO		CPC-SO	
	2024-25		2025-26		2026-27	
Attendance Ratio:	97.63%		97.63%		97.63%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	3	3.00	3	3.00	3	3.00
Kinder	5	4.05	5	4.05	5	4.05
Grade 1	6	6.22	6	6.22	6	6.22
Grade 2	5	5.09	5	5.09	5	5.09
Grade 3	4	4.12	4	4.12	4	4.12
Grade 4	7	7.20	7	7.20	7	7.20
Grade 5	10	9.34	10	9.34	10	9.34
Grade 6	13	12.42	13	12.42	13	12.42
Grade 7	17	16.66	17	16.66	17	16.66
Grade 8	14	13.46	14	13.46	14	13.46
Grade 9	16	15.62	16	15.62	16	15.62
Grade 10	17	16.60	17	16.60	17	16.60
Grade 11	18	17.71	18	17.71	18	17.71
Grade 12	34	33.51	34	33.51	34	33.51
TOTAL	169	165.00	169	165.00	169	165.00

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	23	22.48	23	22.48	23	22.48
Total 4-6 Enrollment	30	28.96	30	28.96	30	28.96
Total 7-8 Enrollment	31	30.12	31	30.12	31	30.12
Total 9-12 Enrollment	85	83.44	85	83.44	85	83.44
Total Enrollment/ADA	169	165.00	169	165.00	169	165.00

Unduplicated Pupil Percentage	60.83%	103	60.83%	103	60.83%	103
Percentage of ELL/LEP students	1.32%	2	1.32%	2	1.32%	2
Percentage of SPED Student	19.74%	33	19.74%	33	19.74%	33



2024-25 Preliminary Budget Budget Summary

CHARTER 2037	Estimated Actuals 2023-24	Preliminary Budget 2024-25	\$ Change	% Change
Enrollment	152	169	17	11.18%
Average Daily Attendance	150.49	165.00	14.51	9.64%
REVENUES				
General Purpose Revenue	1,917,139	2,203,153	286,014	14.92%
Federal Revenue	152,743	88,403	(64,340)	-42.12%
Other State Revenue	341,384	367,991	26,607	7.79%
Other Local Revenue	4,557	2,000	(2,557)	-56.12%
TOTAL REVENUES	2,415,824	2,661,548	245,724	10.17%
EXPENDITURES				
Salaries & Benefits	1,797,750	2,010,892	213,141	11.86%
Books and Supplies Expenditures	160,651	165,648	4,997	3.11%
Other Services and Operating Expenditures	415,661	401,392	(14,269)	-3.43%
Other Outgo	1,681	737	(944)	-56.16%
TOTAL EXPENDITURES	2,375,744	2,578,669	202,925	8.54%
NET INCREASE / (DECREASE)	40,080	82,878	42,799	106.78%
BEGINNING BALANCE, RESERVES	830,155	870,235	40,080	4.83%
NET INCREASE / (DECREASE)	40,080	82,878	42,799	106.78%
ENDING BALANCE	870,235	953,113	82,878	9.52%
ENDING BALANCE AS % OF EXPENDITURES	36.63%	36.96%	0.33%	



2024-25 Preliminary Budget Multi-Year Projection

California Pacific Charter - Sonoma (#2037)	2024-25	2025-26	2026-27
Enrollment	169	169	169
Average Daily Attendance	165.00	165.00	165.00
REVENUES			
General Purpose Revenue	2,203,153	2,227,656	2,249,697
Federal Revenue	88,403	85,606	85,606
Other State Revenue	367,991	401,374	333,780
Other Local Revenue	2,000	1,000	1,000
TOTAL REVENUES	2,661,548	2,715,636	2,670,083
EXPENDITURES			
Certificated Salaries	1,184,116	1,229,367	1,200,673
Classified Salaries	352,695	366,443	357,890
Employee Benefits	474,081	487,134	475,764
Books and Supplies Expenditures	165,648	171,038	166,470
Other Services and Operating Expenditures	401,392	385,619	382,404
Other Outgo	737	-	-
TOTAL EXPENDITURES	2,578,669	2,639,602	2,583,201
NET INCREASE / (DECREASE)	82,878	76,034	86,882
BEGINNING BALANCE, RESERVES	870,235	953,113	1,029,147
NET INCREASE / (DECREASE)	82,878	76,034	86,882
ENDING BALANCE	953,113	1,029,147	1,116,029
ENDING BALANCE AS % OF EXPENDITURES	36.96%	38.99%	43.20%

MULTI-YEAR REVENUE DETAIL

	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	1,496,192	1,504,283	1,518,760
8012 EPA Entitlement	33,000	33,000	33,000
8096 In-Lieu-Of Property Taxes	673,961	690,373	697,937
Total General Purpose Revenue	2,203,153	2,227,656	2,249,697
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	29,326	29,619	29,619
8182 SpEd - Discretionary Grants	1,770	1,960	1,960
8290 Other Federal Revenue	57,307	54,027	54,027
Total Federal Revenue	88,403	85,606	85,606
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	161,948	163,567	163,567
8550 Mandated Cost Reimbursements	12,510	12,510	12,510
8560 State Lottery Revenue	41,085	41,085	41,085
8590 Other State Revenue	152,448	184,212	116,618
Total Other State Revenue	367,991	401,374	333,780
Other Local Revenue Assumptions			
8660 Interest Income	2,000	1,000	1,000
Total Other Local Revenue	2,000	1,000	1,000



California Pacific Charter - Sonoma

2024-25 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		1,075,228	1,192,284	1,068,454	1,053,102	1,037,732	1,028,070	1,007,921	1,000,670	1,074,136	1,083,964	1,075,786	1,141,923		
Revenues															
General Purpose Revenue	\$ 2,203,153	\$ 108,508	\$ 108,508	\$ 203,564	\$ 195,314	\$ 195,314	\$ 203,564	\$ 195,314	\$ 195,314	\$ 203,564	\$ 195,314	\$ 195,314	\$ -	\$ 203,564	\$ 2,203,153
Federal Revenue	88,403	-	-	14,327	-	-	14,327	-	-	22,101	-	-	10,639	27,009	88,403
Other State Revenue	367,991	-	926	26,830	11,223	13,416	11,223	11,223	82,749	21,156	-	74,314	-	114,931	367,991
Other Local Revenue	2,000	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
Total Revenues	\$ 2,661,548	\$ 108,674	\$ 109,600	\$ 244,887	\$ 206,703	\$ 208,896	\$ 229,280	\$ 206,703	\$ 278,229	\$ 246,987	\$ 195,480	\$ 269,794	\$ 10,806	\$ 345,504	\$ 2,661,548
Expenditures															
Certificated Salaries	\$ 1,184,116	\$ 59,206	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 98,676	\$ 91,086	\$ 47,061	\$ 1,184,116
Classified Salaries	352,695	27,130	29,391	29,391	29,391	29,391	29,391	29,391	29,391	29,391	29,391	29,391	27,130	4,522	352,695
Employee Benefits	474,081	23,704	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	39,507	36,468	18,842	474,081
Books and Supplies	165,648	48,700	24,847	18,635	13,977	10,482	7,862	5,896	4,422	3,317	3,317	3,317	3,317	17,559	165,648
Other Services and Operating	401,392	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	32,767	8,192	401,392
Other Outgo	737		543	62	56	36	26	14						-	737
Total Expenditures	\$ 2,578,669	\$ 191,507	\$ 225,731	\$ 219,038	\$ 214,374	\$ 210,859	\$ 208,229	\$ 206,251	\$ 204,763	\$ 203,658	\$ 203,658	\$ 203,658	\$ 190,767	\$ 96,175	\$ 2,578,669

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash Not In Treasury														
Cash with Fiscal Agents	\$ 918	-	-	-	-	-	-	-	-	-	-	-	-	\$ 918
Accounts Receivable	256,702	256,702	-	-	-	-	-	-	-	-	-	-	-	345,504
Prepaid Expenditures	66,695	66,695	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	32,331	-	-	-	-	-	-	-	-	-	-	-	9,103	23,227
Liabilities														
Accounts Payable	123,508	(123,508)	-	-	-	-	-	-	-	-	-	-	-	96,175
Current Loans	46,198	-	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,703)	-	-	-	-	-	-
Unearned Revenues	342,635	-	-	(33,502)	-	-	(33,502)	-	-	(33,502)	-	-	-	242,129
Other Current Liabilities	48,994	-	-	-	-	-	-	-	-	-	-	-	(8,118)	40,876
Net Increases/Decreases	\$ 199,888	\$ (7,699)	\$ (41,201)	\$ (7,699)	\$ (7,699)	\$ (7,699)	\$ (41,201)	\$ (7,703)	\$ -	\$ (33,502)	\$ -	\$ -	\$ 986	

\$ 1,192,284	\$ 1,068,454	\$ 1,053,102	\$ 1,037,732	\$ 1,028,070	\$ 1,007,921	\$ 1,000,670	\$ 1,074,136	\$ 1,083,964	\$ 1,075,786	\$ 1,141,923	\$ 962,947	ENDING CASH
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Days Cash on Hand	169	151	149	147	146	143	142	152	153	152	162	136
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles

CDS Code: 19-75309-0132654

School Year: 2024-25

LEA contact information:

Christine Feher

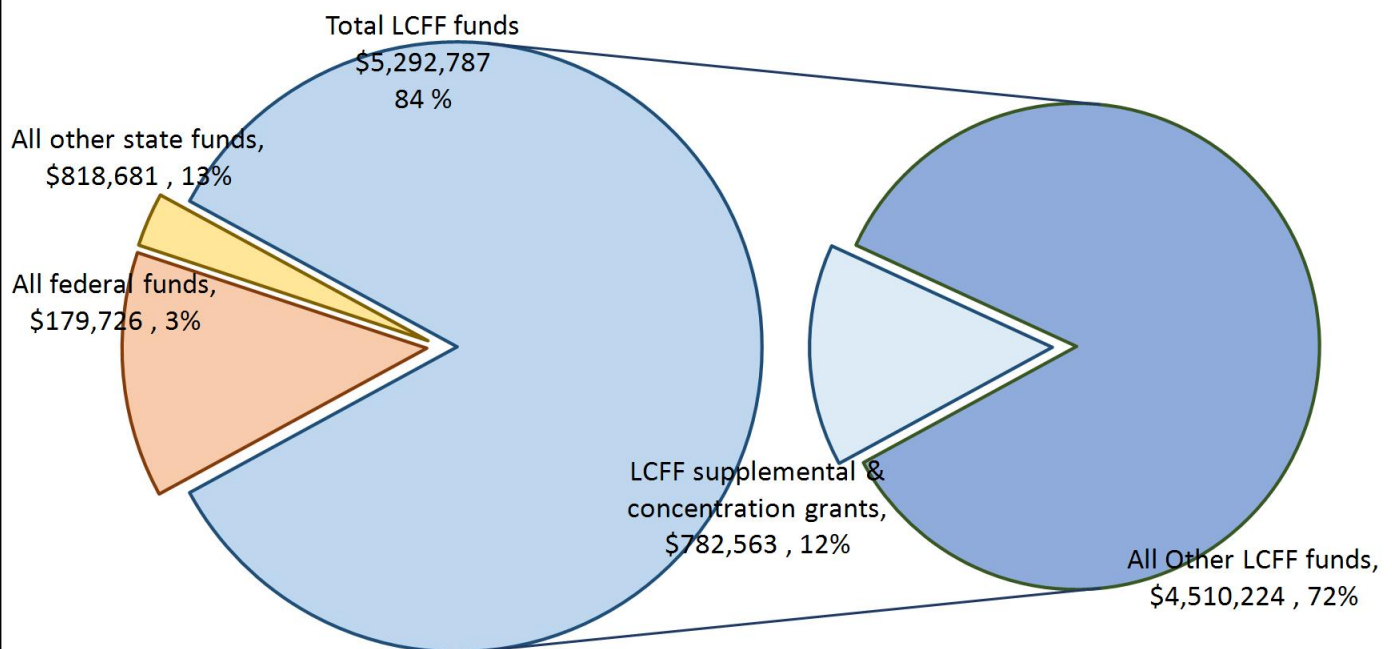
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



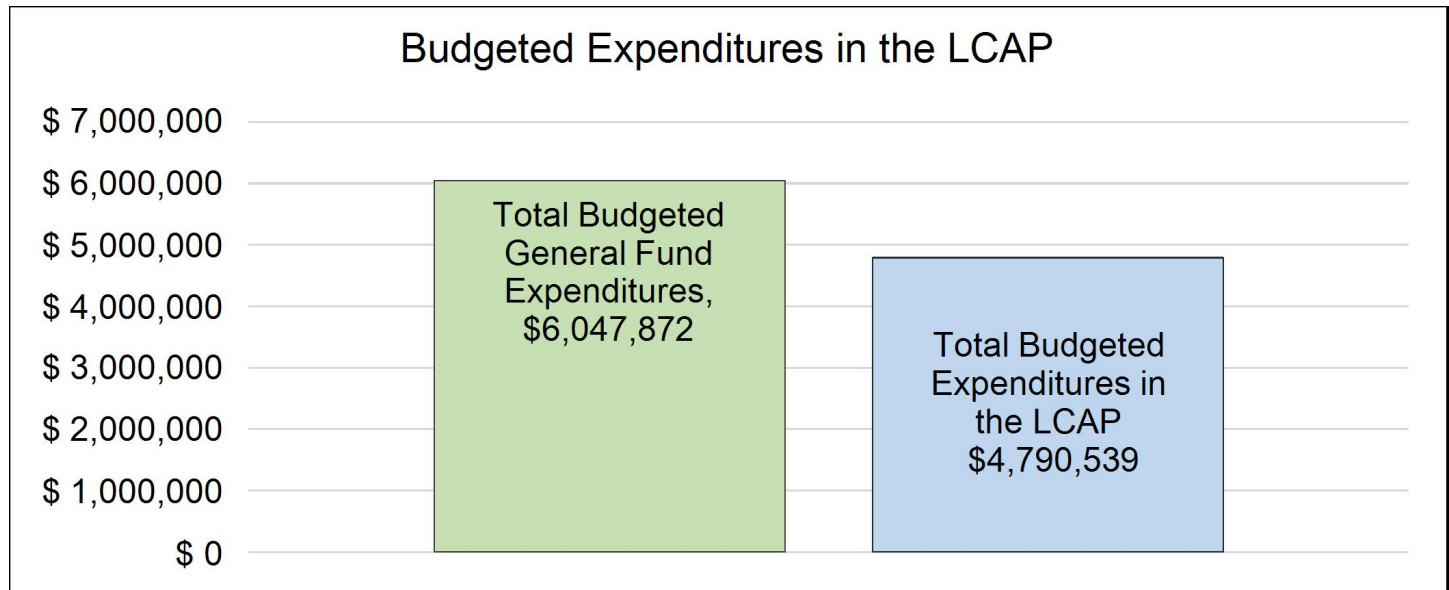
This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is \$6,291,194, of which \$5,292,787 is Local Control Funding Formula (LCFF), \$818,681 is other state funds, \$0.00 is local funds, and \$179,726 is federal funds. Of the \$5,292,787 in

LCFF Funds, \$782,563 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend \$6,047,872 for the 2024-25 school year. Of that amount, \$4,790,539 is tied to actions/services in the LCAP and \$1,257,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

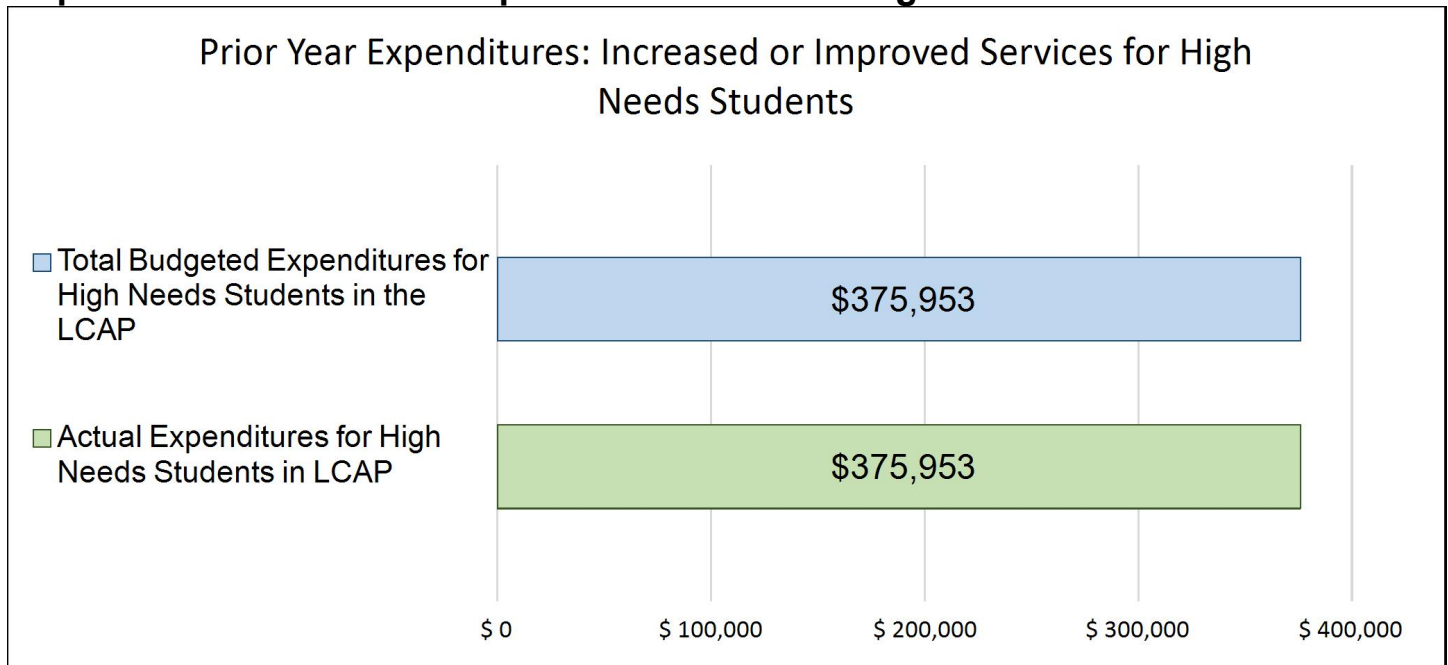
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - Los Angeles is projecting it will receive \$782,563 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend \$810,097 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 2023-24



This chart compares what California Pacific Charter - Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Pacific Charter - Los Angeles's LCAP budgeted \$375,953 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent \$375,953 for actions to increase or improve services for high needs students in 2023-24.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego

CDS Code: 37-75416-0132472

School Year: 2024-25

LEA contact information:

Christine Feher

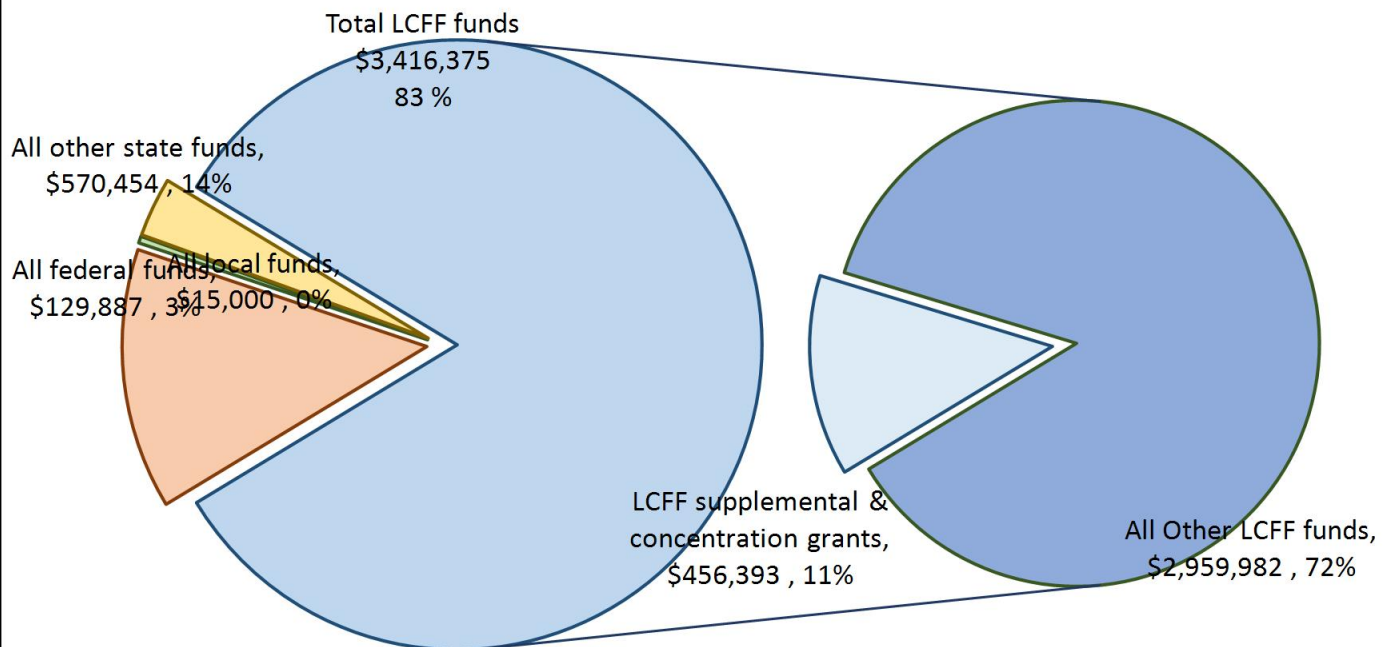
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



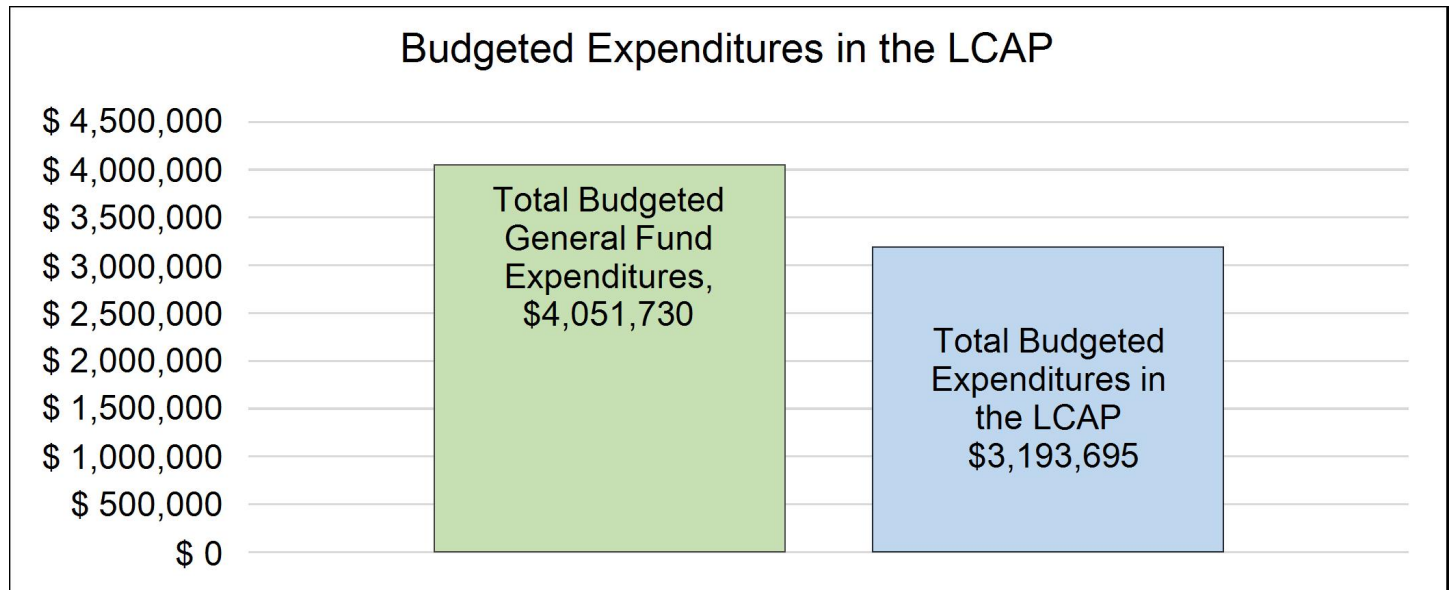
This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is \$4,131,716, of which \$3,416,375 is Local Control Funding Formula (LCFF), \$570,454 is other state funds, \$15,000 is local funds, and \$129,887 is federal funds. Of the \$3,416,375 in

LCFF Funds, \$456,393 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend \$4,051,730 for the 2024-25 school year. Of that amount, \$3,193,695 is tied to actions/services in the LCAP and \$858,035 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

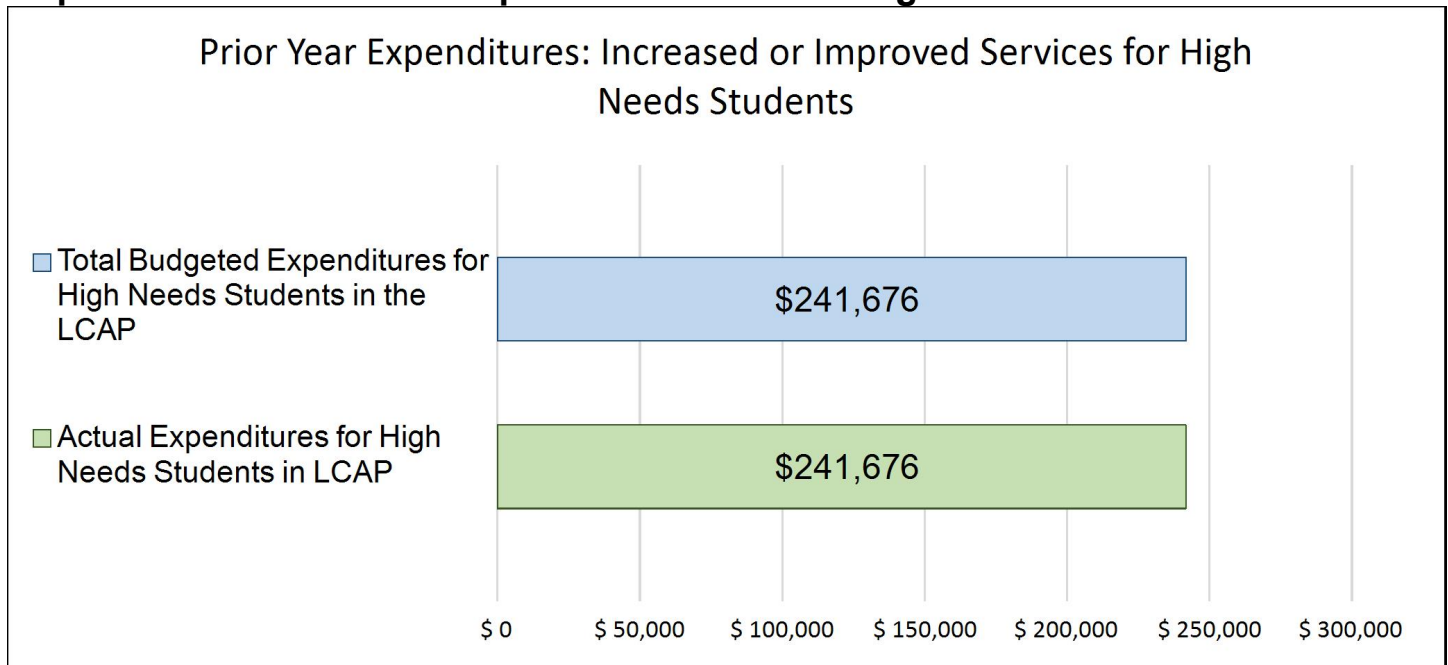
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - San Diego is projecting it will receive \$456,393 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend \$540,066 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 2023-24



This chart compares what California Pacific Charter - San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Pacific Charter - San Diego's LCAP budgeted \$241,676 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent \$241,676 for actions to increase or improve services for high needs students in 2023-24.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma

CDS Code: 49-70722-039048

School Year: 2024-25

LEA contact information:

Christine Feher

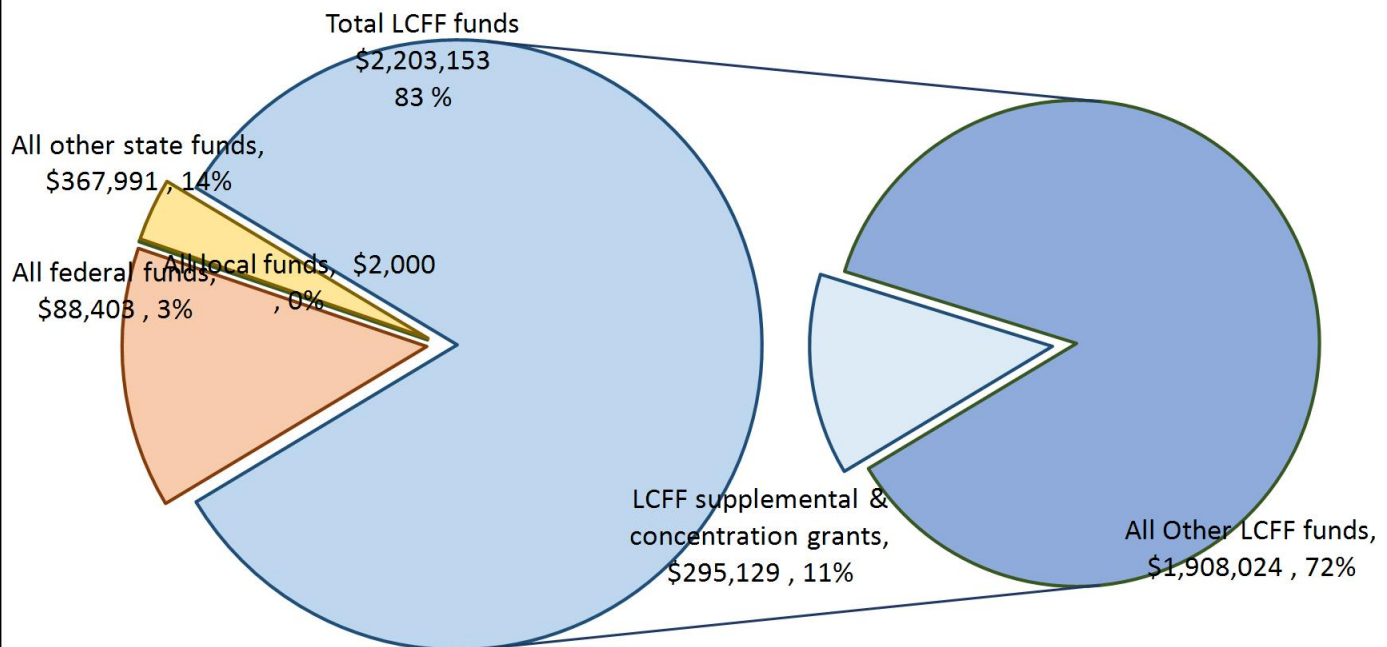
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



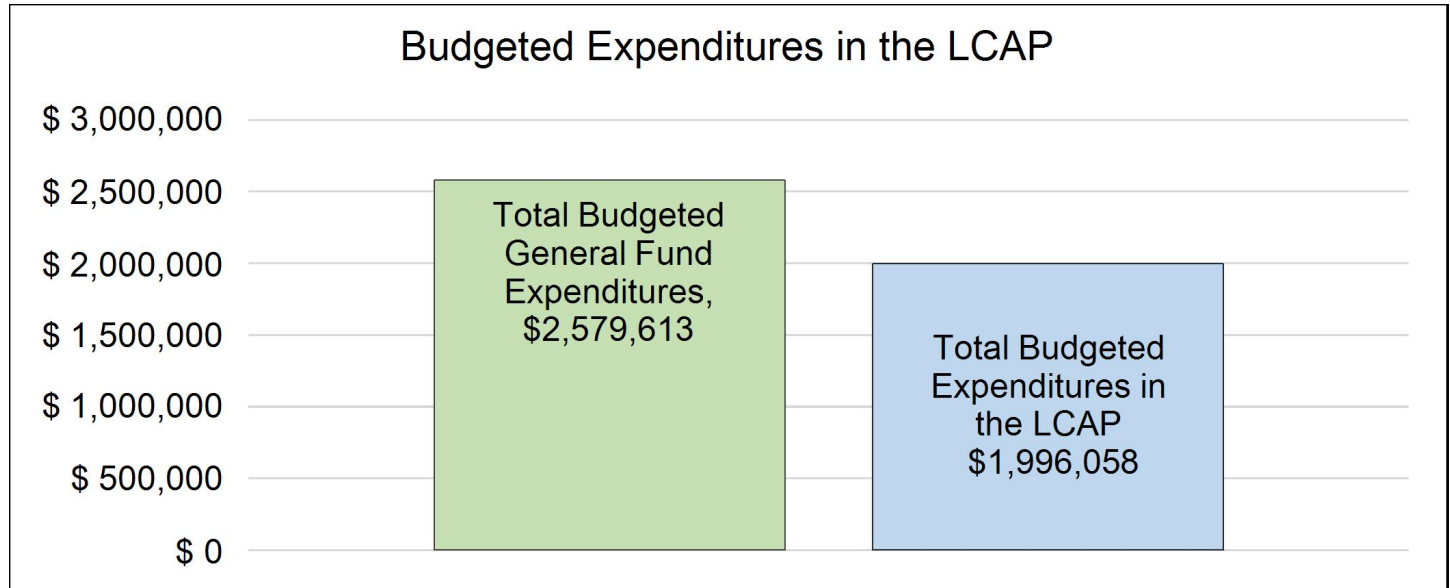
This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is \$2,661,547, of which \$2,203,153 is Local Control Funding Formula (LCFF), \$367,991 is other state funds, \$2,000 is local funds, and \$88,403 is federal funds. Of the \$2,203,153 in LCFF

Funds, \$295,129 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 2024-25. 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 \$2,579,613 for the 2024-25 school year. Of that amount, \$1,996,058 is tied to actions/services in the LCAP and \$583,555 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

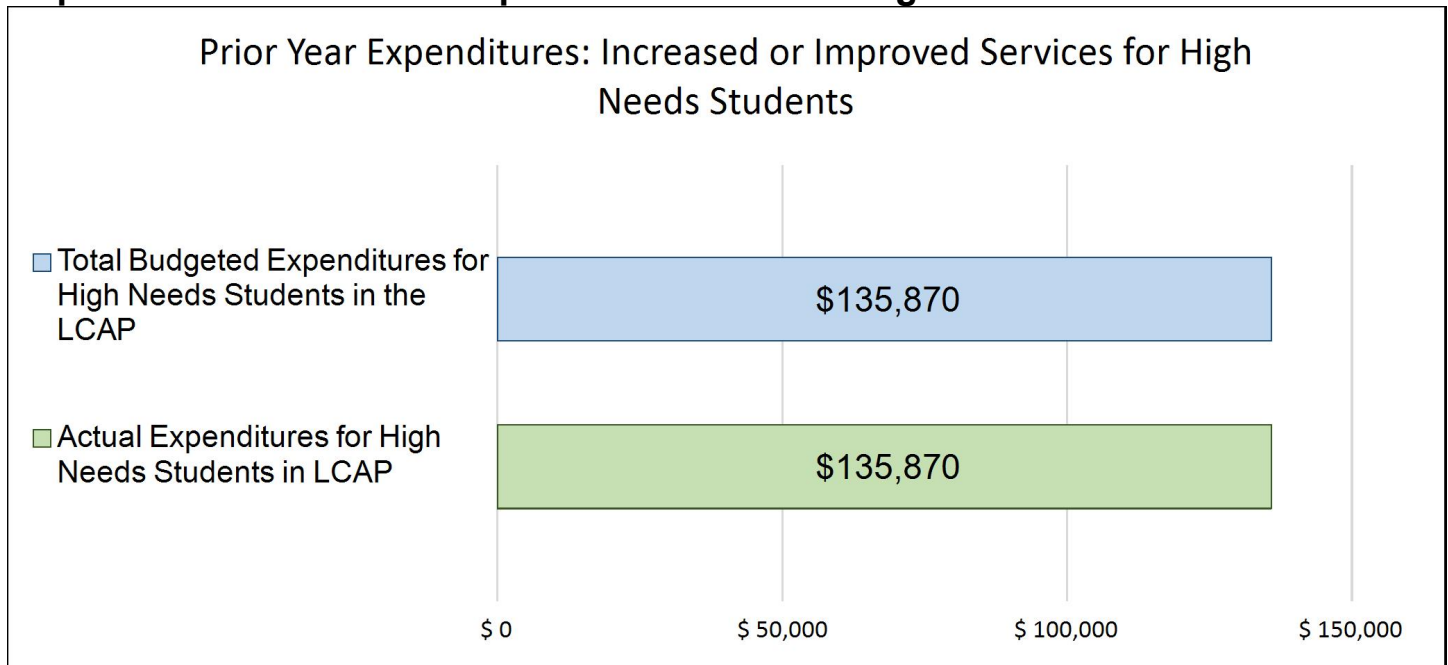
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - Sonoma is projecting it will receive \$295,129 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 \$337,541 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 2023-24



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 2023-24, California Pacific Charter - Sonoma's LCAP budgeted \$135,870 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent \$135,870 for actions to increase or improve services for high needs students in 2023-24.

Coversheet

Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports

Section: VII. Business/Financial Services
Item: B. Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports
Purpose: Vote
Submitted by:
Related Material:
2023-24 Expenditure Report #1751 California Pacific Charter School-Los Angeles.pdf
2023-24 Expenditure Report #1758 California Pacific Charter School-San Diego.pdf
2023-24 Expenditure Report #2037 California Pacific Charter School-Sonoma.pdf
2024-25 Spending Plan - #1751 California Pacific Charter School-Los Angeles.pdf
2024-25 Spending Plan - #1758 California Pacific Charter School-San Diego.pdf
2024-25 Spending Plan - #2037 California Pacific Charter School-Sonoma.pdf



Education Protection Account Expenditure Report

Name: California Pacific Charter - Los Angeles
Charter Number: 1751
Expenditures through: June 30, 2024
For Fund(s), Resource(s), and Project Year(s):
 62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	81,102.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		81,102.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	81,102.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
	except 4700	
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999,	
	except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		81,102.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%



Education Protection Account Expenditure Report

Name: California Pacific Charter - San Diego
Charter Number: 1758
Expenditures through: June 30, 2024
For Fund(s), Resource(s), and Project Year(s):
 62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	50,434.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		50,434.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	50,434.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
	except 4700	
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999,	
	except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		50,434.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%



Education Protection Account Expenditure Report

Name: California Pacific Charter - Sonoma
Charter Number: 2037
Expenditures through: June 30, 2024
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	30,098.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		30,098.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	30,098.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
	except 4700	
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999,	
	except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		30,098.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%



Education Protection Account (EPA) 2024-25 Spending Plan

Name: California Pacific Charter - Los Angeles
Charter Number: 1751
Adopted Budget Year: 2024-25

Education Protection Account (EPA) Overview

The Education Protection Account (EPA) was established in November 2012 through Proposition 30, known as The Schools and Local Public Safety Protection Act of 2012. This initiative was implemented the following year in 2013. The EPA operates under the governance of Section 36 of Article XIII of the California Constitution, which was subsequently amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

EPA funds are allocated on a quarterly basis in September, December, March, and June of each year.

Use of Funds and Reporting Requirements

California Pacific Charter Schools expends 100% of all EPA monies on teachers' salaries to ensure that spending is instructional-related and not administrative uses. EPA funds cannot be used for the salaries or benefits of administrators or for any other administrative costs.

Reporting Requirements

Article XIII, Section 36, Subdivision (e), Paragraph (6) mandates that all districts, counties, and charter schools must report on their websites the amount of EPA money received and how it was spent. This ensures transparency and accountability in the utilization of EPA funds.

Board Responsibilities

The charter school shall have sole authority to determine how the monies received are spent in the school. The determination of how EPA funds are used must be made by the governing board in an open public meeting. This requirement can be fulfilled during a regularly scheduled meeting, such as the annual budget adoption meeting, rather than necessitating a separate session.

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	78,200.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	78,200.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		78,200.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00



Education Protection Account (EPA) 2024-25 Spending Plan

Name: California Pacific Charter - San Diego
Charter Number: 1758
Adopted Budget Year: 2024-25

Education Protection Account (EPA) Overview

The Education Protection Account (EPA) was established in November 2012 through Proposition 30, known as The Schools and Local Public Safety Protection Act of 2012. This initiative was implemented the following year in 2013. The EPA operates under the governance of Section 36 of Article XIII of the California Constitution, which was subsequently amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

EPA funds are allocated on a quarterly basis in September, December, March, and June of each year.

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Reporting Requirements

Article XIII, Section 36, Subdivision (e), Paragraph (6) mandates that all districts, counties, and charter schools must report on their websites the amount of EPA money received and how it was spent. This ensures transparency and accountability in the utilization of EPA funds.

Board Responsibilities

The charter school shall have sole authority to determine how the monies received are spent in the school. The determination of how EPA funds are used must be made by the governing board in an open public meeting. This requirement can be fulfilled during a regularly scheduled meeting, such as the annual budget adoption meeting, rather than necessitating a separate session.

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	50,400.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	50,400.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		50,400.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00



Education Protection Account (EPA) 2024-25 Spending Plan

Name:	California Pacific Charter - Sonoma
Charter Number:	2037
Adopted Budget Year:	2024-25

Education Protection Account (EPA) Overview

The Education Protection Account (EPA) was established in November 2012 through Proposition 30, known as The Schools and Local Public Safety Protection Act of 2012. This initiative was implemented the following year in 2013. The EPA operates under the governance of Section 36 of Article XIII of the California Constitution, which was subsequently amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

EPA funds are allocated on a quarterly basis in September, December, March, and June of each year.

Use of Funds and Reporting Requirements

California Pacific Charter Schools expends 100% of all EPA monies on teachers' salaries to ensure that spending is instructional-related and not administrative uses. EPA funds cannot be used for the salaries or benefits of administrators or for any other administrative costs.

Reporting Requirements

Article XIII, Section 36, Subdivision (e), Paragraph (6) mandates that all districts, counties, and charter schools must report on their websites the amount of EPA money received and how it was spent. This ensures transparency and accountability in the utilization of EPA funds.

Board Responsibilities

The charter school shall have sole authority to determine how the monies received are spent in the school. The determination of how EPA funds are used must be made by the governing board in an open public meeting. This requirement can be fulfilled during a regularly scheduled meeting, such as the annual budget adoption meeting, rather than necessitating a separate session.

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	33,000.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	33,000.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		33,000.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of Local Control & Accountability Plan (LCAP) 2024-2025

Section:	VIII. Education/Student Services
Item:	A. Approval of Local Control & Accountability Plan (LCAP) 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	2024 LCAP_CPC-SD_Combined.pdf 2024 LCAP_CPC-LA_Combined.pdf 2024 LCAP_CPC-SO_Combined.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego

CDS Code: 37-75416-0132472

School Year: 2024-25

LEA contact information:

Christine Feher

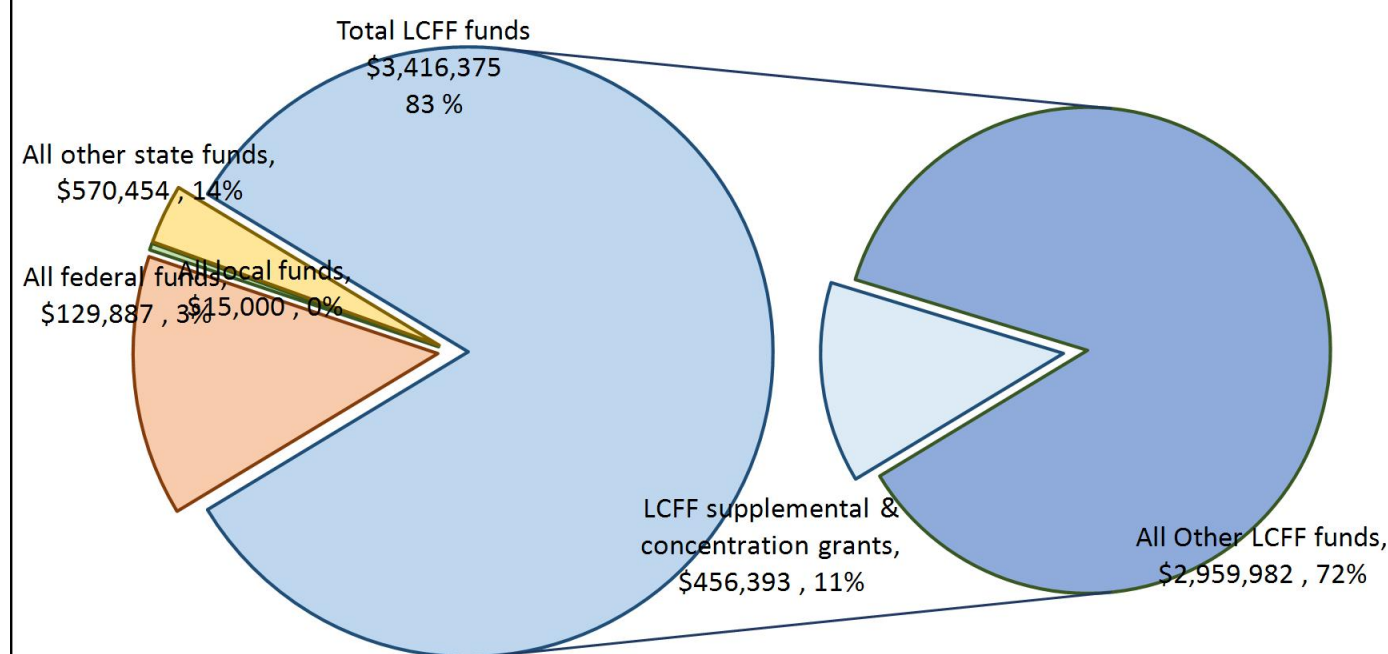
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



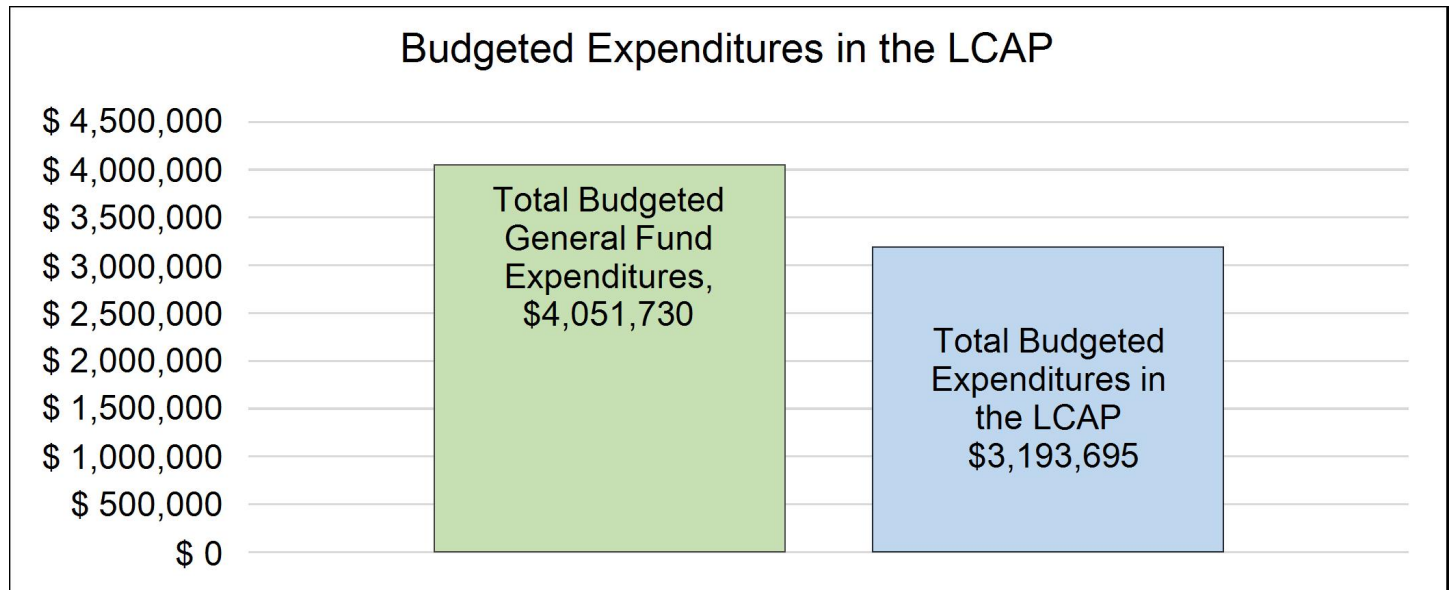
This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is \$4,131,716, of which \$3,416,375 is Local Control Funding Formula (LCFF), \$570,454 is other state funds, \$15,000 is local funds, and \$129,887 is federal funds. Of the \$3,416,375 in

LCFF Funds, \$456,393 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend \$4,051,730 for the 2024-25 school year. Of that amount, \$3,193,695 is tied to actions/services in the LCAP and \$858,035 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

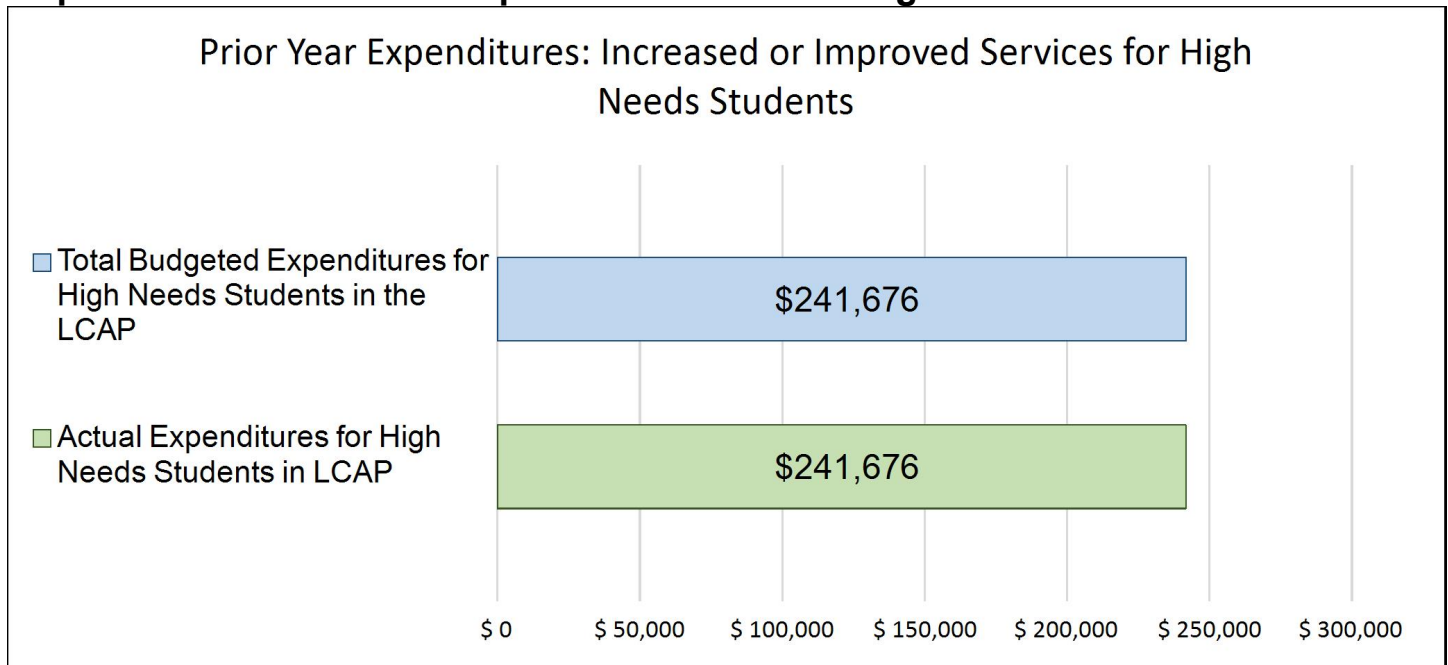
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - San Diego is projecting it will receive \$456,393 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend \$540,066 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 2023-24



This chart compares what California Pacific Charter - San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Pacific Charter - San Diego's LCAP budgeted \$241,676 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent \$241,676 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

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.

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 CAASPP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school</p>	<p>CAASPP ELA 2020-21 (Baseline) All Students: 46% of students met or exceeded the standard. 19.1% exceeded the standard 26.7% met the standard 26% nearly met 28.2% standard not met</p> <p>ELs- 36% met or exceeded the standard SWD- 31% met or exceeded the standard HY- 50% met or exceeded the standard</p>	<p>CAASPP ELA 2021-22 All Students: 56% of students met or exceeded the standard. 21.3% exceeded the standard 34.3% met the standard 18.5% nearly met 25.9% standard not met</p> <p>ELs- 20% met or exceeded the standard SWD- 26.7% met or exceeded the standard HY- Not enough data SED- 52% met or exceeded the standard</p>	<p>CAASPP ELA 2022-23 All Students: 35.1% of students met or exceeded the standard. 9.7% exceeded the standard 25.4% met the standard 22.4% nearly met 42.5% standard not met</p> <p>ELs- 27.3% met or exceeded the standard SWD- 24.1% met or exceeded the standard HY- Not enough data SED-29.5% met or exceeded the standard</p>	Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.</p> <p>Edmentum Diagnostic Results (Reading) 2019-20 43.3% of students tested at or above grade level. Exceeded the standard (33.3%), Standard met (10%) and 56.7% of students tested below grade level.</p> <p>CPCS-SD saw increases at the achievement bands. There was an increase of 1% in students that moved from not met to met and an increase of 14.3% from students who met to students who exceed the standard.</p>	<p>SED- 41% met or exceeded the standard</p> <p>White- 61% met or exceeded</p> <p>Hispanic- 46% met or exceeded</p> <p>African American- 25% met or exceeded</p> <p>Asian-100% met or exceeded the standard</p> <p>Two or more- 36% met or exceeded the standard</p>	<p>White- 55% met or exceeded</p> <p>Hispanic- 65% met or exceeded</p> <p>African American- 11% met or exceeded</p> <p>Asian-100% met or exceeded the standard</p> <p>Two or more- 64% met or exceeded the standard</p>	<p>White- 40.9% met or exceeded</p> <p>Hispanic- 31.2% met or exceeded</p> <p>African American- 26.5% met or exceeded</p> <p>Asian- 35% met or exceeded the standard</p> <p>Two or more- 28.6% met or exceeded the standard</p>	
CAASPP Math (current local assessment data)	Due to the COVID-19 pandemic, no CAASSP testing was administered in the	CAASPP Math 2020-21 (Baseline) All Students:	CAASPP MATH 2021-22 All Students:	CAASPP MATH 2022-23 All Students:	Increase the combined percentage of students meeting and exceeding the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 15.2% of students tested at or above grade level. Exceeded the standard (9.1%), Standard met (6.1%) and 84.8% of students tested below grade level. CPCS-SD saw increases at the achievement bands. There was an increase of 1% in students that moved from not met to met and an increase of 7% from students who met to students who exceed the standard.</p>	<p>22% of students met or exceeded the standard. 6.9% exceeded the standard 15.3% met the standard 26% nearly met 51.9% standard not met</p> <p>ELs- 18% met or exceeded the standard SWD- 15% met or exceeded the standard HY- 0% met or exceeded the standard SED- 18% met or exceeded the standard</p> <p>White- 28% met or exceeded Hispanic- 17% met or exceeded African American- 17% met or exceeded Asian- 0% met or exceeded the standard Two or more- 27% met or exceeded the standard</p>	<p>29% of students met or exceeded the standard. 12.1% exceeded the standard 16.8% met the standard 25.2% nearly met 45.8% standard not met</p> <p>ELs- 20% met or exceeded the standard SWD- 6.7% met or exceeded the standard HY- Not enough data SED- 32% met or exceeded the standard</p> <p>White- 33% met or exceeded Hispanic- 35% met or exceeded African American- 11% met or exceeded Asian- 67% met or exceeded the standard Two or more- 27% met or exceeded the standard</p>	<p>20.9% of students met or exceeded the standard. 3.7% exceeded the standard 17.2% met the standard 20.9% nearly met 58.2% standard not met</p> <p>ELs- 15.9% met or exceeded the standard SWD- 16.7% met or exceeded the standard HY- Not enough data SED- 17.9% met or exceeded the standard</p> <p>White- 21.1% met or exceeded Hispanic- 15.6% met or exceeded African American- 16.3% met or exceeded Asian- 20% met or exceeded the standard Two or more- 14.3% met or exceeded the standard</p>	standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disaggregated local assessment data to support student groups	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level ELs 66.7% at or above grade level EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level Hispanic 38.5% at or above grade level White 43.9% at or above grade level</p> <p>Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level</p>	<p>NWEA 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 53.5% meet or exceed the standard 28.4% exceeding the standard 25.1% meeting the standard 18.6% approaching the standard 13.7% below 14.2% far below</p> <p>MATH All Students: 47.9% meet or exceed the standard 22.9% exceeding the standard 25% meeting the standard 16.5% approaching the standard 16.5% below 19.1% far below</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 44% meet or exceed the standard 23.3% exceeding the standard 20.7% meeting the standard 17.5% approaching the standard 15.7% below 22.7% far below</p> <p>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</p> <p>NWEA 2022-23 FALL administration ELA All Students: 47.1% meet or exceed the standard</p>	<p>Renasissance STAR Fall 2023 (baseline) ELA ALL STUDENTS: 57.6% met or exceeded the standard Standard Exceeded- 20.8% Standard Met- 36.8% Standard Nearly Met- 18.9% Standard Not met- 23.6%</p> <p>White- 65% met or exceeded Hispanic- 53.4% met or exceeded African American- 36.9% met or exceeded Asian- 66.7% met or exceeded the standard Two or more- 50% met or exceeded the standard</p> <p>MATH ALL STUDENTS: 26.3% met or exceeded the standard</p>	Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socio Econ 11.3% at or above grade level</p> <p>SWD Not available</p> <p>Homeless Youth 0% at or above grade level</p> <p>African American 0% at or above grade level</p> <p>Hispanic 9.3% at or above grade level</p> <p>White 20.9% at or above grade level</p>		<p>27.2% exceeding the standard</p> <p>19.9% meeting the standard</p> <p>17.6% approaching the standard</p> <p>12.6% below</p> <p>22.5% far below</p> <p>MATH</p> <p>All Students: 42.2% meet or exceed the standard</p> <p>26.6% exceeding the standard</p> <p>15.6% meeting the standard</p> <p>16.1% approaching the standard</p> <p>18.2% below</p> <p>23.4% far below</p>	<p>Standard Exceeded- 12.7%</p> <p>Standard Met- 13.6%</p> <p>Standard Nearly Met- 20.8%</p> <p>Standard Not met- 52.9%</p> <p>White- 27.9% met or exceeded</p> <p>Hispanic- 30.8% met or exceeded</p> <p>African American- 29.7% met or exceeded</p> <p>Asian- 45.5% met or exceeded the standard</p> <p>Two or more- 26.9% met or exceeded the standard</p>	
English Language Proficiency Assessments for California (ELPAC)	Baseline will be developed from 20-21 results	<p>ELPAC Baseline 2020-21</p> <p>Out of 15 students tested:</p> <p>Level 1- 1 (6.6%)</p> <p>Level 2- 2 (13.3%)</p> <p>Level 3- 3 (20%)</p> <p>Level 4 -9 (60%)</p>	<p>ELPAC 2021-22</p> <p>Out of 10 students tested:</p> <p>Level 1- 0</p> <p>Level 2- 3 (30%)</p> <p>Level 3- 4 (40%)</p> <p>Level 4 -3 (30%)</p> <p>54% of students progressed at least 1 ELPI level.</p>	<p>ELPAC 2022-23</p> <p>Level 1- (9.1%)</p> <p>Level 2- (27.3%)</p> <p>Level 3- (27.3%)</p> <p>Level 4- (36.4%)</p>	<p>50% of students improve in at least 1 ELPI level each year.</p> <p>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
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 64.24% completion at 60% or higher (18.92% decrease from Fall 2020) 54.3% completion at 70% or higher (9.38% decrease from Fall 2020) High School Traditional Program 95.94% completion at grade of 60% or higher 93.54% completion rate at 70% or higher Credit Recovery Program 88.93% completion at grade of 60% or higher	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%) Fall 2022 Elementary School	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	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
		74.25% completion at grade of 70% or higher Foundations Program 100% completion at grade of 70% or higher	89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021) 82% completion at grade of 70% or higher (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021) 80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)		
LCFF Evaluation Rubric levels	Implementation of the academic content and performance standards adopted by the State Board	All areas are considered “Met” and can be found	All areas are considered “Met” and can be found	All areas are considered “Met” and can be found on our website in our Local	Status of “Met” for all Local Indicators in the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>	on our website in our Local Indicator Report and SARC	on our website in our Local Indicator Report and SARC	Indicator Report and SARC	

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates, standardized tests scores, and student learning outcomes. Evaluation of student academic performance, goal setting activities, and monitoring students were effective in increasing student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.7 will be discontinued because the special education department is no longer required to hold the PIR committee for reporting purposes.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-20 There was no dashboard data for chronic absenteeism for the 19-20 school year, however, internal reports estimate that CPC-SD had a chronic absenteeism rate of 30%. Hold harmless ADA was enacted for the 19-20 school year at the date of February 29, 2020, ADA of 254.	2020-21 CPC-SD had a chronic absenteeism rate of 20%, which is a 10% decrease over 2019-20. The school met projected ADA. Second interim budget projections were 256.32 and P2 ADA was 263.44, exceeding the projection.	2021-22 CPC-SD had a chronic absenteeism rate of 15.9%, which is a 4.1% decrease over 2020-21. The school met projected ADA. Second interim budget projections were 242 ADA and P2 ADA was 245.73, exceeding the projection.	2022-23 (GREEN) CPC-SD had a chronic absenteeism rate of 8.8%, which is a 6.9% decrease over 2021-22. The school met projected ADA. Second interim budget projections were 252 ADA and P2 ADA was 252.17, slightly exceeding the projection.	Decrease Chronic Absenteeism by 2% each year
Expulsion Rate	0%	0%	0%	0%	0% Expulsion Rate each year
Suspension Rate	0%	0%	0%	0%	0% Suspension Rate each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Stability Rate			CPC-SD 69.2% District 73% SD County 89.2% Statewide 89.8%	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%	increase by 2% each year

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Strategic staffing assignments, use of technology, parent outreach, attendance monitoring and professional development all contributed to a high ADA and positive school climate.

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 the planned actions or goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and Stakeholder Survey Results	Participants 92 parent responses. 101 student responses. Survey Results 97.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.7% of parents indicate that they feel their input is valued and respected. 95% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their	Participants 59 parent responses. 48 student responses. Survey Results 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98.3% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about	Participants 55 parent responses. 135 student responses. Survey Results 96.4% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.4% of parents indicate that they feel their input is valued. 98.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.3% of students agree that their teacher cares about	Participants 48 parent responses. 203 student responses. Survey Results 95.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.1% of parents indicate that they feel their input is valued. 91.7% 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	Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teacher cares about their education and helps them succeed.	their education and helps them succeed. 97.9% of students report that they feel safe at school. 89.6% of students report that they know they have someone at school to talk to for support if they have a problem.	their education and helps them succeed. 97% of students report that they feel safe at school. 92.6% of students report that they know they have someone at school to talk to for support if they have a problem.	their education and helps them succeed. 99.9% of students report that they feel safe at school. 93.4% of students report that they know they have someone at school to talk to for support if they have a problem.	
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results 95.7% of parents are satisfied with their child's school. 96% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 98.3% of parents are satisfied with their child's school. 91.7% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 98.2% of parents are satisfied with their child's school. 91.4% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 93.8% of parents are satisfied with their child's school. 97.8% 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.	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	Review and provide training on the Comprehensive School Safety Plan annually

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The development of the school safety plan, communication efforts, planned activities to involve education partners, and management of the school by administration were all effective actions that contributed to high overall education partner perceptions and satisfaction with the 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.

There will be no changes to the goal or planned 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	2019-20 (DATAQUEST) ALL 60.6% Graduated (4 Yr Adjusted Cohort Outcome) Homeless: Data not displayed Socioeconomic: 57.4% graduated Hispanic: 56.7% graduated White: 60% graduated	2020-21 (DATAQUEST) ALL 94.4% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 91.7% graduated SWD: <10, Data not displayed African American: <10, Data not displayed Hispanic: 85.7% graduated White: 100% graduated	2021-22 (DATAQUEST) ALL 93.2% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 92.3% graduated SWD: 100% African American: <10, Data not displayed Hispanic: 91.7% graduated White: 100% graduated	2022-23 ALL- (50 students) 94% graduated (0.7% increase over 2021-22) GREEN Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- SED Blue- 0 student groups	Increase by 2% each year once above 68%. Maintain 85% or higher.
College/Career Prepared	College and Career Prepared (DATAQUEST) ALL 16% Prepared, 9.6% Approaching	College and Career Prepared (DATAQUEST) ALL 15% Prepared	College and Career Prepared (DATAQUEST)	College and Career Prepared ALL (49 students) 42.9% Prepared- MEDIUM	Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Prepared, 74.5% Not prepared Hispanic 17.9% Prepared, 3.6% Approaching Prepared, 78.6% Not Prepared White 20% Prepared, 12.2% Approaching Prepared, 67.3% Not Prepared Socioeconomic Disadvantaged 9.1% Prepared, 12.7% Approaching Prepared, 78.2% Not Prepared	Additional Data not displayed	*No Dashboard Data was reported or available on this metric for the 2022-23 school year. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 93.17% 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission- 17.95% 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission- 18 (24%) Number of Pupils Participating in CTE - 49 Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100% AP Exams- number and percent of graduates who scored	Very low- 0- student groups Low- 0 student groups Medium- SED High- 0 student groups Very High- 0 student groups	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			a 3 or higher on at least two AP Exams Graduates Only 1- 1.3%		
Drop Out Rate			Drop out rate (DATAQUEST) 6.8%	Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)	Decrease by 1% each year or maintain under 10%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Access to a broad course of study, transcript review and 4 year plan development, expansion of the CTE program, incorporation of AVID strategies, high quality curriculum, and middle school/high school transition were all planned actions that contributed to increased student achievement and outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the goal or planned 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Pacific Charter- San Diego

Mission Statement

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

Vision

California Pacific Charter Schools, in partnership with our community, will:

Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.

Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - San Diego

California Pacific Charter – San Diego is an online independent study charter school with an administrative office in Costa Mesa, California. The school is chartered through Warner Unified School District in San Diego County. Students in this school reside in San Diego, Imperial, Riverside, and Orange Counties.

Demographics

CPC-SD serves a diverse community of students and parents. CPC-SD's enrollment averages around 250 students.

In the 2023-24 school year, this included the enrollment of 61.4% socio-economically disadvantaged, 5% English Learners, and 23% 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 a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill 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 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 education partners, 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), Ethnic Studies, Personal Finance, CTE courses and Pathways (a-g approved) and American Sign Language. CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Successess

Graduation Rate (Green): The school boasts a high graduation rate of 94%, reflecting stable performance in facilitating student success through to completion.

Chronic Absenteeism (Green): Chronic absenteeism has been significantly reduced to 8.8%, demonstrating effective engagement and retention strategies. The school will continue to implement successful programs that promote regular attendance, such as parent engagement initiatives and student wellness programs.

Suspension Rate (Blue): Maintaining a 0% suspension rate, the school upholds a non-punitive, supportive approach to student discipline that fosters a positive learning environment.

College/Career Readiness (Medium): 42.9% of students prepared for college and careers, the school demonstrates success in equipping students for post-secondary challenges. Strategies will be maintained and enhanced to support student graduation, focusing on academic counseling, early intervention for at-risk students, and robust career and college readiness programs.

Local Indicators (Standards Met): The school has met standards in several key areas, including basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, and access to a broad course of study. This shows a well-rounded approach to providing a quality educational environment.

Data collected from annual education partner surveys reflect a robust partnership with parents and a supportive, engaging academic environment for students. These positive perceptions demonstrate the effectiveness of the school's strategies in fostering a supportive and inclusive educational community.

Education Partner Perceptions

Parent Feedback:

Curriculum and Instruction Support: 93.8% of parents believe that their child's curriculum and instruction supports their ability to master grade-level standards, indicating strong alignment with educational goals.

Parental Involvement: 95.8% of parents report having opportunities to be actively involved in their child's education, reflecting the school's commitment to engaging parents.

Communication with Teachers: 100% of parents feel welcome to meet with their child's homeroom teacher to discuss their child's progress, showcasing exceptional teacher accessibility.

Value of Parent Input: 91.7% of parents feel that their input is valued when working with school staff and administration, fostering a collaborative school environment.

Support for Academic Goals: 95.8% of parents are satisfied with the support their child receives to attain their academic goals, indicating effectiveness in meeting student needs.

Student Feedback:

Grade-Level Instruction: 98.9% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.

Teacher Availability: 100% of students report that their teacher is available when they need help and supports them with their schoolwork.

Teacher Support: 100% of students feel that their teacher cares about their education and helps them succeed.

Goal Setting: 97.8% of students say their teacher helps them set goals to be successful in school.

School Environment: 98.9% of students feel safe and welcome at school.

Support System: 93.4% of students know they have someone at school they can talk to for support if they have a problem.

Overall Satisfaction: 97.8% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Mathematics Achievement (Red): The performance in mathematics shows scores 107.4 points below the standard, which is a decline of 38.2 points from the previous year. Additionally, 2 student groups (SED and Hispanic) are in the Red performance area. This indicates a critical area that requires immediate attention and improvement.

LCAP Highlights

The 2024 Local Control and Accountability Plan (LCAP) for California Pacific Charter Schools establishes three main goals to enhance student outcomes.

First, the plan aims to continuously improve academic performance across all grade levels by providing targeted administrative support, professional development, and resources to ensure students meet statewide and local assessment standards.

Second, it focuses on enhancing the conditions of learning by ensuring access to basic services, state standards, and course availability through hiring credentialed teachers and providing necessary instructional materials.

Third, the plan seeks to foster strong relationships with education partners, including parents, students, and the community, to create a positive school climate that supports student engagement and success.

Key actions include monitoring academic performance, providing professional development, supporting specific student groups, and enhancing student support. By aligning these actions with strategic goals, the plan aims to support the whole student and improve educational outcomes for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At California Pacific Charter School, our LCAP development is a dynamic, inclusive, and ongoing process. We value the contributions of our educational partners and are dedicated to creating a plan that not only meets statutory requirements but also embodies our commitment to the educational excellence and well-being of our students. The approach to developing the Local Control and Accountability Plan (LCAP) is grounded in collaboration and transparency, engaging teachers, administrators, school personnel, parents, and students through various platforms. Our process initiates with preliminary consultations held during School Site Council, staff, and department meetings, allowing us to gather diverse insights. We further involve parents and students by conducting dedicated engagement sessions and distributing annual surveys to incorporate their perspectives comprehensively. Our Professional Learning Communities (PLCs) play a pivotal role in refining our strategies through data-driven discussions. We ensure a continuous feedback loop by reviewing and revising the LCAP across multiple drafts, with education partner input integral at each stage. A draft is shared with the SELPA for feedback and input. The final plan, reflecting the collective contributions of our community, is presented for public review and adopted by our governing board, ensuring it not only meets statutory requirements but also supports the educational excellence and well-being of our students.

Educational partner engagement is notably high. From grades 6-12, there were 131 student participants, and from grades K-5, there were 52 participants in the annual survey. Student feedback reveals that 100% report their teacher is available to help and support them with their schoolwork. 100% of students feel their teacher cares about their education and helps them succeed. Students have identified the Virtual Learning Hub (52%), M.A.R.S. academic support (15.4%), and Middle School Electives (18.7%) as particularly helpful programs. Positive comments from students include, "I love the business management class – best class of all time. It has helped me prepare for the real world after high school," and "VLH has helped me a lot."

Parents also reflect positive experiences, with 95.8% reporting opportunities for active involvement in their child's education and 100% feeling welcome to discuss their child's progress with teachers. The Virtual Learning Hub (64%) and the Summer Bridge Program (38%) were highlighted as beneficial by parents. Celebrations from parents include statements like, "This school is wonderful, very supportive," and "We love CalPac and appreciate all the administration and teachers." Staff feedback includes praise for the supportive environment and

dedication of the administration to addressing teacher and student needs. Opportunities for growth mentioned by parents and students include more in-person activities and longer live sessions. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2024 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on data from the CA Dashboard and other student outcome and achievement data, pinpointing the need to enhance our academic outcomes, particularly in Mathematics. The goal strategically aligns actions and metrics that support and enhance instructional practices and learning opportunities, directly aiming to improve academic and developmental outcomes. It is closely aligned with State Priorities 4 (Student Achievement) and 8 (Other Student Outcomes), focusing on instruction, curriculum, and equity, to achieve marked improvements in academic performance and post-secondary readiness for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or Exceeded 95% participation All Students: (ORANGE) 43 points below the standard 35.1% of students met or exceeded the standard 9.7% exceeded the standard			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>25.4% met the standard 22.4% nearly met 42.5% standard not met</p> <p>ELs- 27.3% met or exceeded the standard SWD- 24.1% met or exceeded the standard HY- Not enough data SED-29.5% met or exceeded the standard</p> <p>White- 40.9% met or exceeded Hispanic- 31.2% met or exceeded African American- 26.5% met or exceeded Asian- 35% met or exceeded the standard Two or more- 28.6% met or exceeded the standard</p>				
1.2	CAASPP MATH	<p>CAASPP MATH 2022-23 *Met or Exceeded 95% participation All Students: (RED) 107 points below the standard 20.9% of students met or exceeded the standard 3.7% exceeded the standard 17.2% met the standard</p>			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>20.9% nearly met 58.2% standard not met</p> <p>ELs- 15.9% met or exceeded the standard SWD- 16.7% met or exceeded the standard HY- Not enough data SED- 17.9% met or exceeded the standard (RED)</p> <p>White- 21.1% met or exceeded Hispanic- 15.6% met or exceeded (RED) African American- 16.3% met or exceeded Asian- 20% met or exceeded the standard Two or more- 14.3% met or exceeded the standard</p>				
1.3	CAST (Science) (Grades 5, 8, & 11)	<p>CAST (Science) 2022-23 *Met or Exceeded 95% participation All Students 28.8% Met or exceeded the standard</p> <p>ELs- not enough students SWD- 0% HY- not enough students</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 23.8% White- 39.1% Hispanic- 12.4% African American- not enough students Asian- not enough students Two or More Races- 23%				
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility:			Grade 5 maintain, Grades 7 & 9 increase percentage of students who meet and or exceed the standard by at least 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%				
1.5	Renaissance STAR ELA	<p>Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 58% met or exceeded the standard Standard Exceeded- 21% Standard Met- 37% Standard Nearly Met- 19% Standard Not met- 24%</p> <p>White- 60% met or exceeded Hispanic- 53% met or exceeded African American- 47% met or exceeded Asian- 65% met or exceeded the standard Two or more- not enough students</p> <p>SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceeded</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Renasissance STAR Spring 2024</p> <p>*Met or Exceeded 95% participation</p> <p>ELA</p> <p>ALL STUDENTS: 49% met or exceeded the standard</p> <p>Standard Exceeded- 22%</p> <p>Standard Met- 27%</p> <p>Standard Nearly Met- 22%</p> <p>Standard Not met- 29%</p> <p>White- 61% met or exceeded</p> <p>Hispanic- 55% met or exceeded</p> <p>African American- 18% met or exceeded</p> <p>Asian- 100% met or exceeded the standard</p> <p>Two or more- not enough students</p> <p>SED- 54% met or exceeded</p> <p>EL- 20% met or exceeded</p> <p>SWD- 28% met or exceeded</p>				
1.6	Renaissance STAR MATH	<p>Renasissance STAR Fall 2023</p> <p>*Met or Exceeded 95% participation</p>			increase percentage of students who meet and or exceed the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21% Standard Not met- 52%</p> <p>White- 24% met or exceeded Hispanic-28% met or exceeded African American- 21% met or exceeded Asian- 17% met or exceeded the standard Two or more- not enough students</p> <p>SED- 22% met or exceeded EL- 16% met or exceeded SWD- 18% met or exceeded</p> <p>Renasissance STAR Spring 2024 *Met or Exceeded 95% participation MATH ALL STUDENTS: 28% met or exceeded the standard</p>			standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standard Exceeded- 14%</p> <p>Standard Met- 13%</p> <p>Standard Nearly Met- 21%</p> <p>Standard Not met- 51%</p> <p>White- 29% met or exceeded</p> <p>Hispanic-31% met or exceeded</p> <p>African American- 9% met or exceeded</p> <p>Asian- 67% met or exceeded the standard</p> <p>Two or more- not enough students</p> <p>SED- 21% met or exceeded</p> <p>EL- 0% met or exceeded</p> <p>SWD- 12% met or exceeded</p>				
1.7	Course Completion Rates	<p>Completion Rates Fall 2023</p> <p>Elementary School</p> <p>90% completion at grade of 60% or higher (maintained)</p> <p>85% completion at grade of 70% or higher (3% increase from Fall 2022)</p> <p>Middle School</p>			Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)				
1.8	College and Career Indicators % graduates college and career prepared number of pupils participating in CTE number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A-G courses EAP Program	College and Career Prepared ALL (49 students) 42.9% Prepared-MEDIUM Very low- 0- student groups Low- 0 student groups Medium- SED High- 0 student groups Very High- 0 student groups number of pupils participating in AP- 5 % pupils passed an AP exam with score of 3 or higher- number of pupils participating in CTE- 40			increase CCI by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of pupils completing a CTE program and earn a HS diploma- 100 % of pupils enrolled in courses required for US/CSU admission- 93% % of graduates who completed A-G courses- 25.8% EAP Program: ELA- 41.8% of 11th grade students met or exceeded the standard Math- 20% of 11th grade students met or exceeded the standard				
1.9	ELPAC/ EL Progress	ELPAC 2022-23 Level 1- (9.1%) Level 2- (27.3%) Level 3- (27.3%) Level 4- (36.4%)			increase by at least 1% each year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	\$52,451.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	\$39,339.00	No
1.3	Academic Support for Student Groups	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 SST, 504 or IEP team.	\$189,559.00	Yes
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	\$64,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	\$109,799.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support the whole child by improving the conditions of learning through access to basic services, state standards, curriculum, and technology. By providing comprehensive resources, including instructional materials, technological tools, and professional development for teachers, we ensure that all students receive the necessary support to succeed academically and personally. By strategically aligning actions and metrics, this goal focuses on creating an inclusive and supportive learning environment that enhances educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers			maintain	
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teaching to the recently adopted academic standards and/or curriculum frameworks identified below:</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</p> <p>3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students:</p> <p>CTE- 4 Full implementation</p> <p>Health Education- 5 Full Implementation and Sustainability</p> <p>Physical Education- 5 Full Implementation and Sustainability</p> <p>VPA- 5 Full Implementation and Sustainability</p> <p>World Language- 5 Full Implementation and Sustainability</p> <p>5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)</p> <ul style="list-style-type: none"> Identifying the professional learning needs of groups of teachers or staff as a 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>whole (4 Full Implementation)</p> <ul style="list-style-type: none"> Identifying the professional learning needs of individual teachers (4 Full Implementation) Providing support for teachers on the standards they have not yet mastered (4 Full Implementation) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%			maintain	
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.			maintain	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	\$1,642,356.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. 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) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways	\$250,492.00	No

Action #	Title	Description	Total Funds	Contributing
		Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	\$74,880.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	\$22,560.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	\$89,920.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to enhance education partner engagement, recognizing that strong relationships and effective communication are essential for student success. By fostering inclusive practices and ensuring active participation from all education partners, we aim to create a supportive and positive school climate. The actions and services grouped under this goal focus on parent involvement, student attendance and retention. By strategically aligning actions and metrics, this goal aims to support high levels of engagement and satisfaction, which are critical for achieving positive educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 48 parent responses. 203 student responses. Survey Results 95.8% of parents feel satisfied with opportunities to provide input and participate in their child's education.			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>94.1% of parents indicate that they feel their input is valued.</p> <p>91.7% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about their education and helps them succeed.</p> <p>99.9% of students report that they feel safe at school.</p> <p>93.4% of students report that they know they have someone at school to talk to for support if they have a problem.</p> <p>Staff 57 Responses</p> <p>100% of staff agree that the school implemented planned action to improve the academic achievement of all students.</p> <p>100% of staff agree that the school implemented planned actions to promote a positive school climate.</p> <p>100% of staff agree that the school implemented</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>planned actions to establish connections with educational partners.</p> <p>100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared.</p> <p>SELPA</p> <p>Draft of the LCAP was sent to SELPA for input on 5/30/24.</p>				
3.2	Overall Satisfaction Rate (parents and students)	<p>Overall Satisfaction Rate</p> <p>Survey Results</p> <p>93.8% of parents are satisfied with their child's school.</p> <p>97.8% of students express an overall satisfaction with their school.</p>			maintain	
3.3	School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.			maintain	
3.4	Chronic Absenteeism Rate	2022-23 (GREEN)			maintain or decline by 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CPC-SD had a chronic absenteeism rate of 8.8%, which is a 6.9% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 252 ADA and P2 ADA was 252.17, slightly exceeding the projection.</p>				
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (50 students) GREEN 94% graduated (0.7% increase over 2021-22)</p> <p>Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- SED Blue- 0 student groups</p>			maintain or increase by 1% each year	
3.6	Drop Out Rate	<p>Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)</p>			maintain or decrease by 1% each year	
3.7	Expulsion Rate	0%			maintain	
3.8	Suspension Rate	0%			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Stability Rate	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%			increase by 2% each year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Communication and Accessibility	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 underrepresented families. Notices, reports, statements or records sent to a education partners will be provided in primarily languages when required or as needed.	\$48,210.00	Yes
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjunction with the school site council and will be disseminated to the school community.	\$0.00	No
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$42,453.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	\$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations in accordance with the school's master agreement and board adopted policies.	\$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resources.	\$287,392.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged Students, and students with disabilities.	\$114,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- pick your Plus" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	\$164,983.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$456,393.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.462%	5.339%	\$155,681.00	20.801%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Technology</p> <p>Need: 60% of families at the school are low income. Low income students may lack resources such as technology devices or connectivity to engage in school.</p> <p>Scope:</p>	Provide opportunities for low income students to engage in the online school.	Chronic Absenteeism, course completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Academic Support for Student Groups</p> <p>Need: Low income students are in the (RED) lowest performance category on CAASPP Math, EL students are not meeting or exceeding the standard on CAASPP ELA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Targeted academic tutoring will be provided thorough small group class instruction and academic tutors.	CAASPP summative assessment scores
1.4	<p>Action: EL Progress</p> <p>Need: Support for newcomers, LTELs, and reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	ELD coordinators will monitor progress and provide designated language support and ELPAC test readiness.	ELPAC
1.6	<p>Action: Access to AP Exams</p>	with a high population of low-cincome students, the school wants to make expensive AP exams	AP Exam participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Access to a broad course of study for low income students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	accessible to students by covering the cost when needed.	
3.2	<p>Action: Communication and Accessibility</p> <p>Need: Translation of communications and resources into home language for students and families who speak a language other than English provided by school personnel and other programs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Real time translation of curriculum, live sessions, parent meetings, and school communications will be provided to students and families who speak a language other than English.	EL student outcomes and education partner feedback.
3.7	<p>Action: Mental Health Support</p> <p>Need: 60% of families in the school are low income. Low income and foster youth students often navigate additional challenges in the home environment that can have an impact on school academic success and social-emotional well-being.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.	Student outcomes and education partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.8	<p>Action: Student Group Engagement</p> <p>Need: Low income students, English Learners, and foster youth students often navigate additional challenges in the home environment that can have an impact on regular school attendance and academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support for students will be provided through an engagement coordinator, guidance department liaison, and administration to ensure regular school attendance and staying on-track for graduation.	Chronic absenteeism rates, graduation rates

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,951,613.00	456,393.00	15.462%	5.339%	20.801%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,083,804.00	\$1,034,462.00		\$75,429.00	\$3,193,695.00	\$2,725,791.00	\$467,904.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All		No					\$52,451.00	\$0.00	\$52,451.00	\$0.00	\$0.00	\$0.00	\$52,451.00	
1	1.2	Professional Development	All		No					\$39,339.00	\$0.00	\$39,339.00	\$0.00	\$0.00	\$0.00	\$39,339.00	
1	1.3	Academic Support for Student Groups	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$179,605.00	\$9,954.00	\$165,301.00	\$1,670.00	\$0.00	\$22,588.00	\$189,559.00	
1	1.4	EL Progress	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$64,712.00	\$0.00	\$64,712.00	\$0.00	\$0.00	\$0.00	\$64,712.00	
1	1.5	Comprehensive CTE Program	All		No					\$95,352.00	\$14,447.00	\$0.00	\$109,799.00	\$0.00	\$0.00	\$109,799.00	
1	1.6	Access to AP Exams	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Staff Assignments	All		No					\$1,642,356.00	\$0.00	\$1,092,317.00	\$517,998.00	\$0.00	\$32,041.00	\$1,642,356.00	
2	2.2	Curriculum and Instruction	All		No					\$87,280.00	\$163,212.00	\$146,115.00	\$104,377.00	\$0.00	\$0.00	\$250,492.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		\$0.00	\$74,880.00	\$65,280.00	\$9,600.00	\$0.00	\$0.00	\$74,880.00	
2	2.4	Professional Development	All	No					\$0.00	\$22,560.00	\$6,080.00	\$13,280.00	\$0.00	\$3,200.00	\$22,560.00	
2	2.5	Vendor Services	Students with Disabilities	No					\$0.00	\$89,920.00	\$0.00	\$72,320.00	\$0.00	\$17,600.00	\$89,920.00	
3	3.1	Education Partner Input	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$3,680.00	\$44,530.00	\$48,210.00	\$0.00	\$0.00	\$0.00	\$48,210.00	
3	3.3	School Safety Plan	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No					\$0.00	\$42,453.00	\$42,453.00	\$0.00	\$0.00	\$0.00	\$42,453.00	
3	3.5	Professional Development	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Mental Health Support	Foster Low Income Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$286,144.00	\$1,248.00	\$81,974.00	\$205,418.00	\$0.00	\$0.00	\$287,392.00	
3	3.8	Student Group Engagement	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$109,889.00	\$4,700.00	\$114,589.00	\$0.00	\$0.00	\$0.00	\$114,589.00	
3	3.9	Transcript Review and Evaluation	All	No					\$164,983.00	\$0.00	\$164,983.00	\$0.00	\$0.00	\$0.00	\$164,983.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,951,613.00	456,393.00	15.462%	5.339%	20.801%	\$540,066.00	0.000%	18.297 %	Total:	\$540,066.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$474,786.00
								Schoolwide Total:	\$65,280.00

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	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$165,301.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$64,712.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	\$65,280.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$48,210.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$81,974.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$114,589.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,428,516.00	\$3,576,073.00

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	\$0.00
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$324,194.00	322,263.00
1	1.4	Professional Development	No	\$0.00	\$0.00
1	1.5	EL Progress	Yes	\$81,115.00	79,651.00
1	1.6	Student Learning Outcomes	No	\$0.00	\$0.00
1	1.7	SPED PIR	No	\$0.00	\$0.00
2	2.1	School Climate	No	\$0.00	\$0.00
2	2.2	Staff Assignments	No	\$2,667,099.00	2,753,056.00
2	2.3	Technology	No	\$0.00	\$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	\$0.00
2	2.5	Attendance Monitoring	No	\$0.00	\$0.00
2	2.6	Professional Development	No	\$0.00	\$0.00
2	2.7	Training in Mental Health First Aid	No	\$0.00	\$0.00
2	2.8	Suicide Prevention	No	\$0.00	\$0.00
3	3.1	Education Partner Input	No	\$7,744.00	6,180.00
3	3.2	Communication	No	\$14,399.00	13,359.00
3	3.3	Safe School Environment	No	\$0.00	\$0.00
3	3.4	Vendor Services	No	\$49,603.00	61,831.00
3	3.5	Safety Training	No	\$0.00	\$0.00
3	3.6	Accessibility of communication	Yes	\$184,641.00	233,497.00
3	3.7	School Management and Oversight	No	\$99,721.00	106,236.00
4	4.1	Comprehensive CTE program	No	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	No	\$0.00	\$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	4.3	High Quality Curriculum and Instruction	No	\$0.00	\$0.00
4	4.4	AVID	No	\$0.00	\$0.00
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00
4	4.6	Transcript Review and Evaluation	No	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00

2023-24 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)
\$397,357.00	\$241,676.00	\$241,676.00	\$0.00	11.940%	0.000%	-11.940%

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	\$0.00	\$0.00		
1	1.5	EL Progress	Yes	\$57,035.00	\$57,035.00	6.43%	
3	3.6	Accessibility of communication	Yes	\$184,641.00	\$184,641.00	5.51%	
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00		
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,916,060.00	\$397,357.00	0.000%	13.627%	\$241,676.00	0.000%	8.288%	\$155,681.00	5.339%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **Measuring and Reporting Results** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness or the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles

CDS Code: 19-75309-0132654

School Year: 2024-25

LEA contact information:

Christine Feher

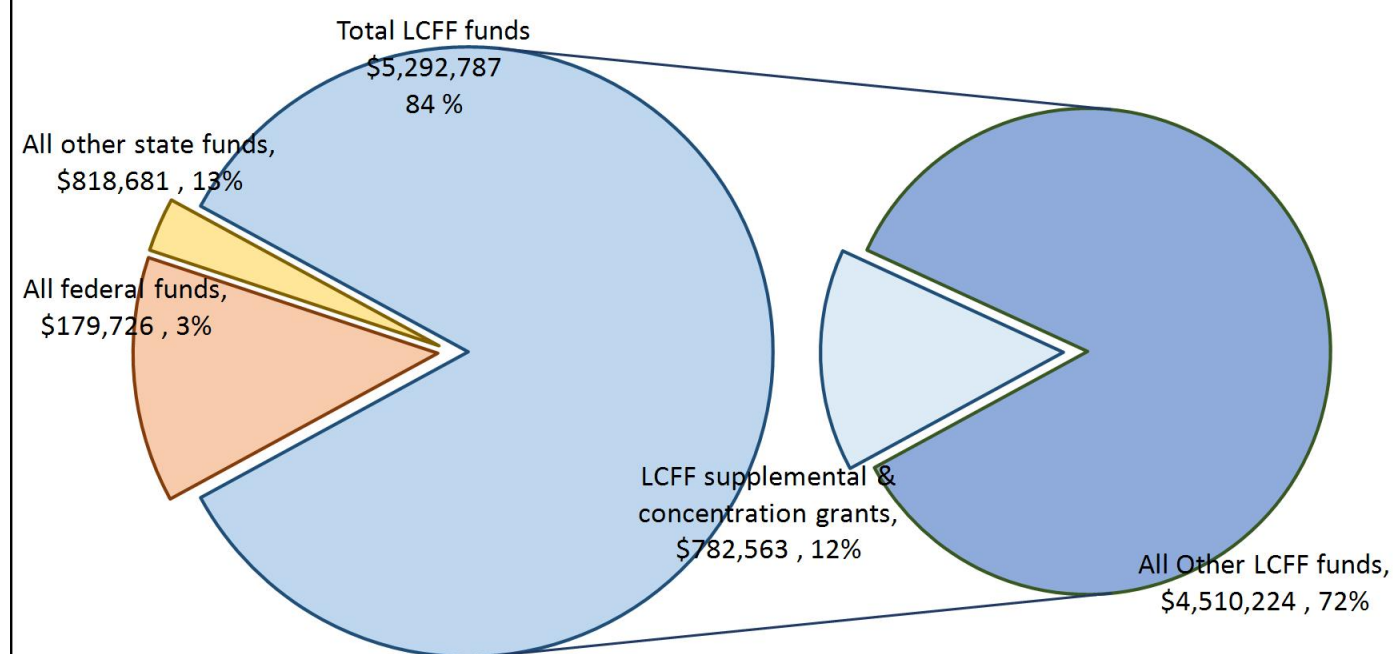
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



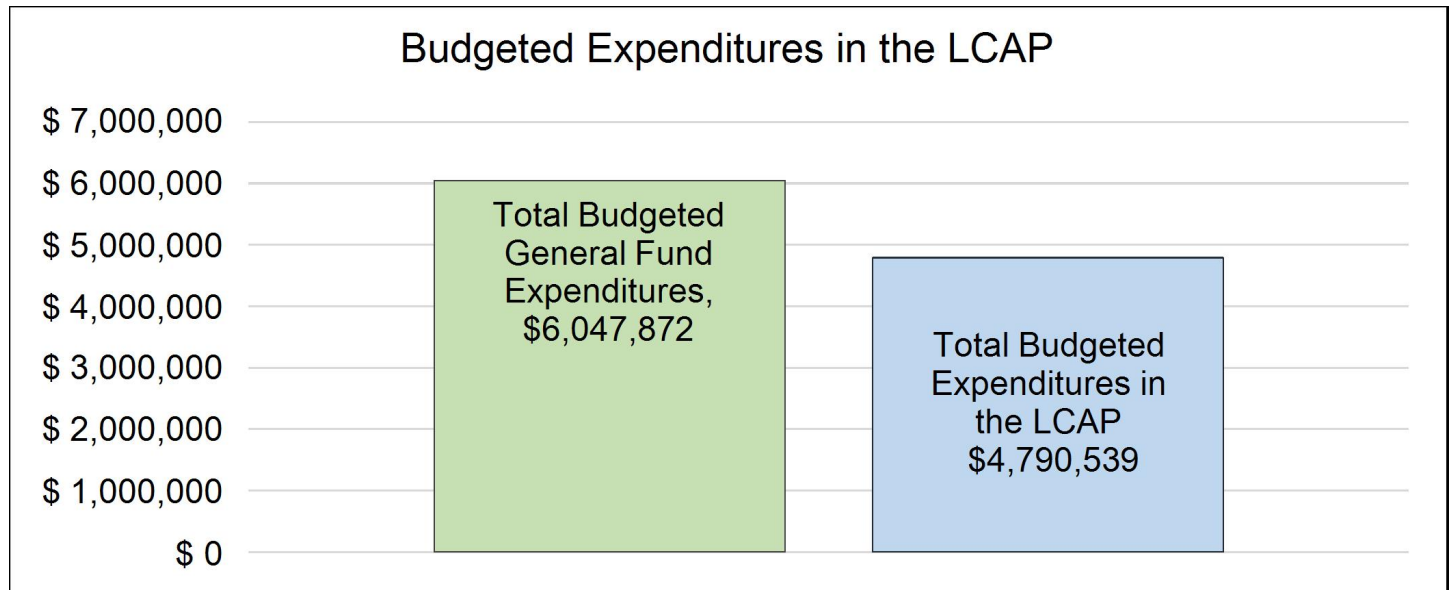
This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is \$6,291,194, of which \$5,292,787 is Local Control Funding Formula (LCFF), \$818,681 is other state funds, \$0.00 is local funds, and \$179,726 is federal funds. Of the \$5,292,787 in

LCFF Funds, \$782,563 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend \$6,047,872 for the 2024-25 school year. Of that amount, \$4,790,539 is tied to actions/services in the LCAP and \$1,257,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

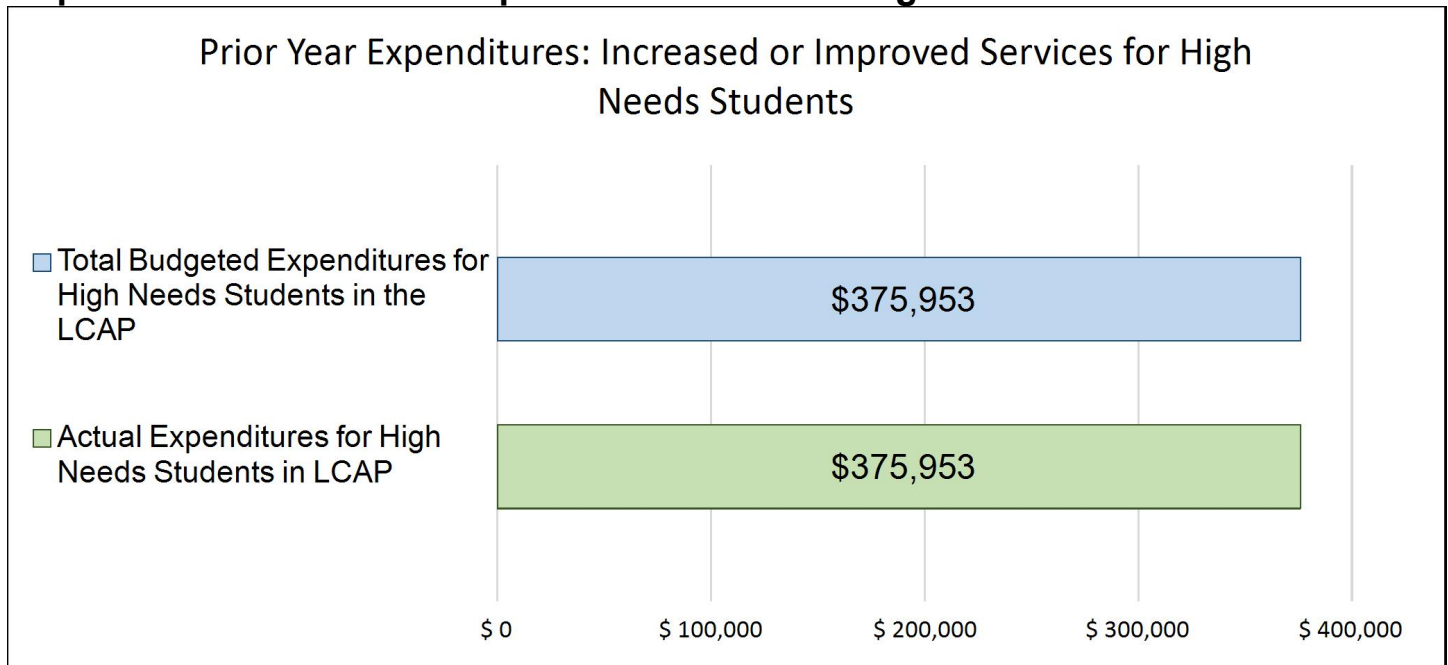
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - Los Angeles is projecting it will receive \$782,563 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend \$810,097 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 2023-24



This chart compares what California Pacific Charter - Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Pacific Charter - Los Angeles's LCAP budgeted \$375,953 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent \$375,953 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

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.

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 CAASPP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Reading) 2019-20 66.6% of students tested at or above grade level. Exceeded the standard (33.3%), Standard met (33.3%) and 33.3% of students tested below grade level. CPCS-LA saw increases at the</p>	<p>CAASPP ELA 2020-21 (Baseline) All Students: 48% of students met or exceeded the standard 16% exceeded the standard 32.1% met the standard 22.1% nearly met 29.8% standard not met</p> <p>ELs- 0% met or exceed the standard SWD- 27% met or exceeded standard HY- 100% met or exceeded the standard SED- 42% met or exceeded the standard</p>	<p>CAASPP ELA 2021-22 All Students: *Met or exceeded 95% participation 35% of students met or exceeded the standard. 14.3% exceeded the standard 20.7% met the standard 21.4% nearly met 43.6% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 12% met or exceeded the standard HY- Not enough data</p>	<p>CAASPP ELA 2022-23 All Students: *Met or exceeded 95% participation 34.6% of students met or exceeded the standard. 11.2% exceeded the standard 23.4% met the standard 22.3% nearly met 43.1% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 18.2% met or exceeded the standard HY- Not enough data</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
	achievement bands. There was an increase of 26.7% in students that moved from not met to met and an increase of 13.3% from students who met to students who exceed the standard.	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	SED- 30% met or exceeded the standard White- 41% met or exceeded Hispanic- 31% met or exceeded African American- 25% met or exceeded Asian-56% met or exceeded the standard Two or more- 45% met or exceeded the standard	SED- 29.4% met or exceeded the standard White- 35.3% met or exceeded Hispanic- 30% met or exceeded African American- 29.6% met or exceeded Asian-26% met or exceeded the standard Two or more- 26.4% met or exceeded the standard	
CAASPP Math (current local assessment data)	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. Local assessment data Edmentum Diagnostic Results (Math) 2019-20 16.7% of students tested at or above grade level. Exceeded the standard (0%),	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 ELs- 0% met or exceeded the standard	CAASPP MATH 2021-22 *Met or exceeded 95% participation All Students: 21% of students met or exceeded the standard. 10% exceeded the standard 11.4% met the standard 31.4% nearly met 47.1% standard not met	CAASPP MATH 2022-23 *Met or exceeded 95% participation All Students: 21.1% of students met or exceeded the standard. 8.5% exceeded the standard 12.6% met the standard 22.6% nearly met 56.3% standard not met	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
	Standard met (16.7%) and 83.3% of students tested below grade level. CPCS-LA saw increases at the achievement bands. There was an increase of 23.3% in students that moved from not met to met the standard.	<p>SWD- 0% met or exceeded the standard 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>ELs- 17% met or exceeded the standard SWD- 16% met or exceeded the standard HY- Not enough data SED- 18% met or exceeded the standard</p> <p>White- 24% met or exceeded Hispanic- 14% met or exceeded African American- 25% met or exceeded Asian- 33% met or exceeded the standard Two or more- 40% met or exceeded the standard</p>	<p>ELs- 16.7% met or exceeded the standard SWD- 11.8% met or exceeded the standard HY- Not enough data SED- 15.4% met or exceeded the standard</p> <p>White- 18.8% met or exceeded Hispanic- 18.9% met or exceeded African American- 11.5% met or exceeded Asian- 16% met or exceeded the standard Two or more- 15.8% met or exceeded the standard</p>	
Disaggregated local assessment data to support student groups	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level ELs 66.7% at or above grade level</p>	<p>NWEA MAPS 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 42.8% meet or exceed the standard 19.4% exceeding the standard</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 38.8% meet or exceed the standard 20.7% exceeding the standard 18.1% meeting the standard</p>	<p>Renasissance STAR Fall 2023 (baseline) ELA ALL STUDENTS: 53.3% met or exceeded the standard Standard Exceeded- 25.2% Standard Met- 28.1%</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
	EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level Hispanic 38.5% at or above grade level White 43.9% at or above grade level Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level Socio Econ 11.3% at or above grade level SWD Not available Homeless Youth 0% at or above grade level African American 0% at or above grade level Hispanic 9.3% at or above grade level	23.4% meeting the standard 19.8% approaching the standard 15.5% below 21.8% far below MATH All Students: 36.1% meet or exceed the standard 16.9% exceeding the standard 19.2% meeting the standard 18.4% approaching the standard 18.8% below 26.8% far below	19.8% approaching the standard 16.4% below 25% far below MATH All Students: 36.4% meet or exceed the standard 19.9% exceeding the standard 16.5% meeting the standard 16% approaching the standard 19.5% below 28.1% far below NWEA 2022-23 FALL administration ELA All Students: 45.3% meet or exceed the standard 25.4% exceeding the standard 19.9% meeting the standard 15.6% approaching the standard 17.8% below 21.4% far below MATH	Standard Nearly Met- 21% Standard Not met- 25.8% White- 48.1% met or exceeded Hispanic- 53.7% met or exceeded African American- 58.8% met or exceeded Asian- 70% met or exceeded the standard Two or more- 60% met or exceeded the standard MATH ALL STUDENTS: 33.3% met or exceeded the standard Standard Exceeded- 21.2% Standard Met- 12.1% Standard Nearly Met- 17.3% Standard Not met- 49.4% White- 30.5% met or exceeded Hispanic- 33.6% met or exceeded	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 20.9% at or above grade level		All Students: 44% meet or exceed the standard 22.7% exceeding the standard 21.3% meeting the standard 13.7% approaching the standard 16.2% below 26% far below	African American- 29.7% met or exceeded Asian- 66.7% met or exceeded the standard Two or more- 52.3% met or exceeded the standard	
English Language Proficiency Assessments for California (ELPAC)	A baseline will be developed from 20-21 results	ELPAC Baseline 2020-21 Out of 9 students tested: Level 1- 1 (11%) Level 2- 1 (11%) Level 3- 5 (56%) Level 4 -2 (22%)	ELPAC 2021-22 Out of 15 students tested: Level 1- 2 (13.3%) Level 2- 3 (20%) Level 3- 5 (33.3%) Level 4 -5 (33.3%) 45.5% of students progressed at least 1 ELPI level.	ELPAC 2022-23 13 students tested: (100%) Level 1- 2 students (15.4%) Level 2- 3 students (23.1%) Level 3- 6 students (46.2%) Level 4- 2 students (15.4%)	At least 50% of students improve in at least 1 ELPI level each year. Increase rate of students RFEP by 2% each year.
Course completion rates (% of students passing classes with a grade of 60% or higher and 70% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher (14.44% increase from Fall 2020)	Completion Rates SPRING 2022 Elementary School 92% completion at grade of 60% or higher (2% increase from Spring 2021)	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained)	Maintain course completion rates at 90% or higher in each academic discipline. Increase the percentage of students passing classes with a grade of 70% or higher by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%.	88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 73.83% completion at 60% or higher (5.69% increase from Fall 2020) 62.62% completion at 70% or higher (11.15% increase from Fall 2020) High School Traditional Program 93.47% completion at grade of 60% or higher 86.02% completion rate at 70% or higher Credit Recovery Program 84.36% completion at grade of 60% or higher 77.59% completion at grade of 70% or higher Foundations Program 99.15% completion at grade of 70% or higher	85% completion at grade of 70% or higher (2% increase from Spring 2021) Middle School 79% completion at 60% or higher (4% increase from Spring 2021) 62% completion at 70% or higher (~stayed the same) High School 94% of students are completing classes with grade of 60% or higher (~stayed the same) 79% of students are completing classes with a score of 70% or higher (increase of 5%) Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021) 82% completion at grade of 70% or higher	85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	2% each year to support A-G completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher 80% of students are completing classes with a score of 70% or higher		
LCFF Evaluation Rubric levels	Implementation of the academic content and performance standards adopted by the State Board Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	Status of "Met" for all Local Indicators in the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency				
	Broad course of study				
	Facilities in good repair				
	Percentage of properly credentialed teachers				
	Student access to standards-aligned instructional materials				

Goal Analysis

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 significant differences between budgeted expenditures and actual expenditures, including on planned percentages of improved services and estimated percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic

outcomes such as course completion rates, standardized tests scores, and student learning outcomes. Evaluation of student academic performance, goal setting activities, and monitoring students were effective in increasing student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.7 will be discontinued because the special education department is no longer required to hold the PIR committee for reporting purposes.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-20 There was no dashboard data for chronic absenteeism for the 19-20 school year, however, internal reports indicate that CPC-LA has a chronic absenteeism rate of 35.9%. Hold harmless ADA was enacted for the 19-20 school year at the date of February 29, 2020, ADA of 282.	2020-21 CPC-LA had a chronic absenteeism rate of 24.3%, which is a 11.6% decrease over 2019-20. The school met projected ADA. Second interim budget projections were 324.72 and P2 ADA was 332.01, exceeding the projection.	2021-22 CPC-LA had a chronic absenteeism rate of 20.1%, which is a 4.2% decrease over 2020-21. The school met projected ADA. Second interim budget projections were 362.04 ADA and P2 ADA was 369.98, exceeding the projection.	2022-23 (GREEN) CPC-LA had a chronic absenteeism rate of 8.9%, which is a 5.6% decrease over 2021-22. The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.	Decrease Chronic Absenteeism by 2% each year
Expulsion Rate	0%	0%	0%	0%	0% Expulsion Rate each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	0%	0%	0%	0%	0% Suspension Rate each year
Stability Rate			CPC-LA 67.1% District 53.4% LA County 88.9% Statewide 89.8%	CPC-LA 56.2% District 54.6% LA County 90.5% Statewide 91.2%	increase by 2% annually

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Strategic staffing assignments, use of technology, parent outreach, attendance monitoring and professional development all contributed to a high ADA and positive school climate.

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 the planned actions or goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and Stakeholder Survey Results	Participants 101 parent responses. 98 student responses. Survey Results 99% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96% of parents indicate that they feel their input is valued and respected. 96.9% 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	Participants 88 parent responses. 38 student responses. Survey Results 96.6% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.3% of parents indicate that they feel their input is valued. 97.4% 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	Participants 60 parent responses. 182 student responses. Survey Results 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98.3% of parents indicate that they feel their input is valued. 99.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.3% of students agree that their teacher cares about	Participants 102 parent responses. 293 student responses. Survey Results 97.1% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.1% of parents indicate that they feel their input is valued. 99.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.4% of students agree that their teacher cares about	Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	their education and helps them succeed.	their education and helps them succeed. 97.4% of students report that they feel safe at school. 89.5% of students report that they know they have someone at school to talk to for support if they have a problem.	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.	their education and helps them succeed. 97.2% of students report that they feel safe at school. 96.6% of students report that they know they have someone at school to talk to for support if they have a problem.	
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 96.9% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 98.9% of parents are satisfied with their child's school. 97.4% 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.	Overall Satisfaction Rate Survey Results 98% of parents are satisfied with their child's school. 97.7% 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.	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	Review and provide training on the Comprehensive School Safety Plan annually

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The development of the school safety plan, communication efforts, planned activities to involve education partners, and management of the school by administration were all effective actions that contributed to high overall education partner perceptions and satisfaction with the 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.

There will be no changes to the goal or planned 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	2019-20 (DATA QUEST) ALL 50% Graduated (4 Yr Adjusted Cohort Outcome) Homeless: Data not displayed Socioeconomically Disadvantaged: 45.6% graduated Hispanic: 46.5% graduated White: 51.7% graduated	2020-21 (DATAQUEST) ALL 72.9% Graduated (4 yr Adjusted Cohort Outcome) African American: <10, Data not displayed Hispanic: 68.8% graduated White: 60.9% graduated Homeless Youth: <10, Data not displayed SED: 62.5% graduated SWD: <10, Data not displayed	2021-22 (DATAQUEST) ALL 82.4% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 83.3% graduated SWD: 90.9% graduated African American: <10, Data not displayed Hispanic: 80% graduated White: 88% graduated	2022-23 ALL- (78 students) 87.2% graduated (3.2% increase over 2021-22) GREEN Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups	Increase by 2% each year once above 68%.
College/Career Prepared	College and Career Prepared (DATA QUEST) ALL 23.5% Prepared	College and Career Prepared (DATAQUEST) ALL 7.7% Prepared	College and Career Prepared (DATAQUEST)	College and Career Prepared ALL (78 students) 17.9% Prepared- LOW	Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic 16.9% Prepared, 53.4% Approaching Prepared</p> <p>White 22.9% Prepared, 23.9% Approaching Prepared,</p> <p>Socioeconomic Disadvantaged 29.1% Prepared, 50% Approaching Prepared</p>	Additional Data not displayed	<p>*No Dashboard Data was reported or available on this metric for the 2022-23 school year.</p> <p>2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 84.18%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission- 24.29%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission- 15 (18.5%)</p> <p>Number of Pupils Participating in CTE - 47</p> <p>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%</p> <p>AP Exams- number and percent who scored a 3 or higher</p>	<p>Very low- 0- student groups</p> <p>Low- Hispanic, SED</p> <p>Medium- 0 student groups</p> <p>High- 0 student groups</p> <p>Very High- 0 student groups</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			on at least two AP Exams Graduates Only 2- 2.5%		
Drop Out Rate			Drop out rate (DATAQUEST) 9.5%	Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)	Decrease by 1% each year or maintain under 10%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Access to a broad course of study, transcript review and 4 year plan development, expansion of the CTE program, incorporation of AVID strategies, high quality curriculum, and middle school/high school transition were all planned actions that contributed to increased student achievement and outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the goal or planned 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Pacific Charter- Los Angeles

Mission Statement

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

Vision

California Pacific Charter Schools, in partnership with our community, will:

Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.

Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - Los Angeles

CPC-LA is an online independent study charter school with its main office in Costa Mesa, California. The school is chartered through Acton Agua Dulce School District in Los Angeles County. Students in this school reside in Los Angeles, Orange, San Bernardino, Ventura, and Kern counties.

Demographics

CPC-LA serves a diverse community of students and parents. CPC-LA's enrollment averages around 400 students.

In the 2023-24 school year, this included the enrollment of 67.5% socio-economically disadvantaged, 7.7% English Learners, and 19.2% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance

CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments

CPCS has adopted a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill 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 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 education partners, 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), Ethnic Studies, Personal Finance, CTE courses and Pathways (a-g approved) and American Sign Language. CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Successes

Graduation Rate (Green):

The graduation rate is marked green with 87.2% of students graduating, reflecting a 3.2% increase from the previous year. This indicates a strong performance in graduating students on time.

Chronic Absenteeism (Green):

The school has successfully reduced its chronic absenteeism rate to 8.9%, marking a decrease of 5.6%. This indicates effective strategies to keep students engaged and attending school.

Suspension Rate (Blue):

The school maintained a 0% suspension rate, which indicates a positive and supportive school climate conducive to student well-being.

Local Indicators: The school has met the standards for basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, and access to a broad course of study. These achievements reflect well on the school's operational and educational policies.

Data collected from annual education partner surveys reflect a robust partnership with parents and a supportive, engaging academic environment for students. These positive perceptions demonstrate the effectiveness of the school's strategies in fostering a supportive and inclusive educational community.

Education Partner Perceptions

Parent Feedback:

Curriculum and Instruction: 93.1% of parents in Los Angeles feel that their child's curriculum and instruction supports their ability to master grade-level standards, highlighting strong educational support and resources.

Parental Involvement: A notable 97.1% of parents report having opportunities to be actively involved in their child's education, reflecting the school's commitment to engaging parents in the educational process.

Communication with Teachers: 97.1% of parents feel welcome to meet with their child's homeroom teacher to discuss progress, ensuring open lines of communication.

Value of Parent Input: 94.1% of parents feel that their input is valued when working with school staff and administration, indicating a collaborative and respectful school environment.

Support for Academic Goals: 98% of parents are satisfied with the support their child receives to attain their academic goals, showing effectiveness in meeting student needs.

Overall Satisfaction: High overall satisfaction is reported, with 98% of parents feeling satisfied with their child's school.

Student Feedback:

Grade-Level Instruction: 97.2% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.

Teacher Availability: 99.4% of students report that their teacher is available when they need help and supports them with their schoolwork.

Teacher Support: 99.4% of students feel that their teacher cares about their education and helps them succeed.

Goal Setting: 97.7% of students say their teacher helps them set goals to be successful in school.

School Environment: 97.2% of students feel safe and welcome at school.

Support System: 96.6% of students know they have someone at school they can talk to for support if they have a problem.

Overall Satisfaction: 97.7% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

College/Career Readiness (Low): 17.9% of students are prepared for college and career, which is in the low category and indicates a need for stronger career guidance and programs ensuring students graduate college and career prepared.

Mathematics Performance (Orange): The performance in mathematics scores 90.2 points below the standard and a decline of 8.4 points from the previous year. Additionally, 2 student groups (SED, SWD) are in the Red performance band. This suggests a continued need for enhanced math instruction and intervention programs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At California Pacific Charter School, our LCAP development is a dynamic, inclusive, and ongoing process. We value the contributions of our educational partners and are dedicated to creating a plan that not only meets statutory requirements but also embodies our commitment to the educational excellence and well-being of our students. The approach to developing the Local Control and Accountability Plan (LCAP) is grounded in collaboration and transparency, engaging teachers, administrators, school personnel, parents, and students through various platforms. Our process initiates with preliminary consultations held during School Site Council, staff, and department meetings, allowing us to gather diverse insights. We further involve parents and students by conducting dedicated engagement sessions and distributing annual surveys to incorporate their perspectives comprehensively. Our Professional Learning Communities (PLCs) play a pivotal role in refining our strategies through data-driven discussions. We ensure a continuous feedback loop by reviewing and revising the LCAP across multiple drafts, with education partner input integral at each stage. A draft is shared with the SELPA for feedback and input. The final plan, reflecting the collective contributions of our community, is presented for public review and adopted by our governing board, ensuring it not only meets statutory requirements but also supports the educational excellence and well-being of our students.

Educational partner engagement is strong. There were 176 student participants from grades 6-12 and 116 from grades K-5 in the annuela survey. Survey results show that 99.4% report their teacher is available and supportive. Additionally, 99.4% of students feel that their teacher cares about their education. Programs like the Virtual Learning Hub (52%), Social/Emotional Learning resources (16.5%), and Career and Technical Education (11%) were found to be particularly helpful by students. Positive feedback from students includes, "Nearpod is very helpful to me in live sessions," and "M.A.R.S. Math tutoring really helps me."

Parents in Los Angeles also report high levels of involvement and satisfaction, with 93.8% believing that the curriculum supports grade-level standards and 95.8% satisfied with the support their child receives for academic goals. Celebrations from parents include, "My child always has assistance if needed and is progressing amazingly well," and "CalPac is the best!" Opportunities for growth identified by parents and students include more socialization time via Zoom, more in-person activities, and increased leadership opportunities for students. Staff feedback highlights the success of collaborative efforts in addressing student needs and the importance of maintaining robust communication

channels. Staff also appreciate the professional development opportunities and the collaborative culture within the school. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2024 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on data from the CA Dashboard and other student outcome and achievement data, pinpointing the need to enhance our academic outcomes, particularly in Mathematics. The goal strategically aligns actions and metrics that support and enhance instructional practices and learning opportunities, directly aiming to improve academic and developmental outcomes. It is closely aligned with State Priorities 4 (Student Achievement) and 8 (Other Student Outcomes), focusing on instruction, curriculum, and equity, to achieve marked improvements in academic performance and post-secondary readiness for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or exceeded 95% participation All Students: (YELLOW) 43 points below standard 34.6% of students met or exceeded the standard. 11.2% exceeded the standard			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>23.4% met the standard 22.3% nearly met 43.1% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 18.2% met or exceeded the standard HY- Not enough data SED- 29.4% met or exceeded the standard</p> <p>White- 35.3% met or exceeded Hispanic- 30% met or exceeded African American- 29.6% met or exceeded Asian-26% met or exceeded the standard Two or more- 26.4% met or exceeded the standard</p>				
1.2	CAASPP MATH	<p>CAASPP MATH 2022-23 *Met or exceeded 95% participation All Students: (ORANGE) 90 points below standard 21.1% of students met or exceeded the standard. 8.5% exceeded the standard 12.6% met the standard</p>			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>22.6% nearly met 56.3% standard not met</p> <p>ELs- 16.7% met or exceeded the standard SWD- 11.8% met or exceeded the standard (RED) 145 points below standard (36 students) HY- Not enough students SED- 15.4% met or exceeded the standard (RED) 110 points below standard</p> <p>White- 18.8% met or exceeded Hispanic- 18.9% met or exceeded African American- 11.5% met or exceeded Asian- 16% met or exceeded the standard Two or more- 15.8% met or exceeded the standard</p>				
1.3	CAST (Science) (Grades 5, 8, & 11)	<p>CAST Science 2022-23 *Met or Exceeded 95% participation All Students: 20.97% met or exceeded the standard</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs- not enough students SWD- 9.3% HY- not enough students SED-15.65% White- 25.5% Hispanic- 16% African American- 15.8% Asian- not enough students Two or More Races- not enough students				
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90%			Grade 5 maintain, Grades 7 & 9 increase percentage of students who meet and or exceed the standard by at least 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%				
1.5	Renaissance STAR ELA	<p>Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 53% met or exceeded the standard Standard Exceeded- 25% Standard Met- 28% Standard Nearly Met- 21% Standard Not met- 26%</p> <p>White- 47% met or exceeded Hispanic- 53% met or exceeded African American- 56% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students</p> <p>SED- 52% met or exceeded</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL- 30% met or exceeded SWD- 34% met or exceeded</p> <p>Renasissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 49% met or exceeded the standard Standard Exceeded- 22% Standard Met- 27% Standard Nearly Met- 22% Standard Not met- 29%</p> <p>White- 53% met or exceeded Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students</p> <p>SED- 41% met or exceeded EL- 6% met or exceeded SWD- 382% met or exceeded</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Renaissance STAR MATH	<p>Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21% Standard Not met- 52%</p> <p>White- 29% met or exceeded Hispanic- 32% met or exceeded African American- 27% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students</p> <p>SED- 30% met or exceeded EL- 14% met or exceeded SWD- 17% met or exceeded</p> <p>Renasissance STAR Spring 2024</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*Met or Exceeded 95% participation MATH ALL STUDENTS: 30% met or exceeded the standard Standard Exceeded- 17% Standard Met- 14% Standard Nearly Met- 15% Standard Not met- 55%</p> <p>White- 30% met or exceeded Hispanic- 31% met or exceeded African American- 27% met or exceeded Asian- 67% met or exceeded the standard Two or more- not enough students</p> <p>SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded</p>				
1.7	Course Completion Rates	<p>Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained)</p>			Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>85% completion at grade of 70% or higher (3% increase from Fall 2022)</p> <p>Middle School</p> <p>83% completion at grade of 60% or higher (3% increase)</p> <p>64.6% completion at grade of 70% or higher (1.5% increase)</p> <p>High School</p> <p>87% completion at grade of 60% or higher (maintained)</p> <p>71% completion at grade of 70% or higher (1% increase)</p>				
1.8	<p>College and Career Indicators</p> <p>% graduates college and career prepared</p> <p>number of pupils participating in CTE</p> <p>number of pupils participating in AP</p> <p>% pupils passed an AP exam with score of 3 or higher</p> <p>% of pupils completing a CTE program and earn a HS diploma</p> <p>% of pupils enrolled in courses required for US/CSU admission</p>	<p>College and Career Indicators</p> <p>ALL (78 students)</p> <p>17.9% Prepared- LOW</p> <p>Very low- 0- student groups</p> <p>Low- Hispanic, SED</p> <p>Medium- 0 student groups</p> <p>High- 0 student groups</p> <p>Very High- 0 student groups</p> <p>number of pupils participating in CTE- 56</p>			increase CCI by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of graduates who completed A-G courses EAP Program	% of pupils completing a CTE program and earn a HS diploma-100 number of pupils participating in AP- 4 % pupils passed an AP exam with score of 3 or higher- 1 (25% of AP participants) % of pupils enrolled in courses required for US/CSU admission- 92.9% % of graduates who completed A-G courses - 21.5% EAP Program: ELA- 35.3% of 11th grade students met or exceeded the standard Math- 10.3% of 11th grade students met or exceeded the standard				
1.9	ELPAC/ EL Progress	ELPAC 2022-23 13 students tested: (100%) Level 1- 2 students (15.4%) Level 2- 3 students (23.1%) Level 3- 6 students (46.2%) Level 4- 2 students (15.4%)			increase by at least 1% each year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	\$78,676.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	\$59,008.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Support for Student Groups	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 SST, 504 or IEP team.	\$284,338.00	Yes
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	\$97,068.00	Yes
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	\$164,698.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support the whole child by improving the conditions of learning through access to basic services, state standards, curriculum, and technology. By providing comprehensive resources, including instructional materials, technological tools, and professional development for teachers, we ensure that all students receive the necessary support to succeed academically and personally. By strategically aligning actions and metrics, this goal focuses on creating an inclusive and supportive learning environment that enhances educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers			maintain	
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teaching to the recently adopted academic standards and/or curriculum frameworks identified below:</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</p> <p>3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students:</p> <p>CTE- 4 Full implementation</p> <p>Health Education- 5 Full Implementation and Sustainability</p> <p>Physical Education- 5 Full Implementation and Sustainability</p> <p>VPA- 5 Full Implementation and Sustainability</p> <p>World Language- 5 Full Implementation and Sustainability</p> <p>5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)</p> <ul style="list-style-type: none"> Identifying the professional learning needs of groups of teachers or staff as a 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		whole (4 Full Implementation) <ul style="list-style-type: none"> Identifying the professional learning needs of individual teachers (4 Full Implementation) Providing support for teachers on the standards they have not yet mastered (4 Full Implementation) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%			maintain	
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.			maintain	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	\$2,463,535.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. 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) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways	\$375,737.00	No

Action #	Title	Description	Total Funds	Contributing
		Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	\$112,320.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	\$33,840.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	\$134,880.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to enhance education partner engagement, recognizing that strong relationships and effective communication are essential for student success. By fostering inclusive practices and ensuring active participation from all education partners, we aim to create a supportive and positive school climate. The actions and services grouped under this goal focus on parent involvement, student attendance and retention. By strategically aligning actions and metrics, this goal aims to support high levels of engagement and satisfaction, which are critical for achieving positive educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 102 parent responses. 293 student responses. Survey Results 97.1% of parents feel satisfied with opportunities to provide input and participate in their child's education.			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>94.1% of parents indicate that they feel their input is valued.</p> <p>99.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>99.4% of students agree that their teacher cares about their education and helps them succeed.</p> <p>97.2% of students report that they feel safe at school.</p> <p>96.6% of students report that they know they have someone at school to talk to for support if they have a problem.</p> <p>Staff 57 Responses</p> <p>100% of staff agree that the school implemented planned action to improve the academic achievement of all students.</p> <p>100% of staff agree that the school implemented planned actions to promote a positive school climate.</p> <p>100% of staff agree that the school implemented</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>planned actions to establish connections with educational partners.</p> <p>100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared.</p> <p>SELPA</p> <p>Draft of the LCAP was sent to SELPA for input on 5/30/24.</p>				
3.2	Overall Satisfaction Rate (parents and students)	<p>Overall Satisfaction Rate</p> <p>Survey Results</p> <p>98% of parents are satisfied with their child's school.</p> <p>97.7% of students express an overall satisfaction with their school.</p>			maintain	
3.3	School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.			maintain	
3.4	Chronic Absenteeism Rate	2022-23 (GREEN)			maintain or decline by 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CPC-LA had a chronic absenteeism rate of 8.9%, which is a 5.6% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.</p>				
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (78 students) 87.2% graduated (3.2% increase over 2021-22) GREEN</p> <p>Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups</p>			maintain or increase by 1% each year	
3.6	Drop Out Rate	<p>Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)</p>			maintain or decrease by 1% each year	
3.7	Expulsion Rate	0%			maintain	
3.8	Suspension Rate	0%			maintain	
3.9	Stability Rate	CPC-LA 56.2% District 54.6%			increase by 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LA County 90.5% Statewide 91.2%				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	\$0.00	No
3.2	Communication and Accessibility	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely	\$72,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a education partners will be provided in primarily languages when required or as needed.		
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjunction with the school site council and will be disseminated to the school community.	\$0.00	No
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$63,679.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	\$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	\$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	\$431,088.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	\$171,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	\$247,474.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$782,563.00	\$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
17.437%	8.994%	\$415,311.00	26.431%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Technology</p> <p>Need: Low income students may lack resources such as technology devices or connectivity to engage in school. 67% of families at the school are low income.</p> <p>Scope:</p>	Provide opportunities for low income students to engage in the online school.	Chronic Absenteeism, course completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Academic Support for Student Groups</p> <p>Need: Low income students are in the (RED) lowest performance category on CAASPP Math, EL students are not meeting or exceeding the standard on CAASPP ELA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Targeted academic tutoring will be provided thorough small group class instruction and academic tutors.	CAASPP summative assessment scores
1.4	<p>Action: EL Progress</p> <p>Need: Support for newcomers, LTELs, and reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	ELD coordinators will monitor progress and provide designated language support and ELPAC test readiness.	ELPAC
1.6	<p>Action: Access to AP Exams</p>	With a high population of low-cincome students, the school wants to make expensive AP exams	AP Exam participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Access to a broad course of study for low income students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	accessible to students by covering the cost when needed.	
3.2	<p>Action: Communication and Accessibility</p> <p>Need: Translation of communications and resources into home language for students and families who speak a language other than English provided by school personnel and other programs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Real time translation of curriculum, live sessions, parent meetings, and school communications will be provided to students and families who speak a language other than English.	EL student outcomes and education partner feedback.
3.7	<p>Action: Mental Health Support</p> <p>Need: 67% of families in the school are low income. Low income and foster youth students often navigate additional challenges in the home environment that can have an impact on school academic success and social-emotional well-being.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.	Student outcomes and education partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.8	<p>Action: Student Group Engagement</p> <p>Need: Low income students, English Learners, and foster youth students often navigate additional challenges in the home environment that can have an impact on regular school attendance and academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support for students will be provided through an engagement coordinator, guidance department liaison, and administration to ensure regular school attendance and staying on-track for graduation.	Chronic absenteeism rates, graduation rates

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,488,071.00	782,563.00	17.437%	8.994%	26.431%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,125,701.00	\$1,551,694.00		\$113,144.00	\$4,790,539.00	\$4,088,684.00	\$701,855.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All Students Disabilities	with	No					\$78,676.00	\$0.00	\$78,676.00	\$0.00	\$0.00	\$0.00	\$78,676.00	
1	1.2	Professional Development	All		No					\$59,008.00	\$0.00	\$59,008.00	\$0.00	\$0.00	\$0.00	\$59,008.00	
1	1.3	Academic Support for Student Groups	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$269,407.00	\$14,931.00	\$247,950.00	\$2,506.00	\$0.00	\$33,882.00	\$284,338.00	
1	1.4	EL Progress	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$97,068.00	\$0.00	\$97,068.00	\$0.00	\$0.00	\$0.00	\$97,068.00	
1	1.5	Comprehensive CTE Program	All		No					\$143,028.00	\$21,670.00	\$0.00	\$164,698.00	\$0.00	\$0.00	\$164,698.00	
1	1.6	Access to AP Exams	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Staff Assignments	All		No					\$2,463,535.00	\$0.00	\$1,638,476.00	\$776,997.00	\$0.00	\$48,062.00	\$2,463,535.00	
2	2.2	Curriculum and Instruction	All		No					\$130,919.00	\$244,818.00	\$219,171.00	\$156,566.00	\$0.00	\$0.00	\$375,737.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		\$0.00	\$112,320.00	\$97,920.00	\$14,400.00	\$0.00	\$0.00	\$112,320.00	
2	2.4	Professional Development	All	No					\$0.00	\$33,840.00	\$9,120.00	\$19,920.00	\$0.00	\$4,800.00	\$33,840.00	
2	2.5	Vendor Services	Students with Disabilities	No					\$0.00	\$134,880.00	\$0.00	\$108,480.00	\$0.00	\$26,400.00	\$134,880.00	
3	3.1	Education Partner Input	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$5,520.00	\$66,795.00	\$72,315.00	\$0.00	\$0.00	\$0.00	\$72,315.00	
3	3.3	School Safety Plan	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No					\$0.00	\$63,679.00	\$63,679.00	\$0.00	\$0.00	\$0.00	\$63,679.00	
3	3.5	Professional Development	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Mental Health Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$429,216.00	\$1,872.00	\$122,961.00	\$308,127.00	\$0.00	\$0.00	\$431,088.00	
3	3.8	Student Group Engagement	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$164,833.00	\$7,050.00	\$171,883.00	\$0.00	\$0.00	\$0.00	\$171,883.00	
3	3.9	Transcript Review and Evaluation	All	No					\$247,474.00	\$0.00	\$247,474.00	\$0.00	\$0.00	\$0.00	\$247,474.00	

2024-25 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
4,488,071.00	782,563.00	17.437%	8.994%	26.431%	\$810,097.00	0.000%	18.050 %	Total:	\$810,097.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$712,177.00
								Schoolwide Total:	\$97,920.00

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	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$247,950.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$97,068.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	\$97,920.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$72,315.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$122,961.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$171,883.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,344,492.00	\$5,438,354.00

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	\$0.00
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$481,280.00	\$479,569.00
1	1.4	Professional Development	No	\$0.00	\$0.00
1	1.5	EL Progress	Yes	\$139,450.00	\$109,247.00
1	1.6	Student Learning Outcomes	No	\$0.00	\$0.00
1	1.7	SPED PIR and CIM	No	\$0.00	\$0.00
2	2.1	school climate	No	\$0.00	\$0.00
2	2.2	staff assignments	No	\$4,167,343.00	\$4,231,485.00
2	2.3	Technology	No	\$0.00	\$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	\$0.00
2	2.5	Attendance Monitoring	No	\$0.00	\$0.00
2	2.6	Professional Development	No	\$0.00	\$0.00
2	2.7	Training in Mental Health First Aid	No	\$0.00	\$0.00
2	2.8	Suicide Prevention	No	\$0.00	\$0.00
3	3.1	Education Partner Input	No	\$12,100.00	\$9,638.00
3	3.2	Communication	No	\$22,498.00	\$20,873.00
3	3.3	Safe School Environment	No	\$0.00	\$0.00
3	3.4	Vendor Services	No	\$77,504.00	\$75,300.00
3	3.5	Safety Training	No	\$0.00	\$0.00
3	3.6	Accessibility of Communication	Yes	\$288,503.00	\$346,854.00
3	3.7	School Management and Oversight	No	\$155,814.00	\$165,388.00
4	4.1	Comprehensive CTE program	No	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	No	\$0.00	\$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	4.3	High Quality Curriculum and Instruction	No	\$0.00	\$0.00
4	4.4	AVID	No	\$0.00	\$0.00
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00
4	4.6	Transcript Review and Evaluation	No	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00

2023-24 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)
791,264.00	\$375,953.00	\$375,953.00	\$0.00	15.030%	0.000%	-15.030%

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	\$0.00			
1	1.5	EL Progress	Yes	\$87,450.00	\$87,450.00	6.45%	
3	3.6	Accessibility of Communication	Yes	\$288,503.00	\$288,503.00	8.58%	
4	4.5	State Testing Preparation	Yes	\$0.00			
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00			

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
\$4,617,409.00	791,264.00	0.00%	17.137%	\$375,953.00	0.000%	8.142%	\$415,311.00	8.994%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **Measuring and Reporting Results** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness or the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
 Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma

CDS Code: 49-70722-039048

School Year: 2024-25

LEA contact information:

Christine Feher

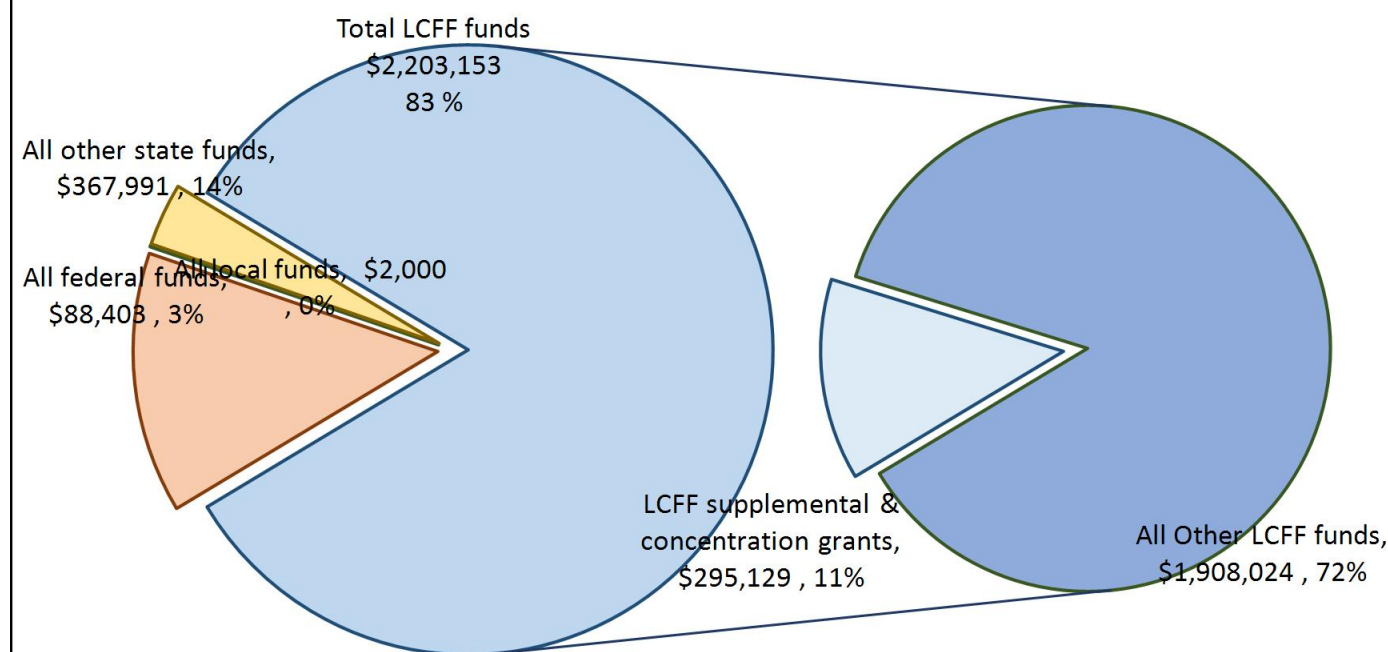
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



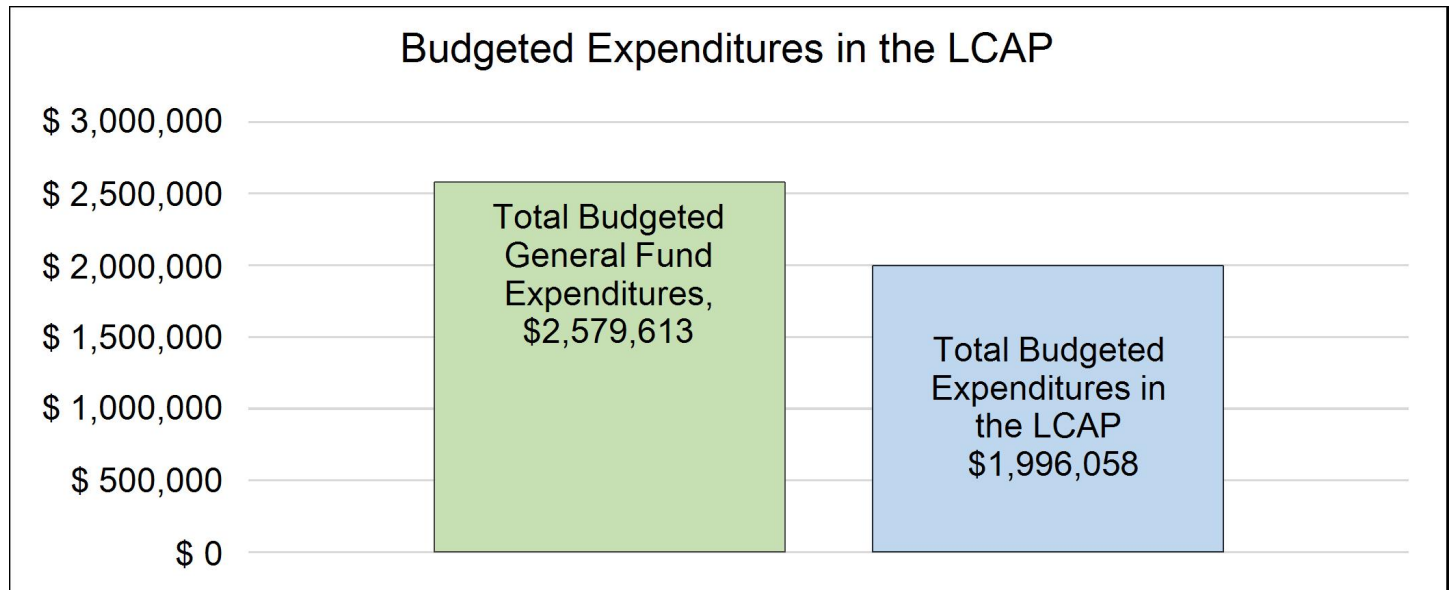
This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is \$2,661,547, of which \$2,203,153 is Local Control Funding Formula (LCFF), \$367,991 is other state funds, \$2,000 is local funds, and \$88,403 is federal funds. Of the \$2,203,153 in LCFF

Funds, \$295,129 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 2024-25. 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 \$2,579,613 for the 2024-25 school year. Of that amount, \$1,996,058 is tied to actions/services in the LCAP and \$583,555 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

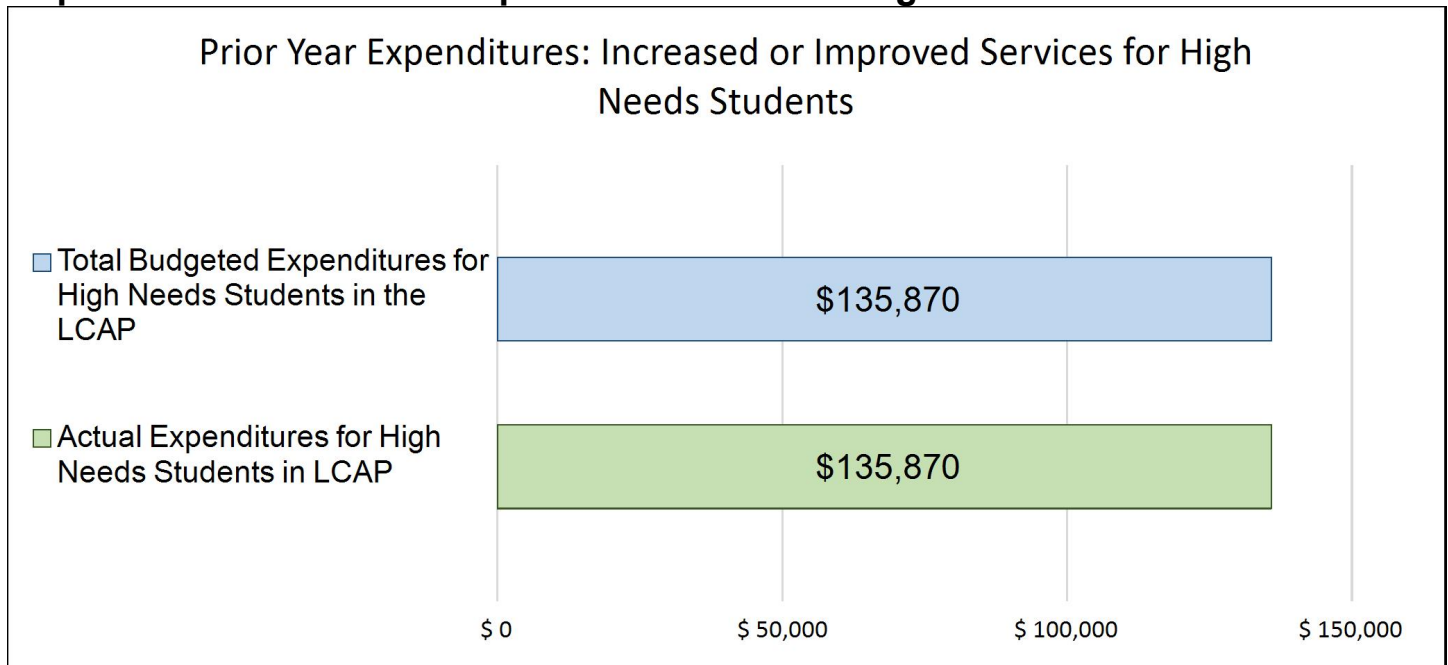
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Pacific Charter - Sonoma is projecting it will receive \$295,129 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 \$337,541 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 2023-24



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 2023-24, California Pacific Charter - Sonoma's LCAP budgeted \$135,870 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent \$135,870 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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 CAASPP 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>CAASPP ELA 2020-21 (Baseline) All Students: 48% of students met or exceeded the standard 16% exceeded the standard 32.1% met the standard 22.1% nearly met 29.8% standard not met</p> <p>ELs- 0% met or exceed the standard SWD- 27% met or exceeded standard HY- 100% met or exceeded the standard SED- 42% met or exceeded the standard</p>	<p>CAASPP ELA 2021-22 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>CAASPP ELA 2022-23 All Students: 41% of students met or exceeded the standard. 16.9% exceeded the standard 24.1% met the standard 24.1% nearly met 34.9% standard not met</p> <p>ELs- 42.3% met or exceeded the standard (3 students) SWD- 35.3% met or exceeded the standard (9 students) HY- 52.1 SED- 33.4% met or exceeded the standard</p>	Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>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>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) 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>White- 43.2% met or exceeded Hispanic- 44.4% met or exceeded African American- 42.3% met or exceeded Asian- 45.9% met or exceeded the standard Two or more- 48.3% met or exceeded the standard</p> <p>EAP Program: ELA- 46.7% of 11th grade students met or exceeded the standard</p>	
CAASPP Math (current local assessment data)	<p>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.</p> <p>Local assessment data</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</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</p>	<p>CAASPP MATH 2022-23 All Students: 27.7% of students met or exceeded the standard. 4.8% exceeded the standard 22.9% met the standard 30.1% nearly met</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>Edmentum Diagnostic Results (Math) 2019-20 Fall Results 18.7% of students tested at or above grade level. Exceeded the standard (10.7%), Standard met (8%) and 81.3% of students tested below grade level.</p> <p>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>55% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 0% met or exceeded the standard HY- 0% met or exceeded the standard SED- 16% met or exceeded the standard</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>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) 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>	<p>42.2% standard not met</p> <p>ELs- 15.3% met or exceeded the standard (3 students) SWD- 5.8% met or exceeded the standard (9 students) HY- 17.3 % met or exceeded the standard SED- 18.5% met or exceeded the standard</p> <p>White- 22.8% met or exceeded Hispanic- 22.2% met or exceeded African American- 15.3% met or exceeded Asian- 20.9% met or exceeded the standard Two or more- 24.1% met or exceeded the standard</p> <p>EAP Program: Math- 20% of 11th grade students met or exceeded the standard</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disaggregated local assessment data to support student groups	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 52.3% tested at or above grade level ELs 33.3% EO 48.6% at or above grade level 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</p> <p>Edmentum Diagnostic Results (MATH) ALL students 29% tested at or above grade level ELs 0% at or above grade level</p>	<p>NWEA MAPS 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 56.7% meet or exceed the standard 36.7% exceeding the standard 20% meeting the standard 25% approaching the standard 7.5% below 10.8% far below</p> <p>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</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 44% meet or exceed the standard 23.3% exceeding the standard 20.7% meeting the standard 17.5% approaching the standard 15.7% below 22.7% far below</p> <p>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</p> <p>NWEA 2022-23 FALL administration ELA All Students: 50.4% meet or exceed the standard</p>	<p>Renasissance STAR Fall 2023 (baseline) ELA ALL STUDENTS: 65.7% met or exceeded the standard Standard Exceeded- 35.2% Standard Met- 30.5% Standard Nearly Met- 17.1% Standard Not met- 17.1%</p> <p>White- 45.2% met or exceeded Hispanic- 60% met or exceeded African American- 36.4% met or exceeded Asian- 83.4% met or exceeded the standard Two or more- 91.6% met or exceeded the standard</p> <p>MATH ALL STUDENTS: 38.4% met or exceeded the standard</p>	Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EO 30.6% at or above grade level Socio Econ 20.6% at or above grade level SWD Not available Homeless Youth 20% at or above grade level African American 25% at or above grade level Hispanic 18.2% at or above grade level White 32.8% at or above grade level		35.2% exceeding the standard 15.2% meeting the standard 17.1% approaching the standard 18.1% below 14.3% far below 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	Standard Exceeded- 20.5% Standard Met- 17.9% Standard Nearly Met- 15.2% Standard Not met- 46.4% White- 44.7% met or exceeded Hispanic- 32.4% met or exceeded African American- 27.3% met or exceeded Asian- 50% met or exceeded the standard Two or more- 58.3% met or exceeded the standard	
English Language Proficiency Assessments for California (ELPAC)	Due to the COVID-19 pandemic, no ELPAC testing was administered in the 2019-20 SY. Baseline will be set by 20-21 results.	ELPAC Baseline 2020-21 Out of 1 student tested: Level 1- 0 Level 2- 0 Level 3- 1 (100%) Level 4 -0	ELPAC 2021-22 Out of 4 students tested: Level 1- 0 Level 2- 1 (25%) Level 3- 2 (50%) Level 4 -1 (25%) RFEP rate- **(not enough data)**- less than 10 students. Manually calculated to be 25% (25% of	ELPAC 2022-23 *Not reported- Less than 11 students	At least 50% of students improve in at least 1 ELPI level each year. Increase rate of stuents RFEP by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>students recived a score of 4 on ELPAC)</p> <p>% of students progressed at least 1 ELPI level. -**(not enough data)**- less than 10 students.</p>		
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 tradional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.	<p>Completion Rates Fall 2021</p> <p>Elementary School 88.47% completion at grade of 60% or higher (14.44% increase from Fall 2020)</p> <p>88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020)</p> <p>Middle School 78.89% completion at 60% or higher (11.68% decrease from Fall 2020)</p> <p>72.22% completion at 70% or higher (10.8% decrease from Fall 2020)</p> <p>High School Traditional Program 95.09% completion at grade of 60% or higher</p>	<p>Completion Rates SPRING 2022</p> <p>Elementary School 92% completion at grade of 60% or higher (2% increase from Spring 2021)</p> <p>85% completion at grade of 70% or higher (2% increase from Spring 2021)</p> <p>Middle School 79% completion at 60% or higher (4% increase from Spring 2021)</p> <p>62% completion at 70% or higher (~stayed the same)</p> <p>High School 94% of students are completing classes with grade of 60% or higher (~stayed the same)</p>	<p>Completion Rates Fall 2023</p> <p>Elementary School 90% completion at grade of 60% or higher (manintained)</p> <p>85% completion at grade of 70% or higher (3% increase from Fall 2022)</p> <p>Middle School 83% completion at grade of 60% or higher (3% increase)</p> <p>64.6% completion at grade of 70% or higher (1.5% increase)</p> <p>High School 87% completion at grade of 60% or higher (maintained)</p>	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>86.45% completion rate at 70% or higher Credit Recovery Program</p> <p>76.46% completion at grade of 60% or higher</p> <p>77.27% completion at grade of 70% or higher Foundations Program</p> <p>100% completion at grade of 70% or higher</p>	<p>79% of students are completing classes with a score of 70% or higher (increase of 5%)</p> <p>Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021) 82% completion at grade of 70% or higher (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021) 80% of students are completing classes</p>	<p>71% completion at grade of 70% or higher (1% increase)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			with a score of 70% or higher (6% increase from Fall 2021)		
LCFF Evaluation Rubric levels	<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>	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	<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>Instances where facilities do not meet the "good repair" standard- 0 (CalPac is exclusively a virtual school and does not operate any learning centers or</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>Instances where facilities do not meet the "good repair" standard- 0 (CalPac is exclusively a virtual school and does not operate any learning centers or</p>	Status of "Met" for all Local Indicators in the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			facilities for student use).	facilities for student use).	
CAST (Science) Grades 5, 8, and 11			<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)</p>	<p>CAST SCIENCE 2022-23 All Students (grades 5, 8, and 11) 29.6% of students met or exceeded the standard. 7.4% exceeded the standard 22.2% met the standard 57.4% nearly met the standard 13% standard not met</p> <p>ELs- <10 students, data not available SWD- <10 students, data not available HY- <10 students, data not available SED- 17.2% met or exceeded the standard</p> <p>White- 25% met or exceeded Hispanic- <10 students, data not available</p>	

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

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates, standardized tests scores, and student learning outcomes. Evaluation of student academic performance, goal setting activities, and monitoring students were effective in increasing student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

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%.	2022-23 (YELLOW) CPC-So had a chronic absenteeism rate of 15.6%, which is a 5.1% decrease over 2021-22. The school met projected ADA. Second interim budget projections were 148 ADA and P2 ADA was 150.49, exceeding the projection. Attendance ADA was the result of an attendance percentage of 93.5%.	Decrease Chronic Absenteeism by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	A baseline will be developed from 2019-20 LCFF Dashboard data. Maintain 0% Expulsion Rate	0%	0%	0%	0% Expulsion Rate each year
Suspension Rate	A baseline will be developed from 2019-20 LCFF Dashboard data. Maintain 0% Suspension Rate	0%	0%	0%	0% Suspension Rate each year
Stability Rate			CPC-SO 60.1% District 74.4% SO County 91.6% Statewide 89.8%	CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%	increase by 2% each year

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Strategic staffing assignments, use of technology, parent outreach, attendance monitoring and professional development all contributed to a high ADA and positive school climate.

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 the planned actions or goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and Stakeholder Survey Results including safety and school connectedness	Participants 61 parent responses. 44 student responses. 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.	Participants 38 parent responses. 15 student responses. 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	Participants 27 parent responses. 74 student responses. 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	Participants 27 parent responses. 124 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 92.6% 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.	Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	97.7% of students agree that their teacher cares about their education and helps them succeed.	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.	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 and positive school climate which includes supporting student social emotional learning and frequent contact with parents.	100% of students agree that their teacher cares about their education and helps them succeed. 96.9% of students report that they feel safe at school. 96.9% 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 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.	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 94.7% of students express an overall satisfaction with their school.	Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	The school safety plan was developed by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	Review and provide training on the Comprehensive School Safety Plan annually

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The development of the school safety plan, communication efforts, planned activities to involve education partners, and management of the school by administration were all effective actions that contributed to high overall education partner perceptions and satisfaction with the 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.

There will be no changes to the goal or planned 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.

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	2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR	Maintain or Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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.	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. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 87.5% 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 12% 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 3 (13%) Number of Pupils Participating in CTE - 18 Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%	College and Career Prepared ALL (78 students) 14.3% Prepared- No Performance Level	Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Percent of Graduates who completed a CTE Pathway and completed courses required for UC/CSU admission (A-G) -1 (4.3%)</p> <p>AP Exams- number and percent who scored a 3 or higher on at least two AP Exams Graduates Only 0- 0%</p>		
Drop Out Rate			Drop out rate (DATAQUEST) 13.6%	Dropout Rate 9.5% (decrease of 4.1%)	Decrease by 1% each year or maintain under 10%

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Access to a broad course of study, transcript review and 4 year plan development, expansion of the CTE program, incorporation of AVID strategies, high quality curriculum, and middle school/high school transition were all planned actions that contributed to increased student achievement and outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the goal or planned 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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

CPC-SO serves a diverse community of students and parents. CPC-SO's enrollment averages around 150 students.

In the 2023-24 school year, this included the enrollment of 52.5% socio-economically disadvantaged, 1.9% English Learners, and 16.8% 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 a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill 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 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 education partners, 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), Ethnic Studies, Personal Finance, CTE courses and Pathways (a-g approved) and American Sign Language. CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Successes

Graduation Rate: Performance color not specified on the dashboard due to a small graduation cohort, less than 30 students, however, 90.5% graduated, an increase of 3.5%.

The school has a strong graduation rate, which indicates effective educational practices and student support systems that help maintain high standards of academic achievement.

Suspension Rate (Blue):

The school has successfully maintained a 0% suspension rate, which suggests a positive and supportive school climate conducive to student well-being.

Chronic Absenteeism (Yellow):

The chronic absenteeism rate is at 15.6%, a 5.1% improvement from the previous year and below the state average which was 24.5%.

Local Indicators (Standards Met):

The school has met local indicators for basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, and access to a broad course of study. These achievements reflect well on the school's operational and educational policies.

Data collected from annual education partner surveys reflect a robust partnership with parents and a supportive, engaging academic environment for students. These positive perceptions demonstrate the effectiveness of the school's strategies in fostering a supportive and inclusive educational community.

Education Partner Perceptions

Parent Feedback:

Curriculum and Instruction Support: 96.3% of parents believe that their child's curriculum and instruction supports their ability to master grade-level standards, indicating strong alignment with educational goals and effective teaching strategies.

Parental Involvement: 100% of parents report having opportunities to be actively involved in their child's education, reflecting the school's commitment to engaging parents and the community in the educational process.

Communication with Teachers: 100% of parents feel welcome to meet with their child's homeroom teacher to discuss their child's progress, showcasing exceptional accessibility and open communication channels.

Value of Parent Input: 92.6% of parents feel that their input is valued when working with school staff and administration, fostering a collaborative and respectful environment.

Support for Academic Goals: 96.3% of parents are satisfied with the support their child receives to attain their academic goals, indicating effectiveness in meeting student needs.

Overall Satisfaction: 100% of parents feel satisfied with their child's school, highlighting exceptional overall contentment with the school's performance and community involvement.

Student Feedback:

Grade-Level Instruction: 98.5% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.

Teacher Availability: 99.2% of students report that their teacher is available when they need help and supports them with their schoolwork.

Teacher Support: 100% of students feel that their teacher cares about their education and helps them succeed.

Goal Setting: 97.7% of students say their teacher helps them set goals to be successful in school.

School Environment: 96.9% of students feel safe and welcome at school.

Support System: 96.9% of students know they have someone at school they can talk to for support if they have a problem.

Overall Satisfaction: 94.7% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

College/Career Readiness: Performance color not specified on the dashboard due to a small graduation cohort, less than 30 students, however, 14.3% of students graduated college and career prepared.

Mathematics Achievement (Orange):

The performance in mathematics is below standards, with scores 76.3 points below the standard and a decline of 41 points. Additionally, 1 student group (SED) are in the Red Performance area. This suggests a need for a targeted improvement plan in mathematics education.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At California Pacific Charter School, our LCAP development is a dynamic, inclusive, and ongoing process. We value the contributions of our educational partners and are dedicated to creating a plan that not only meets statutory requirements but also embodies our commitment to the educational excellence and well-being of our students. The approach to developing the Local Control and Accountability Plan (LCAP) is grounded in collaboration and transparency, engaging teachers, administrators, school personnel, parents, and students through various platforms. Our process initiates with preliminary consultations held during School Site Council, staff, and department meetings, allowing us to gather diverse insights. We further involve parents and students by conducting dedicated engagement sessions and distributing annual surveys to incorporate their perspectives comprehensively. Our Professional Learning Communities (PLCs) play a pivotal role in refining our strategies through data-driven discussions. We ensure a continuous feedback loop by reviewing and revising the LCAP across multiple drafts, with education partner input integral at each stage. A draft is shared with the SELPA for feedback and input. The final plan, reflecting the collective contributions of our community, is presented for public review and adopted by our governing board, ensuring it not only meets statutory requirements but also supports the educational excellence and well-being of our students.

Engagement levels are notable, with 91 student participants from grades 6-12 and 33 from grades K-5 in the annual survey. Student feedback indicates that 99.2% report teacher availability and support. 100% of students feel that their teacher cares about their education. Programs such as the Virtual Learning Hub (52%), Summer Bridge Program (17%), and Individual/Group Counseling (13.2%) are particularly appreciated. Positive comments from students include, "I love this school," and "Homeroom helps me stay on track."

Parents in Sonoma feel well-involved, with 91.7% reporting their input is valued and 100% feeling welcome to meet with teachers to discuss progress. Celebrations include, "Great team of teachers and administration," and "My son has never done better in school until he joined CalPac." Opportunities for growth mentioned by parents and students include more coding and technology classes, more language electives, and enhanced social-emotional learning resources. Staff feedback highlights the supportive environment and the responsiveness of the administration to staff needs. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2024 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on data from the CA Dashboard and other student outcome and achievement data, pinpointing the need to enhance our academic outcomes, particularly in Mathematics. The goal strategically aligns actions and metrics that support and enhance instructional practices and learning opportunities, directly aiming to improve academic and developmental outcomes. It is closely aligned with State Priorities 4 (Student Achievement) and 8 (Other Student Outcomes), focusing on instruction, curriculum, and equity, to achieve marked improvements in academic performance and post-secondary readiness for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 All Students: (ORANGE) 27 points below the standard 41% of students met or exceeded the standard 16.9% exceeded the standard 24.1% met the standard 24.1% nearly met 34.9% standard not met			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELs- 42.3% met or exceeded the standard SWD- 35.3% met or exceeded the standard HY- 52.1 SED- 33.4% met or exceeded the standard</p> <p>White- 43.2% met or exceeded Hispanic- 44.4% met or exceeded African American- 42.3% met or exceeded Asian- 45.9% met or exceeded the standard Two or more- 48.3% met or exceeded the standard</p>				
1.2	CAASPP MATH	<p>CAASPP MATH 2022-23 All Students: (ORANGE) 76 points below the standard 27.7% of students met or exceeded the standard. 4.8% exceeded the standard 22.9% met the standard 30.1% nearly met 42.2% standard not met</p>			decrease distance from the standard by at least 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELs- 15.3% met or exceeded the standard (3 students)</p> <p>SWD- 5.8% met or exceeded the standard (9 students)</p> <p>HY- 17.3 % met or exceeded the standard</p> <p>SED- 18.5% met or exceeded the standard (RED)</p> <p>White- 22.8% met or exceeded</p> <p>Hispanic- 22.2% met or exceeded</p> <p>African American- 15.3% met or exceeded</p> <p>Asian- 20.9% met or exceeded the standard</p> <p>Two or more- 24.1% met or exceeded the standard</p>				
1.3	CAST (Science) (Grades 5, 8, & 11)	<p>CAST Science 2022-23</p> <p>*Met or Exceeded 95% participation</p> <p>All Students (grades 5, 8, and 11)</p> <p>32.4% of students met or exceeded the standard.</p> <p>7.4% exceeded the standard</p> <p>22.2% met the standard</p> <p>57.4% nearly met the standard</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% standard not met ELs- <10 students, data not available SWD- 0% HY- <10 students, data not available SED- 22.5% met or exceeded the standard White- 41.7% met or exceeded Hispanic- 34.8% African American- <10 students, data not available Asian- <10 students, data not available Two or more- <10 students, data not available				
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90%			Grade 5 maintain, Grades 7 & 9 increase percentage of students who meet and or exceed the standard by at least 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%				
1.5	Renaissance STAR ELA	Renaissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 66% met or exceeded the standard Standard Exceeded- 35% Standard Met- 31% Standard Nearly Met- 18% Standard Not met- 16% White- 73% met or exceeded Hispanic- 59% met or exceeded African American- 30% met or exceeded Asian-75% met or exceeded the standard			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or more- not enough students</p> <p>SED- 65% met or exceeded EL- not enough students SWD- 15% met or exceeded</p> <p>Renasissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 62% met or exceeded the standard Standard Exceeded- 31% Standard Met- 31% Standard Nearly Met- 24% Standard Not met- 14%</p> <p>White- 74% met or exceeded Hispanic- 57% met or exceeded African American- 0% met or exceeded Asian-75% met or exceeded the standard Two or more- not enough students</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 64% met or exceeded EL- not enough students SWD- 20% met or exceeded				
1.6	Renaissance STAR MATH	<p>MATH Fall 2023 *Met or Exceeded 95% participation ALL STUDENTS: 38% met or exceeded the standard Standard Exceeded- 20% Standard Met- 18% Standard Nearly Met- 15% Standard Not met- 47%</p> <p>White- 42% met or exceeded Hispanic- 31% met or exceeded African American- 20% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students</p> <p>SED- 33% met or exceeded EL- not enough students</p>			increase percentage of students who meet and or exceed the standard by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 10% met or exceeded MATH Spring 2024 *Met or Exceeded 95% participation ALL STUDENTS: 37% met or exceeded the standard Standard Exceeded- 20% Standard Met- 17% Standard Nearly Met- 18% Standard Not met- 45% White- 41% met or exceeded Hispanic- 36% met or exceeded African American- 0% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded				
1.7	Course Completion Rates	Completion Rates Fall 2023			Maintain 60% pass rates, increase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary School 90% completion at grade of 60% or higher (maintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)			70% pass rates by at least 1% each year	
1.8	College and Career Indicators % graduates college and career prepared number of pupils participating in CTE number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma	College and Career Prepared ALL 14.3% Prepared- < 30 graduates- No Performance Level number of pupils participating in CTE-18 number of pupils participating in AP- 0 % pupils passed an AP exam with score of 3 or higher- 0%			increase CCI by at least 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of pupils enrolled in courses required for US/CSU admission % of graduates who completed A-G courses EAP Program	% of pupils completing a CTE program and earn a HS diploma- data not available <30 graduates % of pupils enrolled in courses required for US/CSU admission- 94% % of graduates who completed A-G courses- 13% EAP Program: ELA- 46.7% of 11th grade students met or exceeded the standard Math- 20% of 11th grade students met or exceeded the standard				
1.9	ELPAC/EL Progress	ELPAC 2022-23 *No Performance Color <11 students Data not displayed for privacy			increase by at least 1% each year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	\$32,782.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	\$24,587.00	No
1.3	Academic Support for Student Groups	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 SST, 504 or IEP team.	\$118,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	\$40,445.00	Yes
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	\$68,624.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support the whole child by improving the conditions of learning through access to basic services, state standards, curriculum, and technology. By providing comprehensive resources, including instructional materials, technological tools, and professional development for teachers, we ensure that all students receive the necessary support to succeed academically and personally. By strategically aligning actions and metrics, this goal focuses on creating an inclusive and supportive learning environment that enhances educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers			maintain	
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>teaching to the recently adopted academic standards and/or curriculum frameworks identified below:</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</p> <p>3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students:</p> <p>CTE- 4 Full implementation</p> <p>Health Education- 5 Full Implementation and Sustainability</p> <p>Physical Education- 5 Full Implementation and Sustainability</p> <p>VPA- 5 Full Implementation and Sustainability</p> <p>World Language- 5 Full Implementation and Sustainability</p> <p>5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)</p> <ul style="list-style-type: none"> Identifying the professional learning needs of groups of teachers or staff as a 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>whole (4 Full Implementation)</p> <ul style="list-style-type: none"> Identifying the professional learning needs of individual teachers (4 Full Implementation) Providing support for teachers on the standards they have not yet mastered (4 Full Implementation) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%			maintain	
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.			maintain	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	\$1,026,473.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. 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) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways	\$156,556.00	No

Action #	Title	Description	Total Funds	Contributing
		Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	\$46,800.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	\$14,100.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	\$56,200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to enhance education partner engagement, recognizing that strong relationships and effective communication are essential for student success. By fostering inclusive practices and ensuring active participation from all education partners, we aim to create a supportive and positive school climate. The actions and services grouped under this goal focus on parent involvement, student attendance and retention. By strategically aligning actions and metrics, this goal aims to support high levels of engagement and satisfaction, which are critical for achieving positive educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 27 parent responses. 124 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education.			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>92.6% of parents indicate that they feel their input is valued.</p> <p>100% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about their education and helps them succeed.</p> <p>96.9% of students report that they feel safe at school.</p> <p>96.9% of students report that they know they have someone at school to talk to for support if they have a problem.</p> <p>Staff 57 Responses</p> <p>100% of staff agree that the school implemented planned action to improve the academic achievement of all students.</p> <p>100% of staff agree that the school implemented planned actions to promote a positive school climate.</p> <p>100% of staff agree that the school implemented</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>planned actions to establish connections with educational partners.</p> <p>100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared.</p> <p>SELPA</p> <p>Draft of the LCAP was sent to SELPA for input on 5/30/24.</p>				
3.2	Overall Satisfaction Rate (parents and students)	<p>94.7% of students are satisfied overall with their school.</p> <p>100% of parents are satisfied with the school overall.</p>			maintain	
3.3	School Safety Plan	The school safety plan was developed by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.			maintain	
3.4	Chronic Absenteeism Rate	2022-23 (YELLOW) CPC-SO had a chronic absenteeism rate of			maintain or decline by 1% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>15.6%, which is a 5.1% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 148 ADA and P2 ADA was 150.49, exceeding the projection.</p> <p>Attendance ADA was the result of an attendance percentage of 93.5%.</p>				
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR</p>			maintain or increase by 1% each year	
3.6	Drop Out Rate	Dropout Rate 9.5% (decrease of 4.1%)			maintain or decrease by 1% each year	
3.7	Expulsion Rate	0%			maintain	
3.8	Suspension Rate	0%			maintain	
3.9	Stability Rate	<p>CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%</p>			increase by 2% each year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	\$0.00	No
3.2	Communication and Accessibility	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 underrepresented families. Notices, reports, statements or records sent to a educator partners will be provided in primarily languages when required or as needed.	\$30,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjunction with the school site council and will be disseminated to the school community.	\$0.00	No
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$26,533.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	\$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations in accordance with the school's master agreement and board adopted policies.	\$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resources.	\$179,620.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged Students, and students with disabilities.	\$71,618.00	Yes
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	\$103,114.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$295,129	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.543%	6.801%	\$116,647.00	22.344%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Academic Support for Student Groups Need: Scope:		CAASPP summative assessment scores
2.3	Action: Technology	Provide opportunities for low income students to engage in the online school.	Chronic Absenteeism, course completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 60% of families at the school are low income. Low income students may lack resources such as technology devices or connectivity to engage in school.</p> <p>Scope: Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Academic Support for Student Groups</p> <p>Need: Low income students are in the (RED) lowest performance category on CAASPP Math, EL students are not meeting or exceeding the standard on CAASPP ELA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Targeted academic tutoring will be provided thorough small group class instruction and academic tutors.	CAASPP summative assessment scores
1.4	<p>Action: EL Progress</p> <p>Need:</p>	ELD coordinators will monitor progress and provide designated language support and ELPAC test readiness.	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Support for newcomers, LTELs, and reclassification. Scope: Limited to Unduplicated Student Group(s)		
1.6	Action: Access to AP Exams Need: Access to a broad course of study for low income students. Scope: Limited to Unduplicated Student Group(s)	with a high population of low-income students, the school wants to make expensive AP exams accessible to students by covering the cost when needed.	AP Exam participation
3.2	Action: Communication and Accessibility Need: Translation of communications and resources into home language for students and families who speak a language other than English provided by school personnel and other programs. Scope: Limited to Unduplicated Student Group(s)	Real time translation of curriculum, live sessions, parent meetings, and school communications will be provided to students and families who speak a language other than English.	EL student outcomes and education partner feedback.
3.7	Action: Mental Health Support Need: 60% of families in the school are low income. Low income and foster youth students often	Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.	Student outcomes and education partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>navigate additional challenges in the home environment that can have an impact on school academic success and social-emotional well-being.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.8	<p>Action: Student Group Engagement</p> <p>Need: Low income students, English Learners, and foster youth students often navigate additional challenges in the home environment that can have an impact on regular school attendance and academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support for students will be provided through an engagement coordinator, guidance department liaison, and administration to ensure regular school attendance and staying on-track for graduation.	Chronic absenteeism rates, graduation rates

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,898,794	295,129	15.543%	6.801%	22.344%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,302,376.00	\$646,538.00		\$47,144.00	\$1,996,058.00	\$1,703,619.00	\$292,439.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All		No					\$32,782.00	\$0.00	\$32,782.00	\$0.00	\$0.00	\$0.00	\$32,782.00	
1	1.2	Professional Development	All		No					\$24,587.00	\$0.00	\$24,587.00	\$0.00	\$0.00	\$0.00	\$24,587.00	
1	1.3	Academic Support for Student Groups	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$112,254.00	\$6,221.00	\$103,313.00	\$1,044.00	\$0.00	\$14,118.00	\$118,475.00	
1	1.4	EL Progress	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$40,445.00	\$0.00	\$40,445.00	\$0.00	\$0.00	\$0.00	\$40,445.00	
1	1.5	Comprehensive CTE Program	All		No					\$59,595.00	\$9,029.00	\$0.00	\$68,624.00	\$0.00	\$0.00	\$68,624.00	
1	1.6	Access to AP Exams	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Staff Assignments	All		No					\$1,026,473.00	\$0.00	\$682,698.00	\$323,749.00	\$0.00	\$20,026.00	\$1,026,473.00	
2	2.2	Curriculum and Instruction	All		No					\$54,549.00	\$102,007.00	\$91,321.00	\$65,235.00	\$0.00	\$0.00	\$156,556.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		\$0.00	\$46,800.00	\$40,800.00	\$6,000.00	\$0.00	\$0.00	\$46,800.00	
2	2.4	Professional Development	All	No					\$0.00	\$14,100.00	\$3,800.00	\$8,300.00	\$0.00	\$2,000.00	\$14,100.00	
2	2.5	Vendor Services	Students with Disabilities	No					\$0.00	\$56,200.00	\$0.00	\$45,200.00	\$0.00	\$11,000.00	\$56,200.00	
3	3.1	Education Partner Input	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,300.00	\$27,831.00	\$30,131.00	\$0.00	\$0.00	\$0.00	\$30,131.00	
3	3.3	School Safety Plan	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No					\$0.00	\$26,533.00	\$26,533.00	\$0.00	\$0.00	\$0.00	\$26,533.00	
3	3.5	Professional Development	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Mental Health Support	Foster Low Income Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$178,840.00	\$780.00	\$51,234.00	\$128,386.00	\$0.00	\$0.00	\$179,620.00	
3	3.8	Student Group Engagement	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$68,680.00	\$2,938.00	\$71,618.00	\$0.00	\$0.00	\$0.00	\$71,618.00	
3	3.9	Transcript Review and Evaluation	All	No					\$103,114.00	\$0.00	\$103,114.00	\$0.00	\$0.00	\$0.00	\$103,114.00	

2024-25 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
1,898,794	295,129	15.543%	6.801%	22.344%	\$337,541.00	0.000%	17.777 %	Total:	\$337,541.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$296,741.00
								Schoolwide Total:	\$40,800.00

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	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$103,313.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$40,445.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	\$40,800.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,131.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$51,234.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$71,618.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,929,384.00	\$2,033,525.00

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	\$0.00
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$178,901.00	\$210,031.00
1	1.4	Professional Development	No	\$0.00	\$0.00
1	1.5	EL Progress	Yes	\$49,929.00	\$77,211.00
1	1.6	Student Learning Outcomes	No	\$0.00	\$0.00
2	2.1	School Climate	No	\$0.00	\$0.00
2	2.2	Staff Assignments	No	\$1,500,244.00	\$1,507,837.00
2	2.3	Technology	No	\$0.00	\$0.00
2	2.4	Parent Outreach	No	\$0.00	\$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	2.5	Attendance Monitoring	No	\$0.00	\$0.00
2	2.6	Professional Development	No	\$0.00	\$0.00
2	2.7	Training in Mental Health First Aid	No	\$0.00	\$0.00
2	2.8	Suicide Prevention	No	\$0.00	\$0.00
3	3.1	Education Partner Input	No	\$4,356.00	\$3,457.00
3	3.2	Communication	No	\$8,099.00	\$7,514.00
3	3.3	Safe School Environment	No	\$0.00	\$0.00
3	3.4	Vendor Services	No	\$27,901.00	\$45,085.00
3	3.5	Safety Training	No	\$0.00	\$0.00
3	3.6	Accessibility of communication	Yes	\$103,861.00	\$123,238.00
3	3.7	School Management and Oversight	No	\$56,093.00	\$59,152.00
4	4.1	Comprehensive CTE program	No	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	No	\$0.00	\$0.00
4	4.3	High Quality Curriculum and Instruction	No	\$0.00	\$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	4.4	AVID	No Yes	\$0.00	\$0.00
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00
4	4.6	Trasnsript Review and Evaluation	Yes	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00

2023-24 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)
\$252,517.00	\$135,870.00	\$135,870.00	\$0.00	14.820%	0.000%	-14.820%

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	\$0.00	\$0.00		
1	1.5	EL Progress	Yes	\$32,009.00	\$32,009.00	6.24%	
3	3.6	Accessibility of communication	Yes	\$103,861.00	\$103,861.00	8.58%	
4	4.4	AVID	Yes	\$0.00	\$0.00		
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00		
4	4.6	Trasnscript Review and Evaluation	Yes	\$0.00	\$0.00		
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
1,715,114.00	\$252,517.00	0.00%	14.723%	\$135,870.00	0.000%	7.922%	\$116,647.00	6.801%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **Measuring and Reporting Results** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness or the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Approval of 2024 LCAP Local Performance Indicator Self-Reflection

Section: VIII. Education/Student Services
Item: B. Approval of 2024 LCAP Local Performance Indicator Self-Reflection
Purpose: Vote

Submitted by:

Related Material:

2024 Local Indicators Presentation.pdf

2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_CPC-LA.pdf

2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_CPC-SD.pdf

2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_CPC-SO.pdf



2024 Local Indicators Self-Reflection



California Pacific
Charter Schools

Background

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

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

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



Components

- **Basic Services and Conditions (LCFF Priority 1)**
- **Implementation of State Academic Standards (LCFF Priority 2)**
- **Parent and Family Engagement (LCFF Priority 3)**
- **School Climate (LCFF Priority 6)**
- **Access to a Broad Course of Study (LCFF Priority 7)**
- **Priority 9- County Offices of Education Only**
- **Priority 10- County Offices of Education Only**





Priority 1: Basic Conditions



- Total Teaching FTE- 50.8
- Misassigned Teachers- 0
- Number of students without access to their own copies of standards-aligned materials- 0
- Number of identified instances where facilities do not meet the “good repair” standard- 0



Priority 2: Implementation of State Standards

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

ELA	5- Full Implementation and Sustainability
ELD	5- Full Implementation and Sustainability
Mathematics	5- Full Implementation and Sustainability
NGSS Science	5- Full Implementation and Sustainability
History-Social Science	5- Full Implementation and Sustainability

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

ELA	5- Full Implementation and Sustainability
ELD	5- Full Implementation and Sustainability
Mathematics	5- Full Implementation and Sustainability
NGSS Science	5- Full Implementation and Sustainability
History-Social Science	5- Full Implementation and Sustainability



Priority 2: Implementation of State Standards

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

ELA	4- Full Implementation
ELD	4- Full Implementation
Mathematics	4- Full Implementation
NGSS Science	4- Full Implementation
History-Social Science	4- Full Implementation

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

CTE	4- Full Implementation
Health Education	5- Full Implementation and Sustainability
Physical Education	5- Full Implementation and Sustainability
VPA	5- Full Implementation and Sustainability
World Language	5- Full Implementation and Sustainability



Priority 2: Implementation of State Standards

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

- | | |
|---|------------------------|
| ● Identifying the professional learning needs of groups of teachers or staff as a whole | 4- Full Implementation |
| ● Identifying the professional learning needs of individual teachers | 4- Full Implementation |
| ● Providing support for teachers on the standards they have not yet mastered | 4- Full Implementation |



Priority 3: Parental Involvement & Family Engagement



5- Full Implementation and Sustainability



Multiple points of 2-way communication



School Site Council (Parent Advisory Committee)



Parent/Teacher Conferences & Goal Setting Meetings



Parent University/ in-person & online events



Annual Survey



Empathy Interviews & Student Success Plan Meetings



Priority 6: School Climate

LA

- 281 students surveyed (TK-12)
- 102 (TK-5), 69 (6-8), 110 (9-12)
- 97% of students feel safe at school
 - Hispanic- 98%
 - African American- 96%
 - White- 95%
 - Asian- 100%
- 96% of students agree that they have someone at the school to talk to for support
 - Hispanic- 95%
 - African American- 97%
 - White- 98%
 - Asian- 100%

SD

- 173 students surveyed (TK-12)
- 48 (TK-5), 36 (6-8), 89 (9-12)
- 95.4% of students feel safe at school
 - Hispanic- 95%
 - African American- 93%
 - White- 96%
 - Asian- 100%
- 98% of students agree that they have someone at the school to talk to for support
 - Hispanic- 98%
 - African American- 100%
 - White- 98%
 - Asian- 100%

SO

- 110 students surveyed (TK-12)
- 23 (TK-5), 31 (6-8), 56 (9-12)
- 99% of students feel safe at school
 - Hispanic- 97%
 - African American- 100%
 - White- 100%
 - Asian- *not enough students
- 96.6% of students agree that they have someone at the school to talk to for support
 - Hispanic- 97%
 - African American- 100%
 - White- 93%
 - Asian- *not enough students

These findings highlight that the school has successfully created an inclusive and safe environment for students and established effective communication channels and support networks. The survey results demonstrate the school's commitment to equity and inclusion, with positive perceptions of safety and connectedness consistent across different demographic groups.



Priority 7: Access to a Broad Course of Study



No barriers to access



Plan Your Path & Pick Your Plus initiative



A-G coursework



Ethnic Studies, ASL, Personal Finance



CTE Pathways & Electives / AP Courses & Exams



Community College Courses



MS & ES Electives



Thank You

cal-pacs.org



Questions?



2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.1% of parents indicate that they feel their input is valued. 99.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.4% of students agree

that their teacher cares about their education and helps them succeed. 98% of parents are satisfied with their child's school overall. 97.7% of students express an overall satisfaction with their school.

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

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

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

Focus Area

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 97.1% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 99.4% of students responded that they agree that their teacher is available to help them and support them with their school work. 99.4% of students stated that their teacher cares about their education and helps them to succeed. 96.6% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 97.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to education partners.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individual student outcome data and set goals for student engagement and academic growth.

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

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

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

Strengths

CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

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

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

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

All students in grades TK-12 were invited to participate in an annual school climate survey. Student perceptions were collected in the areas of grade level instruction, teacher availability and support, goal setting, safety and welcomedness at school, and overall satisfaction with the school. 281 students participated in the survey (102 students in grades TK-5, 69 students in grades 6-8, and 110 students in grades 9-12). To the question, "I feel safe and welcome at school", 97.1% of students said they feel safe and welcome. To the question, "If I have a problem, I know I have someone at the school that I can talk to for support" 96% of students agreed that they are connected to the school. The demographic breakdown for the question about safety at school was as follows: Hispanic 98%, African American 96%, White 95%, Asian 100% of students agreed that they felt safe at school. The demographic breakdown for the question about school connectedness was as follows: Hispanic 95%, African American 97%, White 98%, Asian 100% of students agreed that they are connected to school.

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

Based on the analysis of the school climate survey data, several key learnings and areas of strength have been identified. An overwhelming majority of students (97.1%) feel safe and welcome at school, indicating a strong positive perception of the school environment across all grades. Additionally, 96% of students believe they have someone at the school they can talk to for support if they have a problem, suggesting effective support systems and resources are in place. The perception of safety is high across all demographic groups, with 98% of Hispanic students, 96% of African American students, 95% of White students, and 100% of Asian students feeling safe at school. Similarly, the sense of connectedness is strong, with 95% of Hispanic students, 97% of African American students, 98% of White students, and 100% of Asian students agreeing that they feel connected to the school. These findings highlight that the school has successfully created an inclusive and safe environment for students and established effective communication channels and support networks. The survey results demonstrate the school's commitment to equity and inclusion, with positive perceptions of safety and connectedness consistent across different demographic groups.

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

Despite these positive outcomes, continuous monitoring and improvement are essential. Regular surveys and feedback mechanisms will be maintained to ensure that any emerging issues are promptly addressed. Furthermore, given that the majority of survey participants come from grades 9-12, additional focus will be placed on the needs and perceptions of younger students, particularly in middle school (grades 6-8) to ensure they also feel equally supported and welcomed. By focusing on these areas, the school can build on its strengths and continue providing a positive and supportive climate for all students.

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

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

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

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

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

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

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

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

CPCS has focus it's efforts on supporting credit deficient high school students through cintinous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G

enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
education.					

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

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

Rating Scale (lowest to highest):

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

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

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



2024-25 Local Performance Indicator Self-Reflection

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

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 95.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 91.7% 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. 93.8% of parents are satisfied with their child's school overall. 97.8% of students express an overall satisfaction with their school.

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

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

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

Focus Area

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 100% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 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. 93.4% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 97.8% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to education partners.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individual student outcome data and set goals for student engagement and academic growth.

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

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

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

Strengths

CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, School Site Council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

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

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

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

All students in grades TK-12 were invited to participate in an annual school climate survey. Student perceptions were collected in the areas of grade level instruction, teacher availability and support, goal setting, safety and welcomedness at school, and overall satisfaction with the school. 173 students participated in the survey (48 students in grades TK-5, 36 students in grades 6-8, and 89 students in grades 9-12). To the question, "I feel safe and welcome at school", 95.4% of students said they feel safe and welcome. To the question, "If I have a problem, I know I have someone at the school that I can talk to for support" 97.9% of students agreed that they are connected to the school. The demographic breakdown for the question about safety at school was as follows: Hispanic 95%, African American 93%, White 96%, Asian 100% of students agreed that they felt safe at school. The demographic breakdown for the question about school connectedness was as follows: Hispanic 98%, African American 100%, White 98%, and Asian 100% agreed that they are connected to school.

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

Based on the analysis of the school climate survey data, several key learnings and areas of strength have been identified. An overwhelming majority of students (95.4%) feel safe and welcome at school, indicating a strong positive perception of the school environment across all grades. Additionally, 97.9% of students believe they have someone at the school they can talk to for support if they have a problem, suggesting effective support systems and resources are in place. The perception of safety is high across all demographic groups, with 95% of Hispanic students, 93% of African American students, 96% of White students, and 100% of Asian students feeling safe at school. Similarly, the sense of connectedness is strong, with 98% of Hispanic students, 100% of African American students, 98% of White students, and 100% of Asian students agreeing that they feel connected to the school. These findings highlight that the school has successfully created an inclusive and safe environment for students and established effective communication channels and support networks. The survey results demonstrate the school's commitment to equity and inclusion, with positive perceptions of safety and connectedness consistent across different demographic groups.

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

Despite these positive outcomes, continuous monitoring and improvement are essential. Regular surveys and feedback mechanisms will be maintained to ensure that any emerging issues are promptly addressed. Furthermore, given that the majority of survey participants come from grades 9-12, additional focus will be placed on the needs and perceptions of younger students (TK-5 and 6-8) to ensure they also feel equally supported and welcomed. By focusing on these areas, the school can build on its strengths and continue providing a positive and supportive climate for all students.

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

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

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

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

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

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

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

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

CPCS has focus it's efforts on supporting credit deficient high school students through cintinous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G

enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
education.					

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

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

Rating Scale (lowest to highest):

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

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

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



2024-25 Local Performance Indicator Self-Reflection

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

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 92.6% of parents indicate that they feel their input is valued. 99.2% 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. 100% of parents are satisfied with their child's school overall. 94.7% of students express an overall satisfaction with their school.

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

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

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

Focus Area

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 100% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 99.2% 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. 96.9% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 94.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to education partners.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individual student outcome data and set goals for student engagement and academic growth.

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

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

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

Strengths

CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

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

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

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

All students in grades TK-12 were invited to participate in an annual school climate survey. Student perceptions were collected in the areas of grade level instruction, teacher availability and support, goal setting, safety and welcomedness at school, and overall satisfaction with the school. 110 students participated in the survey (23 students in grades TK-5, 31 students in grades 6-8, and 56 students in grades 9-12). To the question, "I feel safe and welcome at school", 99% of students said they feel safe and welcome. To the question, "If I have a problem, I know I have someone at the school that I can talk to for support" 96.6% of students agreed that they are connected to the school. The demographic breakdown for the question about safety at school was as follows: Hispanic 97%, African American 100%, White 100% students agreed that they felt safe at school. The demographic breakdown for the question about school connectedness was as follows: Hispanic 97%, African American 100%, White 93% agreed that they are connected to school.

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

Based on the analysis of the school climate survey data, several key learnings and areas of strength have been identified. An overwhelming majority of students (99%) feel safe and welcome at school, indicating a strong positive perception of the school environment across all grades. Additionally, 96.6% of students believe they have someone at the school they can talk to for support if they have a problem, suggesting effective support systems and resources are in place. The perception of safety is high across all demographic groups, with 97% of Hispanic students and 100% of both African American and White students feeling safe at school. Similarly, the sense of connectedness is strong, with 97% of Hispanic students, 100% of African American students, and 93% of White students agreeing that they feel connected to the school. These findings highlight that the school has successfully created an inclusive and safe environment for students and established effective communication channels and support networks. The survey results demonstrate the school's commitment to equity and inclusion, with positive perceptions of safety and connectedness consistent across different demographic groups.

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

Despite these positive outcomes, continuous monitoring and improvement are essential. Regular surveys and feedback mechanisms will be maintained to ensure that any emerging issues are promptly addressed. Furthermore, given that the majority of survey participants come from grades 9-12, additional focus will be placed on the needs and perceptions of younger students (TK-5 and 6-8) to ensure they also feel equally supported and welcomed. By focusing on these areas, the school can build on its strengths and continue providing a positive and supportive climate for all students.

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

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

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

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

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

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

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

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

CPCS has focus it's efforts on supporting credit deficient high school students through cintinous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

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

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

Rating Scale (lowest to highest):

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

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

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

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

Coversheet

Approval of Property and Casualty Insurance Policies (Renewal)

Section: IX. Personnel Services
Item: A. Approval of Property and Casualty Insurance Policies (Renewal)
Purpose: Vote
Submitted by: Corrie Amador
Related Material: CALPAC Exec Premium Summary 2024-2025.pdf

BACKGROUND:

As the School's insurance broker, IMA (formerly Bolton Co.) completed the annual process to review and negotiate renewal rates for all property and casualty insurance policies held by CalPac. An Executive Summary listing the change in rates has been provided to the Board. Upon approval, the renewal rates will take effect July 1, 2024.

RECOMMENDATION:

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2024-2025 school year including: Property, General Liability, Automobile, Umbrella Liability, Educators Legal Liability, Directors and Officers, Employment Practices Liability, Crime, Workers' Compensation, Student Accident, and Cyber Liability.

PREMIUM COMPARISON



California Pacific Charter Schools

	2023-2024 Expiring Premium	2024-2025 Renewal Premium	\$ Difference	% Difference
Property including Inland Marine & Crime	\$ 1,132	\$ 1,170	\$ 38	3%
Automobile	\$ 3,004	\$ 4,158	\$ 1,154	38%
General Liability	\$ 10,865	\$ 10,340	\$ (525)	-5%
Umbrella	\$ 4,944	\$ 5,246	\$ 302	6%
Educators Legal Liability including D&O and EPL	\$ 11,019	\$ 11,573	\$ 554	5%
Crime	\$ 3,188	\$ 3,188	\$ -	0%
Cyber Liability	\$ 7,975	\$ 8,773	\$ 798	10%
Fee	\$ 150	\$ 150	\$ -	0%
Surplus Lines Taxes & Fees	\$ 241	\$ 279	\$ 38	16%
Student Accident	\$ 1,608	\$ 1,542	\$ (66)	-4%
Workers' Compensation	\$ 51,655	\$ 50,072	\$ (1,583)	-3%
State Taxes	\$ 2,945	\$ 2,956	\$ 11	0%
TOTAL	\$ 98,726	\$ 99,447	\$ 721	1%

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request.

The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages