



# California Pacific Charter Schools

## California Pacific Charter Schools

### Regular Meeting of the Board of Directors

Published on August 9, 2024 at 6:03 PM PDT

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#### **Date and Time**

Tuesday August 13, 2024 at 5:00 PM PDT

#### **Location**

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

#### **Teleconference Locations**

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: 976-1296-6177

<https://cal-pacs-org.zoom.us/j/97612966177>

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#### **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.

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**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
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Call the Meeting to Order		Board President	2 m
<b>B.</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			
<b>II. Pledge of Allegiance</b>			<b>5:04 PM</b>
<b>A.</b> Led by Board President or designee.		Board President	2 m
<b>III. Approve/Adopt Agenda</b>			<b>5:06 PM</b>
<b>A.</b> Agenda	Vote	Board President	2 m
It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of August 13, 2024, as presented.			
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			

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

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

<b>A.</b> Minutes of the Regular Board meeting that was held on June 18, 2024	Approve Minutes	Board President	2 m
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Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**V. Board Governance 5:10 PM**

<b>A.</b> Annual Board Evaluation	Discuss	Board President	35 m
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The board will convene to conduct its annual evaluation. Board evaluations are a critical aspect of governance, serving as a valuable tool to enhance the effectiveness and performance of a school's board of directors. By conducting annual and comprehensive evaluations, California Pacific Charter School's governing board seeks to identify areas of improvement, foster transparency, and ensure that the board's decision-making aligns with the mission and vision of the school, ultimately leading to better oversight and sustainable growth.

**VI. Public Comment - Closed Session**

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

**VII. Adjourn to Closed Session 5:45 PM**

The Board will consider and may act on any of the closed session matters.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

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

<b>A.</b>	Closed Session	Discuss	Board President	15 m
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**CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

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

a. Conference with Legal Counsel – Anticipated Litigation (Gov. Code section 54956.9)

Significant exposure to litigation pursuant to d(2) – 1 matter

**VIII. Reconvene Regular Meeting 6:00 PM**

<b>A.</b>	Report any action that was taken in closed session.	Discuss	Board President	5 m
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**IX. Public Comments/Recognition/Reports**

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

**X. Correspondence/Proposals/Reports 6:05 PM**

<b>A.</b>	CalPac School Highlights	Discuss	Christine Feher	5 m
	Presented by C. Feher, Superintendent			

<b>B.</b>	CalPac Financial Update	Discuss	Shannon Green	5 m
	Presented by S. Green, Director of Fiscal Services			

**XI. Consent 6:15 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

	Purpose	Presenter	Time
	removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.		
<b>A.</b>	Consent - Business/Financial Services		2 m
	<ol style="list-style-type: none"> <li>1. Check Registers - June 2024 &amp; July 2024</li> <li>2. J.P. Morgan Statement - June 2024 &amp; July 2024</li> <li>3. Approval of Hatch &amp; Cesario Agreement (Renewal)</li> <li>4. Approval of Surplus of Electronic Devices</li> <li>5. Contract with Key Charter Advisors, LLC (Karl Yoder)</li> <li>6. Approval of Zoom Contract (Renewal)</li> </ol>		
<b>B.</b>	Consent - Education/Student Services		2 m
	<ol style="list-style-type: none"> <li>1. Approval of 2024-25 English Learner Master Plan</li> <li>2. Approval of 2024-25 Title 1 School- Parent/Guardian Compact</li> </ol>		
<b>C.</b>	Consent - Personnel Services		2 m
	<ol style="list-style-type: none"> <li>1. Approval of Certificated - Personnel Report</li> <li>2. Approval of Classified - Personnel Report</li> <li>3. Approval of Job Descriptions: GATE Coordinator, School Engagement Liaison</li> <li>4. Approval of Revised Salary Schedule: Certificated Specialist (Program Specialist increase workdays)</li> <li>5. Approval of Employee Handbook 2024-2025 Annual Updates</li> <li>6. Approval of San Diego County Office of Education Contract for Retirement Reporting 2024-2025</li> </ol>		
<b>D.</b>	Consent - Policy Development	Vote Board President	2 m
	Approval of existing board policies revised by staff for the 2024-25 school year.		

**Board Policies: Reviewed**

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

**1000 Series - Community Relations**

1010 - CPCS Civility Policy

Purpose Presenter Time

**6000 Series - Instruction**

- 6005 - CPCS Parent and Family Engagement Policy
- 6015 - CPCS Comprehensive Sexual Health Education
- 6035 - CPCS Math Placement Policy
- 6040 - CPCS Local Assessment Policy
- 6055 - CPCS Adequate Progress Policy
- 6095 - CPCS Policy on Repeating Courses
- 6115 - CPCS Attendance and Involuntary Removal Policy

***Board Policies: Revised***

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

**1000 Series - Community Relations**

- 1025 - CPCS Uniform Complaint Procedures Policy
- 1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy
- 1035 - CPCS Access to Public Records Policy

**5000 Series - Student Services**

- 5015 - CPCS Title IX Policy Prohibiting Discrimination on the Basis of Sex
- 5016 - CPCS Harassment, Intimidation, Discrimination, and Bullying Policy
- 5115 - CPCS Pregnant and Parenting Students Policy

**6000 Series - Instruction**

- 6010 - CPCS Independent Study Policy
- 6020 - CPCS Education for Homeless Youth
- 6025 - CPCS 504 Policy
- 6030 - CPCS Foster and Mobile Youth Policy
- 6050 - CPCS Virtual Proctoring Policy
- 6060 - CPCS SPED Formal Assessment Request
- 6070 - CPCS SPED Independent Educational Evaluation Policy
- 6075 - CPCS SPED Certificate of Completion
- 6125 - CPCS TK - 8 Grade Report Card Policy
- 6210 - CPCS Graduation Policy
- 6215 - CPCS Field Trips and Excursion Policy

***Board Policies: Rescinded***

The following are current policies that are either included in the Employee Handbook or are no longer applicable and should, therefore, be archived.

Purpose Presenter Time

**4000 Series - Personnel Services**

- 4060 - CPCS Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy
- 4130 - CPCS Remote Work Policy

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

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**XII. Business/Financial Services**

**6:23 PM**

- A.** Approval of Funds for Charter Impact Special Project STRS Review Vote Shannon Green 5 m

It is recommended the Board approve additional funds for the completion of the special project STRS review with Charter Impact for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Approval of total project expenditures of up to \$60,000.00 (increase of \$47,800.00 from February 13, 2024 Approval of \$12,200.00).

Fiscal Impact for 2024-2025: \$33,350.00

*(Estimated; total expenses dependent on actual hours based on a bill rate of \$200 per hour.)*

California Pacific Charter - Los Angeles (#1751)	\$33,075.00
California Pacific Charter - San Diego (#1758)	\$ 275.00
California Pacific Charter - Sonoma (#2037)	\$ 0.00

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

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

**XIII. Education/Student Services**

**6:28 PM**

- |           |   |      |               |     |
|-----------|---|------|---------------|-----|
| <b>A.</b> | Approval of Local Control & Accountability Plan (LCAP) 2024-2025 Revision | Vote | Shannon Green | 5 m |
|-----------|---|------|---------------|-----|

It is recommended the Board approve the LCAP Revisions for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.

- a. 2024 LCAP Budget Overview for Parents (San Diego)
- b. 2024 LCAP Annual Update for 2023 (San Diego)
- c. 2024 LCAP Plan Summary (San Diego)
- d. 2024 LCAP Budget Overview for Parents (Los Angeles)
- e. 2024 LCAP Annual Update for 2023 (Los Angeles)
- f. 2024 LCAP Plan Summary (Los Angeles)
- g. 2024 LCAP Budget Overview for Parents (Sonoma)
- h. 2024 LCAP Annual Update for 2023 (Sonoma)
- i. 2024 LCAP Plan Summary (Sonoma)

Roll Call Vote:

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- |           |  |         |               |     |
|-----------|--|---------|---------------|-----|
| <b>B.</b> | 2022-23 Teaching Assignment Monitoring Outcomes Update | Discuss | Ericka Zemmer | 5 m |
|-----------|--|---------|---------------|-----|

Pertains to LCFF Priority 1 Local Indicators

- |           |                                   |      |                 |     |
|-----------|-----------------------------------|------|-----------------|-----|
| <b>C.</b> | Approval of HMH Read 180 Contract | Vote | Christine Feher | 5 m |
|-----------|-----------------------------------|------|-----------------|-----|



	Purpose	Presenter	Time
<p>It is recommended the Board approve the HMH Read 180 contract for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.</p>			

Fiscal Impact: Up to \$30,000.00  
*(Allocation split may vary dependent on actual enrollment)*  
 California Pacific Charter - Los Angeles (#1751) \$ 14,400.00  
 California Pacific Charter - San Diego (#1758) \$ 9,600.00  
 California Pacific Charter - Sonoma (#2037) \$ 6,000.00

Roll Call Vote:  
 Kelly Wylie  
 Dr. Shirley Peterson  
 Tanya Rogers  
 Bill Howard  
 Jason McFaul  
 Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**XIV. Calendar**

The next scheduled regular meeting of the Board of Directors will be held on September 10, 2024.

**XV. Comments**

**6:43 PM**

- A. Board Comments

5 m
- B. Superintendent Comments

5 m

**XVI. Closing Items**

**6:53 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 \_\_\_\_\_

Purpose

Presenter

Time

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**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 18, 2024

**Section:** IV. Approve Minutes  
**Item:** A. Minutes of the Regular Board meeting that was held on June 18, 2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Meeting of the Board of Directors on June 18, 2024

APPROVED



# California Pacific Charter Schools

California Pacific Charter Schools

## Minutes

Regular Meeting of the Board of Directors

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### Date and Time

Tuesday June 18, 2024 at 5:00 PM

### Location

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

### Teleconference Locations

1850 Peary Way, Livermore, CA 94550  
32706 Spun Cotton Drive, Winchester, CA 92596  
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>

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### MISSION STATEMENT

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**Directors Present**

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

**Directors Absent**

S. Peterson

**Guests Present**

C. Amador (remote), C. Feher (remote), Cherie Cahn (remote), D. Carlos, Dana Pedersen (remote), E. Zemmer (remote), S. Green (remote)

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**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 18, 2024 at 5:01 PM.

**B. Record Attendance**

**II. Pledge of Allegiance**

**A. Led by Board President or designee.**

W. Howard led the Pledge of Allegiance.

**III. Approve Adopt/Agenda**

**A. Agenda**

T. Rogers made a motion to approve the Agenda for the Regular Meeting of the Board of Directors on June 18, 2024. as presented.

J. McFaul seconded the motion.

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

**Roll Call**

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

**IV. Approve Minutes**

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

J. McFaul made a motion to approve the minutes from the Regular Meeting of the Board of Directors on 06-11-24.

W. Howard seconded the motion.

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

**Roll Call**

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

**V. Public Comments/Recognition/Reports**

**A. Public Comments**

No Public Comments were submitted.

**VI. Consent**

**A. Consent - Business/Financial Services**

1. Approval of Surplus of Electronic Devices
2. Approval of Special Education Master Contract for Vendor Services 2024-2025 (Revised)

**B. Personnel Services**

1. Approval of Certificated Personnel Report

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

J. McFaul seconded the motion.

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

**Roll Call**

T. Rogers Aye

**Roll Call**

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

**VII. Business/Financial Services**

**A. Budget Adoption 2024-2025**

T. Rogers made a motion to approve the Budget Adoption 2024-2025.  
J. McFaul seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

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

J. McFaul made a motion to approve the Education Protection Account (EPA) Spending Plan & Expenditure Reports.  
W. Howard seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**VIII. Education/Student Services**

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

T. Rogers made a motion to approve the Local Control & Accountability Plan (LCAP) 2024-2025.  
J. McFaul seconded the motion.  
K. Wylie noted that, though she was absent during the presentation at the last meeting, she reviewed the documents and felt comfortable voting.  
The board **VOTED** to approve the motion.

**Roll Call**

J. McFaul Aye

**Roll Call**

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

**B. Approval of 2024 LCAP Local Performance Indicator Self-Reflection**

J. McFaul made a motion to approve the 2024 LCAP Local Performance Indicator Self-Reflection.

W. Howard seconded the motion.

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

**Roll Call**

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

**IX. Personnel Services**

**A. Approval of Property and Casualty Insurance Policies (Renewal)**

J. McFaul made a motion to approve the Property and Casualty Insurance Policies (Renewal).

W. Howard seconded the motion.

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

**Roll Call**

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

**X. Comments**

**A. Board Comments**

The Board commended the fellow Board members and the staff for their dedication. They recognized the intensity of the LCAP and budget-writing process and expressed their appreciation to the staff for their phenomenal work. They look forward to seeing everyone in August.

**B. CEO/Superintendent Comments**

E. Zemmer acknowledged that June was a busy month. She highlighted the success of supporting graduating seniors, the joy of celebrating in-person graduation ceremonies,



students are off for summer, and the LCAP has been finalized. CalPac's focus will now shift to looking forward to the next school year, which is exciting and full of great things to plan for.

## **XI. Closing Items**

### **A. Adjourn Meeting**

T. Rogers made a motion to adjourn the Regular Meeting of the Board of Directors on June 18, 2024.

W. Howard seconded the motion.

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

#### **Roll Call**

S. Peterson Absent

K. Wylie Aye

W. Howard Aye

T. Rogers Aye

J. McFaul Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:37 PM.

Respectfully Submitted,

K. Wylie

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## **Documents used during the meeting**

- Surplus of Electronics - June 2024.pdf
- Special Education Master Contract for Vendor Services 2024-2025.pdf
- 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
- 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
- 2024 LCAP\_CPC-SD\_Combined.pdf
- 2024 LCAP\_CPC-LA\_Combined.pdf
- 2024 LCAP\_CPC-SO\_Combined.pdf
- 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
- CALPAC Exec Premium Summary 2024-2025.pdf

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#### FOR MORE INFORMATION

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

# Coversheet

## Annual Board Evaluation

**Section:** V. Board Governance  
**Item:** A. Annual Board Evaluation  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CPCS Board Evaluation 2023-24.pdf



# California Pacific Charter Schools

## California Pacific Charter Schools Annual Board Evaluation

**2023 - 2024**

Issue/Concept	Compliant	In Progress	Little/No Progress	Not Applicable
<b>A Solid Foundation</b>				
School has a well drafted charter contract with its sponsoring agencies.				
School has well-drafted articles and bylaws.				
School's legal and financial status are clear and well understood.				
Appropriate liability insurance and risk management practices are maintained at all times.				
School has developed a long-term /strategic plan such as a WASC report that is reviewed and revised on an annual basis.				
Long-term plans are translated into annual action plans/goals in a document such as the LCAP.				
<b>Board Operations/Relations</b>				
Board members understand their legal and ethical responsibilities (duty of				

care/loyalty, conflict of interest).				
New board members are oriented and fully (maybe effectively) briefed prior to being seated.				
Board is composed of individuals with a broad and appropriate range of expertise and experience. Board seeks outside counsel for matters beyond its expertise.				
Board member selection process ensures a board and appropriate range of expertise and experience.				
Board conducts annual self-evaluation.				
Meetings are well planned with clear agendas focused on appropriate policy and action items.				
Board president is a strong, capable meeting facilitator.				
Board president has developed meeting norms or uses a standardized procedure such as Robert's Rules..				
Meetings are conducted pursuant to common ground rules (eg. Robert's Rules) that are well understood by all members.				
Individual board members prepare for meetings and participate constructively.				
Meeting minutes record each board meeting and are distributed promptly on the school's website after each				

meeting.				
<b>Relationship w/-Superintendent</b>				
Board develops performance goals and evaluates Superintendent performance each year.				
Board has clear understanding with staff regarding where board responsibility should be to support and maximize the functioning of the schools.				
Board has established a plan for succession in the event the Superintendent leaves or is unable to work.				
<b>Personnel and Staffing</b>				
Board has adopted/approved a comprehensive set of personnel policies that are in line with all applicable state/federal laws & regulations. Policies are updated and will be reviewed regularly.				
Clear job descriptions and staffing plans are in place.				
<b>Budget and Finance</b>				
Board adopts an annual budget that maximizes the school's resources in support of mission/vision.				
Board monitors the budget throughout the year via monthly updates, first interim budget and second interim budget.				
Board contracts with an independent auditor each year, reviews the audit report,				

and takes any needed follow-up action.				
Board has adopted a three year financial plan in coordination with the school's overall three year plan (WASC, LCAP).				
Board has adopted a comprehensive set of fiscal management and control policies.				
<b>Instruction, Curriculum, and Assessment</b>				
Board has adopted/approved the school's curriculum and instructional programs.				
Board has adopted/approved student achievement goals/standards.				
A broad based assessment system is in place to measure progress toward instructional goals/standards.				
The Instructional program is in alignment with the state requirements and terms of charter.				
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis.				
School reports on student achievement to charter granting agencies on a regular basis as part of the ongoing oversight and renewal process.				

August 8, 2023

**Board Member Comments on Strengths:**

**Board Member Comments on Areas of Growth and Future Needs:**



# Coversheet

## CalPac School Highlights

**Section:** X. Correspondence/Proposals/Reports  
**Item:** A. CalPac School Highlights  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** June 23-24 School Highlights - Los Angeles.pdf  
June 23-24 School Highlights - San Diego.pdf  
June 23-24 School Highlights - Sonoma.pdf

# CPCS Los Angeles School Highlights

June & July

**ROOTED**  
Growing Together

2023 - 2024

## June Enrollment

404

### Program Highlights

June was an exciting month at CalPac as we celebrated the achievements of our students with promotion and graduation ceremonies and reflected on the growth of the school over the 23-24 school year.

CalPac launched its summer school program on July 1st. High schoolers are focused on earning credits to graduate and meet A-G requirements, while K-8 students are participating in learning acceleration. To enhance math and reading skills, K-8 students and teachers are utilizing Renaissance STAR and Freckle.

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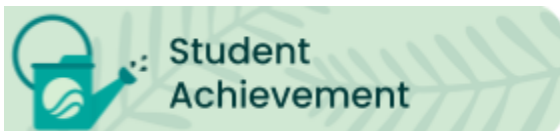




# Los Angeles

June & July 2024

positioned us for a strong start to the school year with enrollment that is ahead of our projections.



## Virtual Kindergarten Promotion

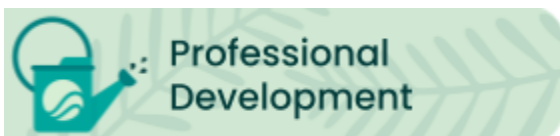
A celebratory virtual event was held to mark the promotion of the kindergarten students on June 7, 2024.

## Virtual 8th Grade Promotion

A celebratory virtual event was held to mark the promotion of the 8th grade students on June 10, 2024.

## High School Graduations

We celebrated 55 graduates from CPC-LA on June 12, 2024. Of these graduates, 1 student earned the State Seal of Biliteracy, and 5 graduates were Golden State Seal Merit Diploma recipients.



## AVID Ignite

A group of our staff participated in AVID summer training in June, deepening their knowledge of student collaboration, goal setting, and WICOR writing strategies. The team is enthusiastic about applying these learnings in the classroom, particularly through the use of digital interactive notebooks.

## IMSE Comprehensive Orton-Gillingham Plus Training

A small group of our teachers participated in the IMSE Impact Comprehensive Orton-Gillingham Plus Course this June. During the 30-hour training, our teachers learned about IMSE's enhanced Orton-Gillingham method, the foundational components of literacy, and practical tools for classroom application.





# Los Angeles

June & July 2024

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## **National Charter School Conference**

Bill Howard attended the National Charter School Convention in Boston this year. He was happy to hear the keynote speakers explain the importance of charter schools in local communities and the high demand for additional charter schools. The exhibit hall was full of many exhibits, from online platforms to the fascinating subject of AI. Bill had the opportunity to meet and interact with many board members from across the nation. The breakout sessions were very informative, particularly the Board Homeroom, which had many new board members in attendance. He was pleased to see that CalPac already addresses the many topics discussed, from collaboration with the superintendent to aligning expectations through yearly board and superintendent evaluations. Bill was incredibly impressed and grateful for the opportunity to attend the dynamic conference.

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Superintendent Feher, Communications & Community Specialist Katie Hawck, teacher Alice Pak, and CalPac student Colbie Petelski (along with her mother Ashley) got the incredible opportunity to work with Viewpoint with Dennis Quaid to participate in a short documentary highlighting the





# Los Angeles

June & July 2024

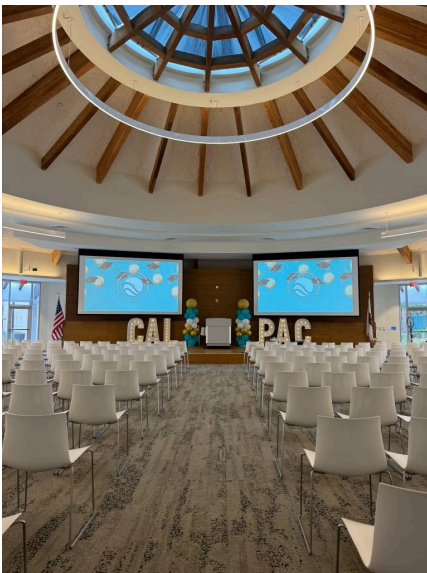
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## Smart Goals

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

## Pictures & Videos

### SoCal Graduation





# Los Angeles

June & July 2024

## Kindergarten Graduation

The banner features the text "Kindergarten Promotion 2024" in a large, bold, black font, centered on a light blue background with a large yellow sun. Four circular icons of children in graduation caps are arranged around the text. To the right, a video feed shows a woman wearing a graduation cap and glasses, smiling. The video feed has a black bar at the bottom.

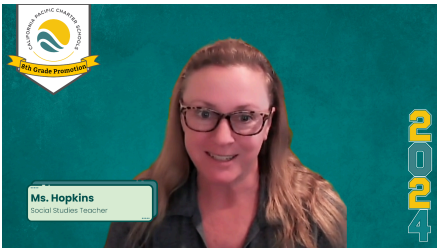
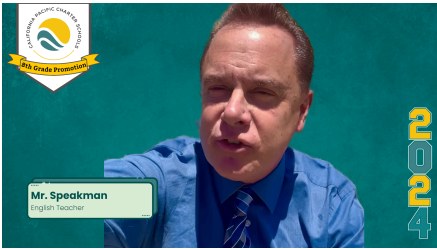
## 8th Grade Promotion





# Los Angeles

June & July 2024



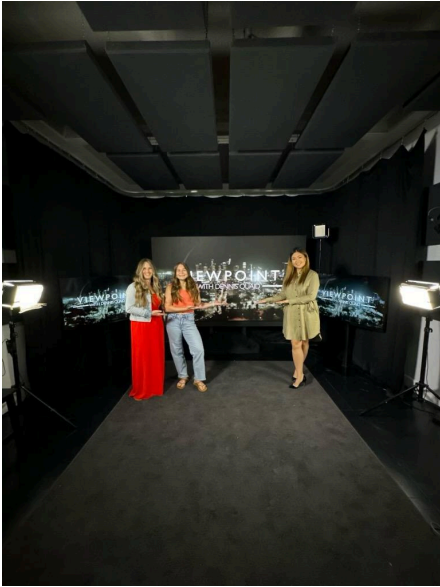
## Video Production





# Los Angeles

June & July 2024



## Future Projects

- Department Chair Meeting on August 6
- New Teacher Training on August 15
- All Teachers Return on August 20
- 24-25 School Year Kick Off and Staff Development from Aug 20-30
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# CPCS San Diego School Highlights

June & July

**ROOTED**  
Growing Together

2023 - 2024

## June Enrollment

260

### Program Highlights

June was an exciting month at CalPac as we celebrated the achievements of our students with promotion and graduation ceremonies and reflected on the growth of the school over the 23-24 school year.

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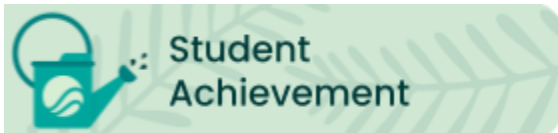




# San Diego

June & July 2024

positioned us for a strong start to the school year with enrollment that is ahead of our projections.



## Virtual Kindergarten Promotion

A celebratory virtual event was held to mark the promotion of the kindergarten students on June 7, 2024.

## Virtual 8th Grade Promotion

A celebratory virtual event was held to mark the promotion of the 8th grade students on June 10, 2024.

## High School Graduations

We celebrated 43 graduates from CPC-SD on June 12, 2024. Of these graduates, 1 student earned the State Seal of Biliteracy, and 6 graduates were Golden State Seal Merit Diploma recipients.



## AVID Ignite

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# San Diego

June & July 2024

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# San Diego

June & July 2024

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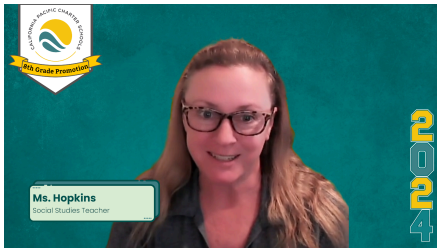
## 8th Grade Promotion





# San Diego

June & July 2024



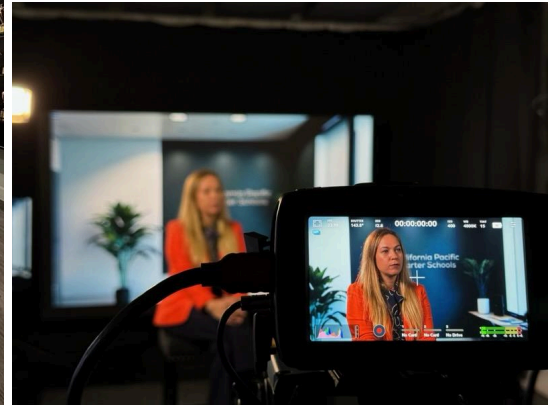
## Video Production





# San Diego

June & July 2024



## Future Projects

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# CPCS Sonoma School Highlights

June & July

**ROOTED**  
Growing Together

2023 - 2024

## June Enrollment

162

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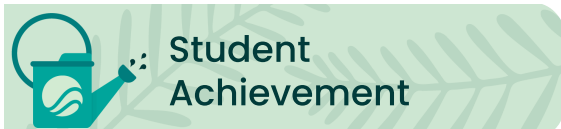




# Sonoma

June & July 2024

positioned us for a strong start to the school year with enrollment that is ahead of our projections.



## Student Achievement

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June & July 2024

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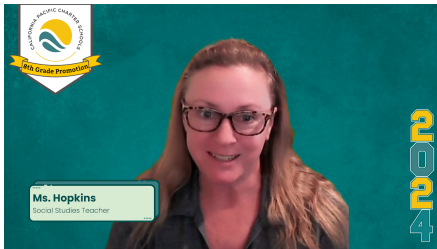
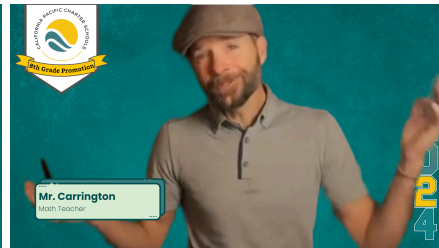
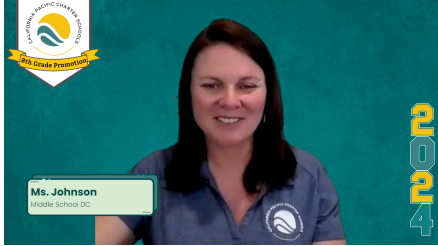




# Sonoma

June & July 2024

## 8th Grade Promotion



## Video Production





# Sonoma

June & July 2024



## Future Projects

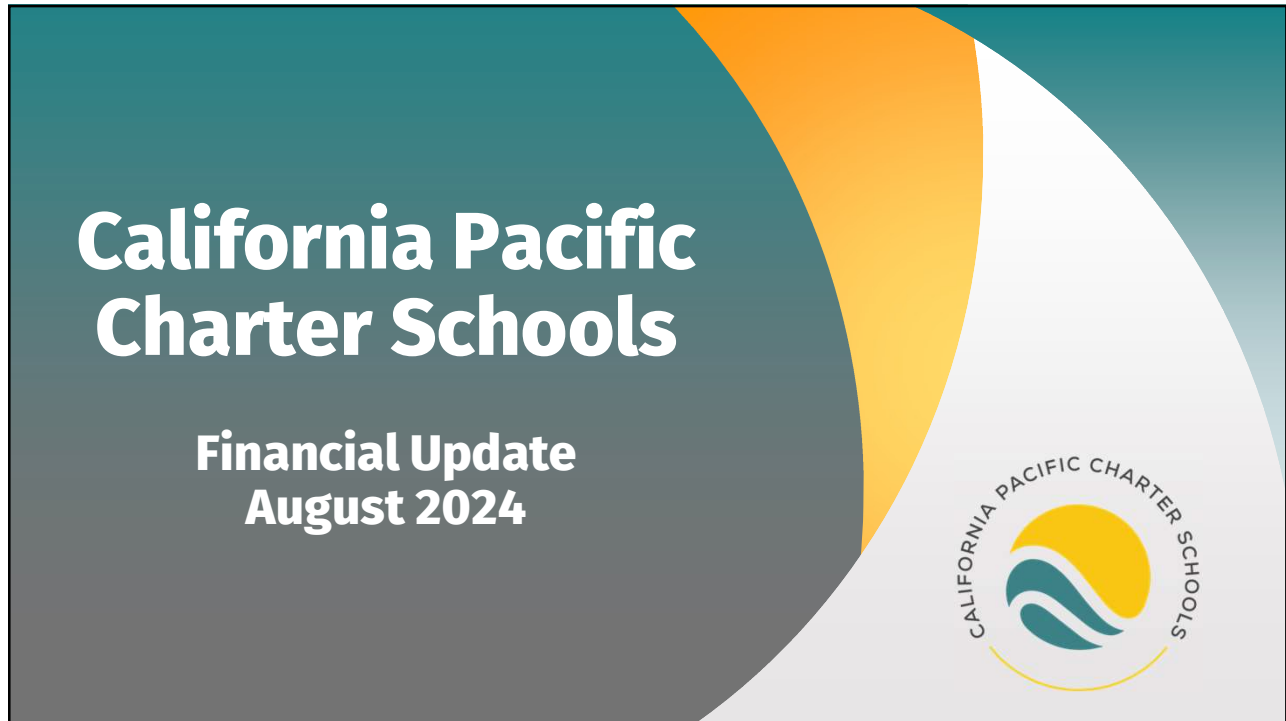
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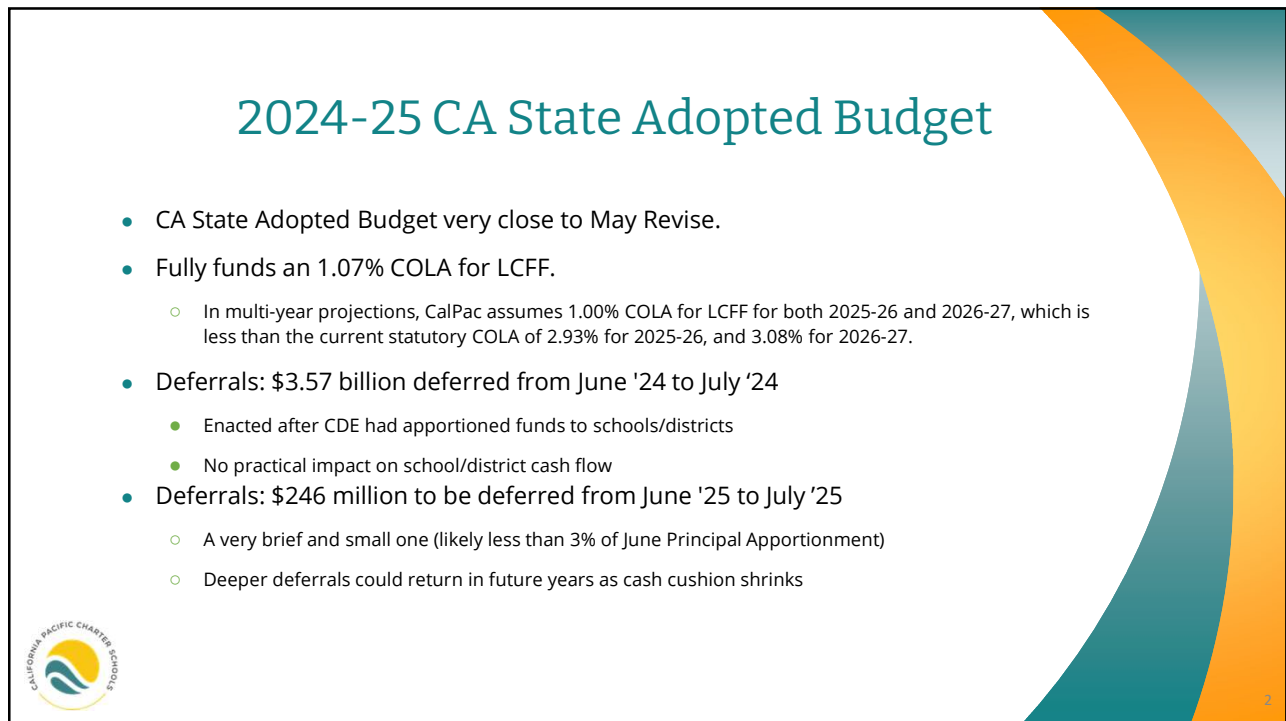
# Coversheet

## CalPac Financial Update

**Section:** X. Correspondence/Proposals/Reports  
**Item:** B. CalPac Financial Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CPCS 24-25 Financial Update - August 2024.pdf



1



2

## 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

3

## Economic Climate

- CA State revenues continue to be uncertain. The Governor notes that additional solutions are needed to avoid an operating deficit in 2025-26
- Continued sound economic picture following May Revise
  - GDP still growing, although slower than expected
- Indicators show continued cooling of inflation
  - Both "core" and "headline" inflation
- Markets assuming Federal Reserve will begin to cut interest rates this year



4



# Coversheet

## Consent - Business/Financial Services

**Section:** XI. Consent  
**Item:** A. Consent - Business/Financial Services

**Purpose:**  
**Submitted by:**

**Related Material:**

CalPac-SD Check Register June 2024.pdf  
CalPac-LA Check Register June 2024.pdf  
CalPac-SO Check Register June 2024.pdf  
CalPac-LA Check Register July 2024.pdf  
CalPac-SO Check Register July 2024.pdf  
CalPac-SD Check Register July 2024.pdf  
J.P. Morgan Statement Jun 30 2024.pdf  
J.P. Morgan Statement Jul 31 2024.pdf  
Hatch & Cesario Agreement.pdf  
Surplus of Electronics - August 2024.pdf  
BUS CPCS 2024-2025 Contract with Key Charter Advisors, LLC (Karl Yoder).pdf  
CalPac - Hourly Consulting Agreement (Key Charter Advisors LLC) 2024-25.pdf  
Zoom Renewal Contract 2024-2025.pdf

**Company name:** California Pacific Charter - San Diego  
**Report name:** Check register  
**Created on:** 7/1/2024  
**Location:** 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/4/2024	ARNE001--A&R Parcel Three		39.14	Office Space DOE - June 2024	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three		1,740.16	Office Space Rent - June 2024	44--California Pacific Charter - San Diego
	6/4/2024	LISA003--Lisa Petrocelly	101371368	22.40	Livescan fees - Petrocelly, Lisa	44--California Pacific Charter - San Diego
	6/4/2024	ALEX000--Alexis Morfin	101371367	12.58	Grad night lunch & snack - Morfin, Alexis SD-10	44--California Pacific Charter - San Diego
	6/4/2024	JENN005--Jennifer Davis	101371365	36.33	39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim	44--California Pacific Charter - San Diego
		JENN005--Jennifer Davis	101371365	21.98	Food/Meals for Jennifer Davis	44--California Pacific Charter - San Diego
		JENN005--Jennifer Davis	101371365	42.82	39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim Mileage for Jennifer Davis	44--California Pacific Charter - San Diego
	6/4/2024	ALYS001--Alyssa Ginn	101371364	30.07	Livescan fees - Ginn, Alyssa	44--California Pacific Charter - San Diego
		ALYS001--Alyssa Ginn	101371364	2.57	Livescan - Mileage - Ginn, Alyssa	44--California Pacific Charter - San Diego
	6/5/2024	JOYN001--Joy Nehr	20137002874	12.80	Livescan Fingerprint Fees for Joy Nehr	44--California Pacific Charter - San Diego
		JOYN001--Joy Nehr	20137002874	5.35	Livescan Fingerprint Mileage for Joy Nehr	44--California Pacific Charter - San Diego
	6/5/2024	DONA001--Donald McLeish	101371370	49.60	CAA In-Person Testing - Mileage - San Diego - McLeish, Donald	44--California Pacific Charter - San Diego
	6/5/2024	ALPH000--Alpha Vision, Inc.	101371374	121.28	June 2024 - CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	44--California Pacific Charter - San Diego
	6/5/2024	ASTA001--ASTA-USA TRANSLATION S	101371372	65.00	Translation Services May 2024	44--California Pacific Charter - San Diego
	6/5/2024	ASTA001--ASTA-USA TRANSLATION S	101371371	65.00	Translation Services May 2024	44--California Pacific Charter - San Diego
	6/5/2024	AVID001--AVID	20137002873	308.30	AVID Ignite (06/26-28/24) Registration for Laura Hopkins	44--California Pacific Charter - San Diego
	6/5/2024	ROMY001--Romy Fay-Mason	20137002871	34.11	Mileage & Tolls - To & From Office - Fay-Mason, Romy	44--California Pacific Charter - San Diego
	6/5/2024	DEBI001--Debi Huber	20137002870	23.90	Livescan fees - Huber, Debi	44--California Pacific Charter - San Diego
	6/5/2024	AMYN001--Amy Nguyen	20137002872	6.04	Livescan - Mileage to Office - Nguyen, Amy	44--California Pacific Charter - San Diego
	6/5/2024	MICH001--Michelle Ignacio	20137002868	9.13	CAA In Person Testing - 4/30 - 5/8/2024 - Testing Supplies - Ignacio, Michelle	44--California Pacific Charter - San Diego
		MICH001--Michelle Ignacio	20137002868	28.68	CAA In-Person Testing - 4/30 - 5/8/2024 - Mileage - San Diego - Ignacio, Michelle	44--California Pacific Charter - San Diego

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	6/5/2024	AMYE001--Amy Robinson	20137002869	23.68	Livescan fees - Robinson, Amy	44--California Pacific Charter - San Diego
	6/5/2024	KATI002--Katie Hawck	20137002867	17.85	CCSA 03/18-21/24 Long Beach Food for Katie Hawck	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002867	32.68	CCSA 03/18-21/24 Long Beach Rideshare (Uber/Lyft) for Katie Hawck	44--California Pacific Charter - San Diego
	6/5/2024	STAP000--Staples	20137002865	19.48	Copy Paper/Office Supplies for Office	44--California Pacific Charter - San Diego
	6/5/2024	FEDE001--FedEx	20137002866	10.87	Postage/Shipping Fees for Office	44--California Pacific Charter - San Diego
	6/6/2024	WORL000--Worldwide Express	101371378	109.08	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	6/6/2024	WORL000--Worldwide Express	101371379	126.68	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	6/6/2024	PRO0001--Professional Tutors of Amer	101371377	517.50	Special Ed Tutoring April 2024	44--California Pacific Charter - San Diego
	6/6/2024	KATH001--Kathryn Sutton	101371375	7.72	Livescan CalPac Office - Mileage - Sutton, Kathryn	44--California Pacific Charter - San Diego
	6/6/2024	ECCI000--ECC Imaging LLC.	101371376	7.49	04/26/24 to 05/25/24 coverage period	44--California Pacific Charter - San Diego
	6/6/2024	CARL002--Carly Berry	20137002875	19.20	Livescan fees - Berry, Carly	44--California Pacific Charter - San Diego
	6/10/2024	JONW001--Jon Winn	101371381	25.28	Livescan fees - Winn, Jon	44--California Pacific Charter - San Diego
	6/11/2024	WORL000--Worldwide Express	101371382	191.34	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	6/11/2024	CULL001--Culligan	101371383	20.80	Water Cooler Rental for June 2024	44--California Pacific Charter - San Diego
	6/11/2024	STAP001--Staples Technology Solutior	20137002886	3,020.24	Chromebooks for 7 SD SPED Students	44--California Pacific Charter - San Diego
	6/11/2024	GARR001--Garrett Carrington	20137002883	28.48	Livescan fees - Carrington, Garrett	44--California Pacific Charter - San Diego
	6/11/2024	HEAT001--Heather Goldbach	20137002884	25.28	Livescan fees - Goldbach, Heather	44--California Pacific Charter - San Diego
	6/11/2024	PJNU001--PJ Nuzman	20137002885	6.18	Livescan mileaqa - Nuzman, PJ	44--California Pacific Charter - San Diego
	6/11/2024	RING000--RingCentral	20137002881	1,128.76	Monthly Phone Bill - May 2024	44--California Pacific Charter - San Diego
	6/11/2024	STAP001--Staples Technology Solutior	20137002879	224.00	Chromebooks for 7 SD SPED Students	44--California Pacific Charter - San Diego
	6/11/2024	VANG000--Vangie Akridge	20137002880	24.63	LRP's National Institue 05/05-08/24 Savannah Rideshare Uber/Lyft for Vangie Akridge	44--California Pacific Charter - San Diego
		VANG000--Vangie Akridge	20137002880	6.77	LRP's National Institue 05/05-08/24 Savannah Mileage for Vangie Akridge	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		VANG000--Vangie Akridge	20137002880	70.91	LRP's National Institue 05/05-08/24 Savannah Meals for Vanqie Akridge	44--California Pacific Charter - San Diego
	6/11/2024	ERIC001--Ericka Zemmer	20137002878	1.78	Kindr Planning Mileage for P Aguilar , J Stubbs , M Garcia and E Zemmer	44--California Pacific Charter - San Diego
		ERIC001--Ericka Zemmer	20137002878	22.30	Kindr Planning Dinner for P Aguilar , J Stubbs , M Garcia and E Zemmer	44--California Pacific Charter - San Diego
	6/11/2024	WEND001--Wendy Waters Barton	20137002882	14.28	CalSTRS In Person Training - Mileage - Waters Barton, Wendy	44--California Pacific Charter - San Diego
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ken	20137002888	663.52	Legal Expenses for March 2024	44--California Pacific Charter - San Diego
	6/12/2024	YMCL000--Law Offices of Young, Minn	101371384	553.60	Legal Services for May 2024	44--California Pacific Charter - San Diego
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ken	20137002887	176.00	Legal Expenses for April 2024	44--California Pacific Charter - San Diego
	6/12/2024	PROC000--Procopio, Cory, Hargreaves	20137002890	127.10	Legal Services for April 2024	44--California Pacific Charter - San Diego
	6/13/2024	MICR000--MicroAge	101371385	16,000.00	ManageWise 365 for 2024/25 School Year	44--California Pacific Charter - San Diego
	6/14/2024	ERIN001--Erin Speakman	101371390	6.08	Livescan mileage - Speakman, Erin	44--California Pacific Charter - San Diego
		ERIN001--Erin Speakman	101371390	27.20	Livescan fees - Speakman, Erin	44--California Pacific Charter - San Diego
	6/14/2024	HOLL001--Holly Hess	101371387	26.88	Livescan fees - Hess, Holly	44--California Pacific Charter - San Diego
	6/14/2024	VIVI001--Viviann Rodriguez	101371389	11.10	Gradnite - Ride Share - Rodriguez, Viviann	44--California Pacific Charter - San Diego
	6/14/2024	LORI001--Lori Frank	101371386	41.58	CUE Conference 03/21-23/24 Palm Springs Meals for Lori Frank	44--California Pacific Charter - San Diego
		LORI001--Lori Frank	101371386	46.55	CUE Conference 03/21-23/24 Palm Springs Mileage for Lori Frank	44--California Pacific Charter - San Diego
	6/17/2024	BERK000--Berkshire Hathaway	1692755585TC	5,142.75	Worker's Comp May 2024	44--California Pacific Charter - San Diego
	6/17/2024	JAMI001--Jamie Castillo	101371394	720.00	Program Induction Reimbursement - 50% Credential Cost Share - Castillo, Jamie	44--California Pacific Charter - San Diego
	6/17/2024	MYCH001--Mychal Garcia	101371393	89.12	RideShare- San Diego - Park Day - Garcia, Mychal	44--California Pacific Charter - San Diego
		MYCH001--Mychal Garcia	101371393	26.50	Meals - San Diego - Park Day - Garcia, Mychal	44--California Pacific Charter - San Diego
		MYCH001--Mychal Garcia	101371393	105.19	Mileage - San Diego - Park Day - Garcia, Mychal	44--California Pacific Charter - San Diego
		MYCH001--Mychal Garcia	101371393	19.00	Parking - San Diego - Park Day - Garcia, Mychal	44--California Pacific Charter - San Diego
	6/17/2024	JIMS001--Jim Scheible	101371392	340.00	Charter Data Tracking Professional Services - May 2024	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/17/2024	LISA003--Lisa Petrocelli	101371391	15.46	Meals - San Diego - Park Day - Petrocelli, Lisa	44--California Pacific Charter - San Diego
		LISA003--Lisa Petrocelli	101371391	21.24	Mileage - San Diego - Park Day - Petrocelli, Lisa	44--California Pacific Charter - San Diego
	6/17/2024	ERIN000--Erin Rineberg	20137002895	25.28	Livescan fees - Dietz-Rineberg, Erin	44--California Pacific Charter - San Diego
		ERIN000--Erin Rineberg	20137002895	1.41	Livescan mileage - Dietz-Rineberg, Erin	44--California Pacific Charter - San Diego
	6/17/2024	BRIT001--Brittany Lutz	20137002893	30.08	Livescan fees - Lutz, Brittany	44--California Pacific Charter - San Diego
	6/17/2024	CORR001--Corrie Amador	20137002894	14.25	Board meeting Mileage - Amador, Corrie	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002894	12.77	STRS Training Mileage - Amador, Corrie	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002894	2.91	Post Office Mileage - Amador, Corrie	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137002894	0.52	Post Office Fees - Amador, Corrie	44--California Pacific Charter - San Diego
	6/17/2024	APPL001--Apple, Inc.	20137002891	2,027.65	IPAD Pro 13 for Christine Feher	44--California Pacific Charter - San Diego
	6/17/2024	YENI001--Yeni Sandoval	20137002892	34.28	CMHACY Conference (5/15 -5/17/2024) - Rideshare - Sandoval, Yeni	44--California Pacific Charter - San Diego
		YENI001--Yeni Sandoval	20137002892	42.64	CMHACY Conference (5/15 -5/17/2024) - Meals - Sandoval, Yeni	44--California Pacific Charter - San Diego
	6/18/2024	WORL000--Worldwide Express	101371396	136.56	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137	-11.10	Gradnite - Ride Share - Rodriguez, Viviann	44--California Pacific Charter - San Diego
	6/18/2024	SARA002--Sarah Alewine	101371395	25.28	Livescan Fees - Alewine, Sarah	44--California Pacific Charter - San Diego
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137	-4.04	CPR / Hipcooks Mileage & parking	44--California Pacific Charter - San Diego
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137	-4.90	Mileage for InNOut field trip	44--California Pacific Charter - San Diego
	6/18/2024	KAJE000--Kajeet, Inc	20137002900	383.68	Student Replacement Hotspots, Hotspots Protection and Shipping	44--California Pacific Charter - San Diego
	6/18/2024	OXFO000--Oxford Consulting Services,	20137002898	538.48	OT & Speech Services May 2024	44--California Pacific Charter - San Diego
	6/18/2024	STAP000--Staples	20137002901	23.89	Copy Paper/Office Supplies for Office	44--California Pacific Charter - San Diego
	6/18/2024	JILL001--Jill Stubbs	20137002897	26.33	Park Day - Mileage - San Diego - Stubbs, Jill	44--California Pacific Charter - San Diego
	6/20/2024	VIVI001--Viviann Rodriguez	20137002904	11.10	Gradnite - Ride Share - Rodriguez, Viviann	44--California Pacific Charter - San Diego
	6/20/2024	VIVI001--Viviann Rodriguez	20137002902	4.90	Mileage for InNOut field trip	44--California Pacific Charter - San Diego
	6/20/2024	VIVI001--Viviann Rodriguez	20137002903	4.04	CPR / Hipcooks Mileage & parking	44--California Pacific Charter - San Diego

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	6/24/2024	OHIO001--Ohio Bureau of Workers' Compensation		41.60	Ohio Worker's Comp	44--California Pacific Charter - San Diego
	6/24/2024	JASO000--Jason D. McFaul	1132619191	200.00	June 2024 Board Stipends - JM	44--California Pacific Charter - San Diego
	6/24/2024	WILL000--William J Howard Jr.	1132619139	200.00	June 2024 Board Stipends - WH	44--California Pacific Charter - San Diego
	6/24/2024	TANY001--Tanya Rogers	1132619127	200.00	June 2024 Board Stipends - TR	44--California Pacific Charter - San Diego
	6/24/2024	KELL000--Kelly Wylie	1132619200	200.00	June 2024 Board Stipends - KW	44--California Pacific Charter - San Diego
	6/24/2024	SHIR000--Shirley Peterson	1132619233	200.00	June 2024 Board Stipends - SP	44--California Pacific Charter - San Diego
	6/24/2024	LEAR000--Learning Without Tears	101371415	1,114.04	Get Set For School Pre - K Curriculum for Michelle Ignacio's SPED Students	44--California Pacific Charter - San Diego
	6/24/2024	SHEL001--Shelby Sullivan	101371412	43.55	Graduation - Mileage San Diego - Sullivan, Shelby	44--California Pacific Charter - San Diego
		SHEL001--Shelby Sullivan	101371412	7.10	Graduation - Tolls San Diego - Sullivan, Shelby	44--California Pacific Charter - San Diego
	6/24/2024	TIFF001--Tiffany Cozzi	101371414	40.87	Graduation - Mileage San Diego - Cozzi, Tiffany	44--California Pacific Charter - San Diego
	6/24/2024	CALI002--California Department of Education	101371408	35,505.00	FY20-21 Title V, Part B Federal Funds - CA Pacific Charter - San Diego	44--California Pacific Charter - San Diego
	6/24/2024	LORI001--Lori Frank	101371401	16.28	Mileage - San Diego - Park Day - Frank, Lori	44--California Pacific Charter - San Diego
		LORI001--Lori Frank	101371401	79.22	Meals - San Diego - Park Day - Frank, Lori	44--California Pacific Charter - San Diego
	6/24/2024	CARY001--Caryn Masters	101371403	30.08	Livescan Fees - Masters, Caryn	44--California Pacific Charter - San Diego
	6/24/2024	FRAN001--Frances Acin	101371402	26.88	Livescan fees - Acin, Frances	44--California Pacific Charter - San Diego
	6/24/2024	KRIS001--Kristi Dodson	101371404	25.28	Livescan fees - Dodson, Kristi	44--California Pacific Charter - San Diego
	6/24/2024	METL001--MetLife Small Business Center	20137002905	2,311.57	2024-07 Insurance Premiums	44--California Pacific Charter - San Diego
	6/24/2024	ALLS001--All Systems Go!	101371398	838.41	Marketing for June 2024	44--California Pacific Charter - San Diego
	6/24/2024	EXTR001--Extra Storage Newport Mesa	101371399	164.16	2024-07 Storage Fees	44--California Pacific Charter - San Diego
	6/24/2024	WORL000--Worldwide Express	101371400	95.55	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	6/25/2024	UKG0001--UKG	20137002944	160.06	MAR-MAY Overage Fees	44--California Pacific Charter - San Diego
		UKG0001--UKG	20137002944	2,000.63	JUL-SEP 2024 Payroll Processing Fees	44--California Pacific Charter - San Diego

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	6/25/2024	AMAZ000--Amazon	20137002948	57.06	Office supplies- mailing supplies	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002941	130.16	Tech purchase for Michael Luna	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002951	34.36	Office supplies- envelopes	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002952	27.21	Office supplies- pens and envelopes	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002950	17.15	Office supplies- paper and batteries	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002953	15.86	Supplies for Office	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002947	14.93	Office supplies- labels	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002949	11.49	Office supplies- paper	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002940	4.72	Office supplies- name badges	44--California Pacific Charter - San Diego
	6/25/2024	GRET000--Gretchen Chamberlain	20137002937	2,478.62	Admin Credential Reimbursement - Chamberlain, Gretchen	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002934	131.33	Tech purchase for Vicki Verene	44--California Pacific Charter - San Diego
	6/25/2024	SHAN000--Shannon Green	20137002939	11.67	GREEN, SHANNON - Meals BOD Meeting	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002939	29.57	GREEN, SHANNON - Mileage/Parking/Lyft BOD Meeting	44--California Pacific Charter - San Diego
	6/25/2024	ERIK001--Erika Stevens	20137002936	32.96	Non Public School Visit - Spectrum Center Rossier Park For Student C Isler (San Diego) - Stevens. Erika	44--California Pacific Charter - San Diego
	6/25/2024	PJNU001--PJ Nuzman	20137002938	12.23	Graduation - Mileage San Diego - Nuzman, PJ	44--California Pacific Charter - San Diego
	6/25/2024	TSWT000--TSW Therapy, Inc.	20137002922	6,520.20	Therapy Services May 2024	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002925	14.47	Office supplies- Graduation diploma covers	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002929	17.24	Materials for graduation	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002928	9.07	Books for TK Pathway Course for Patrice Aquilar	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002926	6.49	Office supplies- paper	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002927	7.00	So Cal Park Day Supplies 05/31/24	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/25/2024	DELA000--De Lage Landen Financial S	20137002908	136.89	Copier Lease for July 2024	44--California Pacific Charter - San Diego
	6/25/2024	KATI002--Katie Hawck	20137002909	66.43	SoCal Graduation 06/12/24 Rideshare Uber/Lyft for Katie Hawck	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002909	17.00	SoCal Graduation 06/12/24 WiFi for Katie Hawck	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002909	36.97	SoCal Graduation 06/12/24 Meals for Katie Hawck	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002920	151.01	Supplies for Park Day- CPC-SD	44--California Pacific Charter - San Diego
	6/25/2024	KATI002--Katie Hawck	20137002906	5.12	Florida Marketing Trip - Internet Access - Hawck, Katie	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002906	34.98	Florida Marketing Trip - Meals - Hawck, Katie	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002906	5.28	Florida Marketing Trip - Rental Car Fuel - Hawck, Katie	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137002906	16.86	Florida Marketing Trip - Ride Share- Hawck, Katie	44--California Pacific Charter - San Diego
	6/25/2024	SHIR000--Shirley Peterson	20137002919	47.34	MIleage for Board Meeting 06/11/24 for Shirley Peterson	44--California Pacific Charter - San Diego
	6/25/2024	ROMY001--Romy Fay-Mason	20137002907	7.72	Graduation - Tolls San Diego - Fay-Mason, Romy	44--California Pacific Charter - San Diego
		ROMY001--Romy Fay-Mason	20137002907	45.90	Graduation - Mileage San Diego - Fay-Mason, Romy	44--California Pacific Charter - San Diego
	6/25/2024	ERIC001--Ericka Zemmer	20137002918	53.26	SoCal Graduation 06/12/24 Mileage for Ericka Zemmer	44--California Pacific Charter - San Diego
	6/25/2024	GRET000--Gretchen Chamberlain	20137002916	25.59	SoCal Graduation 06/12/24 Mileage for Gretchen Chamberlain	44--California Pacific Charter - San Diego
		GRET000--Gretchen Chamberlain	20137002916	14.79	Office Visit 06/13/24 Mileage for Gretchen Chamberlain	44--California Pacific Charter - San Diego
	6/25/2024	SHAN000--Shannon Green	20137002910	8.91	GREEN, SHANNON Working Lunch - Accounting Workshop	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002910	8.64	DBA Newspaper Printing - OC	44--California Pacific Charter - San Diego
	6/25/2024	TANY001--Tanya Rogers	20137002915	27.25	Mileage for Board Meeting 06/11/24 for Tanya Rogers	44--California Pacific Charter - San Diego
	6/25/2024	PATR001--Patrice Aguilar	20137002911	31.16	Park Day - Mileage San Diego - Aguilar, Patrice	44--California Pacific Charter - San Diego
	6/25/2024	REBE001--Rebecca Ockey	20137002912	20.10	Park Day - Mileage SD - Ockey, Rebecca	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002917	9.41	Tech purchase for Wendy Waters	44--California Pacific Charter - San Diego



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	6/25/2024	PJNU001--PJ Nuzman	20137002913	8.11	Grad Night Mileage - San Diego - Nuzman, PJ	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002921	7.53	Supplies for SoCal Park Day	44--California Pacific Charter - San Diego
	6/25/2024	AMAZ000--Amazon	20137002914	3.10	Office supplies- tape	44--California Pacific Charter - San Diego
<b>Total for CHASE 1781</b>				<b>\$ 89,738.80</b>		

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/4/2024	ARNE001--A&R Parcel Three ARNE001--A&R Parcel Three		61.16 2,719.00	Office Space DOE - June 2024 Office Space Rent - June 2024	55--California Pacific Charter - Los Angeles 55--California Pacific Charter - Los Angeles
	6/4/2024	LISA003--Lisa Petrocelly	101371368	35.00	Livescan fees - Petrocelly, Lisa	55--California Pacific Charter - Los Angeles
	6/4/2024	ALEX000--Alexis Morfin	101371367	17.37	Grad night lunch & snack - Morfin, Alexis LA-14	55--California Pacific Charter - Los Angeles
	6/4/2024	JENN005--Jennifer Davis	101371365	66.90	39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim	55--California Pacific Charter - Los Angeles
		JENN005--Jennifer Davis	101371365	56.77	Parking for Jennifer Davis 39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim	55--California Pacific Charter - Los Angeles
		JENN005--Jennifer Davis	101371365	34.34	Food/Meals for Jennifer Davis 39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim Mileage for Jennifer Davis	55--California Pacific Charter - Los Angeles
	6/4/2024	ALYS001--Alyssa Ginn ALYS001--Alyssa Ginn	101371364 101371364	4.02 47.00	Livescan - Mileage - Ginn, Alyssa Livescan fees - Ginn, Alyssa	55--California Pacific Charter - Los Angeles 55--California Pacific Charter - Los Angeles
	6/4/2024	JENN005--Jennifer Davis	101371366	33.36	In Person Testing - Mileage - Davis, Jennifer	55--California Pacific Charter - Los Angeles
	6/5/2024	JOYN001--Joy Nehr	20137002874	20.00	Livescan Fingerprint Fees for Joy Nehr	55--California Pacific Charter - Los Angeles
		JOYN001--Joy Nehr	20137002874	8.38	Livescan Fingerprint Mileage for Joy Nehr	55--California Pacific Charter - Los Angeles
	6/5/2024	DONA001--Donald McLeish	101371370	186.75	CAA In-Person Testing - Hotel Stay - Los Angeles - McLeish, Donald	55--California Pacific Charter - Los Angeles
		DONA001--Donald McLeish	101371370	164.42	CAA In-Person Testing - Mileage - Los Angeles - McLeish, Donald	55--California Pacific Charter - Los Angeles
		DONA001--Donald McLeish	101371370	9.15	CAA In-Person Testing - Dinner - Los Angeles - McLeish, Donald	55--California Pacific Charter - Los Angeles
	6/5/2024	ALPH000--Alpha Vision, Inc.	101371374	189.50	June 2024 - CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	55--California Pacific Charter - Los Angeles
	6/5/2024	ASTA001--ASTA-USA TRANSLATION S	101371373	65.00	Translation Services May 2024	55--California Pacific Charter - Los Angeles
	6/5/2024	AVID001--AVID	20137002873	308.40	AVID Ignite (06/26-28/24) Registration for Laura Hopkins	55--California Pacific Charter - Los Angeles
	6/5/2024	ROMY001--Romy Fay-Mason	20137002871	53.29	Mileage & Tolls - To & From Office - Fay-Mason, Romy	55--California Pacific Charter - Los Angeles
	6/5/2024	DEBI001--Debi Huber	20137002870	37.34	Livescan fees - Huber, Debi	55--California Pacific Charter - Los Angeles
	6/5/2024	AMYN001--Amy Nguyen	20137002872	9.45	Livescan - Mileage to Office - Nguyen, Amy	55--California Pacific Charter - Los Angeles
	6/5/2024	MICH001--Michelle Ignacio	20137002868	344.85	CAA In-Person Testing - 4/30 - 5/8/2024 - Mileage - Los Angeles - Ignacio, Michelle	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		MICH001--Michelle Ignacio	20137002868	14.26	CAA In Person Testing - 4/30 - 5/8/2024 - Testing Supplies - Ignacio, Michelle	55--California Pacific Charter - Los Angeles
	6/5/2024	AMYE001--Amy Robinson	20137002869	37.00	Livescan fees - Robinson, Amy	55--California Pacific Charter - Los Angeles
	6/5/2024	KATI002--Katie Hawck	20137002867	27.91	CCSA 03/18-21/24 Long Beach Food for Katie Hawck	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002867	51.08	CCSA 03/18-21/24 Long Beach Rideshare (Uber/Lyft) for Katie Hawck	55--California Pacific Charter - Los Angeles
	6/5/2024	STAP000--Staples	20137002865	30.43	Copy Paper/Office Supplies for Office	55--California Pacific Charter - Los Angeles
	6/5/2024	FEDE001--FedEx	20137002866	16.99	Postage/Shipping Fees for Office	55--California Pacific Charter - Los Angeles
	6/6/2024	WORL000--Worldwide Express	101371378	75.21	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	6/6/2024	WORL000--Worldwide Express	101371379	110.20	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	6/6/2024	KATH001--Kathryn Sutton	101371375	12.06	Livescan CalPac Office - Mileage - Sutton, Kathryn	55--California Pacific Charter - Los Angeles
	6/6/2024	ECCI000--ECC Imaging LLC.	101371376	11.70	04/26/24 to 05/25/24 coverage period	55--California Pacific Charter - Los Angeles
	6/6/2024	CARL002--Carly Berry	20137002875	30.00	Livescan fees - Berry, Carly	55--California Pacific Charter - Los Angeles
	6/10/2024	CORN002--Cornerstone Educational Sc	101371380	1,800.00	FBA Evaluation	55--California Pacific Charter - Los Angeles
	6/10/2024	JONW001--Jon Winn	101371381	39.50	Livescan fees - Winn, Jon	55--California Pacific Charter - Los Angeles
	6/11/2024	WORL000--Worldwide Express	101371382	157.89	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	6/11/2024	CULL001--Culliqan	101371383	32.50	Water Cooler Rental for June 2024	55--California Pacific Charter - Los Angeles
	6/11/2024	STAP001--Staples Technology Solutior	20137002886	3,020.25	Chromebooks for 7 LA SPED Students	55--California Pacific Charter - Los Angeles
	6/11/2024	GARR001--Garrett Carrington	20137002883	44.50	Livescan fees - Carrington, Garrett	55--California Pacific Charter - Los Angeles
	6/11/2024	HEAT001--Heather Goldbach	20137002884	39.50	Livescan fees - Goldbach, Heather	55--California Pacific Charter - Los Angeles
	6/11/2024	PJNU001--PJ Nuzman	20137002885	9.65	Livescan mileage - Nuzman, PJ	55--California Pacific Charter - Los Angeles
	6/11/2024	RING000--RingCentral	20137002881	1,763.69	Monthly Phone Bill - May 2024	55--California Pacific Charter - Los Angeles
	6/11/2024	STAP001--Staples Technology Solutior	20137002879	224.00	Chromebooks for 7 LA SPED Students	55--California Pacific Charter - Los Angeles
	6/11/2024	VANG000--Vangie Akridge	20137002880	38.49	LRP's National Institue 05/05-08/24 Savannah Rideshare Uber/Lyft for Vanaie Akridge	55--California Pacific Charter - Los Angeles
		VANG000--Vangie Akridge	20137002880	10.59	LRP's National Institue 05/05-08/24 Savannah Mileage for Vangie Akridge	55--California Pacific Charter - Los Angeles

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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		VANG000--Vangie Akridge	20137002880	110.80	LRP's National Institue 05/05-08/24 Savannah Meals for Vanqie Akridge	55--California Pacific Charter - Los Angeles
	6/11/2024	ERIC001--Ericka Zemmer	20137002878	2.78	Kinder Planning Mileage for P Aguilar , J Stubbs , M Garcia and E Zemmer	55--California Pacific Charter - Los Angeles
		ERIC001--Ericka Zemmer	20137002878	34.85	Kinder Planning Dinner for P Aguilar , J Stubbs , M Garcia and E Zemmer	55--California Pacific Charter - Los Angeles
	6/11/2024	WEND001--Wendy Waters Barton	20137002882	22.31	CalSTRS In Person Training - Mileage - Waters Barton, Wendy	55--California Pacific Charter - Los Angeles
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ken	20137002888	1,036.75	Legal Expenses for March 2024	55--California Pacific Charter - Los Angeles
	6/12/2024	YMCL000--Law Offices of Young, Minn	101371384	865.00	Legal Services for May 2024	55--California Pacific Charter - Los Angeles
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ken	20137002887	275.00	Legal Expenses for April 2024	55--California Pacific Charter - Los Angeles
	6/12/2024	PROC000--Procopio, Cory, Hargreaves	20137002890	198.60	Legal Services for April 2024	55--California Pacific Charter - Los Angeles
	6/14/2024	ERIN001--Erin Speakman	101371390	42.50	Livescan fees - Speakman, Erin	55--California Pacific Charter - Los Angeles
		ERIN001--Erin Speakman	101371390	9.52	Livescan mileaage - Speakman, Erin	55--California Pacific Charter - Los Angeles
	6/14/2024	HOLL001--Holly Hess	101371387	42.00	Livescan fees - Hess, Holly	55--California Pacific Charter - Los Angeles
	6/14/2024	VIVI001--Viviann Rodriguez	101371389	15.34	Gradnite - Ride Share - Rodriguez, Viviann	55--California Pacific Charter - Los Angeles
	6/14/2024	LORI001--Lori Frank	101371386	64.97	CUE Conference 03/21-23/24 Palm Springs Meals for Lori Frank	55--California Pacific Charter - Los Angeles
		LORI001--Lori Frank	101371386	72.75	CUE Conference 03/21-23/24 Palm Springs Mileaage for Lori Frank	55--California Pacific Charter - Los Angeles
	6/17/2024	JAMI001--Jamie Castillo	101371394	1,125.00	Program Induction Reimbursement - 50% Credential Cost Share - Castillo, Jamie	55--California Pacific Charter - Los Angeles
	6/17/2024	MYCH001--Mychal Garcia	101371393	105.19	Mileage - LA - Park Day - Garcia, Mychal	55--California Pacific Charter - Los Angeles
		MYCH001--Mychal Garcia	101371393	19.00	Parking - LA - Park Day - Garcia, Mychal	55--California Pacific Charter - Los Angeles
		MYCH001--Mychal Garcia	101371393	89.11	RideShare- LA - Park Day - Garcia, Mychal	55--California Pacific Charter - Los Angeles
		MYCH001--Mychal Garcia	101371393	26.49	Meals - LA - Park Day - Garcia, Mychal	55--California Pacific Charter - Los Angeles
	6/17/2024	JIMS001--Jim Scheible	101371392	531.25	Charter Data Tracking Professional Services - May 2024	55--California Pacific Charter - Los Angeles
	6/17/2024	LISA003--Lisa Petrocelly	101371391	15.46	Meals - LA - Park Day - Petrocelly, Lisa	55--California Pacific Charter - Los Angeles
		LISA003--Lisa Petrocelly	101371391	21.24	Mileage - LA - Park Day - Petrocelly, Lisa	55--California Pacific Charter - Los Angeles
	6/17/2024	ERIN000--Erin Rineberg	20137002895	2.21	Livescan mileage - Dietz-Rineberg, Erin	55--California Pacific Charter - Los Angeles
		ERIN000--Erin Rineberg	20137002895	39.50	Livescan fees - Dietz-Rineberg, Erin	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/17/2024	BRIT001--Brittany Lutz	20137002893	47.00	Livescan fees - Lutz, Brittany	55--California Pacific Charter - Los Angeles
	6/17/2024	CORR001--Corrie Amador	20137002894	14.25	Board meeting Mileage - Amador, Corrie	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002894	19.97	STRS Training Mileage - Amador, Corrie	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002894	0.82	Post Office Fees - Amador, Corrie	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137002894	4.56	Post Office Mileage - Amador, Corrie	55--California Pacific Charter - Los Angeles
	6/17/2024	APPL001--Apple, Inc.	20137002891	2,027.65	IPAD Pro 13 For Danielle Carbonetta	55--California Pacific Charter - Los Angeles
	6/17/2024	YENI001--Yeni Sandoval	20137002892	66.63	CMHACY Conference (5/15 -5/17/2024) - Meals - Sandoval, Yeni	55--California Pacific Charter - Los Angeles
		YENI001--Yeni Sandoval	20137002892	53.58	CMHACY Conference (5/15 -5/17/2024) - Rideshare - Sandoval, Yeni	55--California Pacific Charter - Los Angeles
	6/18/2024	WORL000--Worldwide Express	101371396	209.08	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137138	-15.34	Gradnite - Ride Share - Rodriguez, Viviann	55--California Pacific Charter - Los Angeles
	6/18/2024	SARA002--Sarah Alewine	101371395	39.50	Livescan Fees - Alewine, Sarah	55--California Pacific Charter - Los Angeles
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137133	-6.31	CPR / Hipcooks Mileage & parking	55--California Pacific Charter - Los Angeles
	6/18/2024	VIVI001--Viviann Rodriguez	Voided - 10137128	-8.72	Mileage for InNOut field trip	55--California Pacific Charter - Los Angeles
	6/18/2024	KAJE000--Kajeet, Inc	20137002900	599.50	Student Replacement Hotspots, Hotspots Protection and Shipping	55--California Pacific Charter - Los Angeles
	6/18/2024	STAP000--Staples	20137002901	37.33	Copy Paper/Office Supplies for Office	55--California Pacific Charter - Los Angeles
	6/18/2024	OXFO000--Oxford Consulting Services,	20137002896	2,062.50	BCBA Services May 2024	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services,	20137002896	588.00	PT & Speech Services May 2024	55--California Pacific Charter - Los Angeles
	6/18/2024	JILL001--Jill Stubbs	20137002897	26.33	Park Day - Mileage - Los Angeles - Stubbs, Jill	55--California Pacific Charter - Los Angeles
	6/20/2024	VIVI001--Viviann Rodriguez	20137002904	15.34	Gradnite - Ride Share - Rodriguez, Viviann	55--California Pacific Charter - Los Angeles
	6/20/2024	VIVI001--Viviann Rodriguez	20137002902	8.72	Mileage for InNOut field trip	55--California Pacific Charter - Los Angeles
	6/20/2024	VIVI001--Viviann Rodriguez	20137002903	6.31	CPR / Hipcooks Mileage & parking	55--California Pacific Charter - Los Angeles
	6/24/2024	OHIO001--Ohio Bureau of Workers' Compensation		62.40	Ohio Worker's Comp	55--California Pacific Charter - Los Angeles
	6/24/2024	JASO000--Jason D. McFaul	1132619191	200.00	June 2024 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	6/24/2024	WILL000--William J Howard Jr.	1132619139	200.00	June 2024 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	6/24/2024	TANY001--Tanya Rogers	1132619127	200.00	June 2024 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	6/24/2024	KELL000--Kelly Wylie	1132619200	200.00	June 2024 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	6/24/2024	SHIR000--Shirley Peterson	1132619233	200.00	June 2024 Board Stipends - SP	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/24/2024	LEAR000--Learning Without Tears	101371415	1,740.69	Get Set For School Pre - K Curriculum for Michelle Ignacio's SPED Students	55--California Pacific Charter - Los Angeles
	6/24/2024	ANCH000--Anchor Counseling & Educa	101371409	2,685.42	Behavior Intervention May 2024	55--California Pacific Charter - Los Angeles
	6/24/2024	SPEC000--Specialized Therapy Service	101371410	130.00	Behavior Tech April 2024	55--California Pacific Charter - Los Angeles
	6/24/2024	SHEL001--Shelby Sullivan	101371412	43.55	Graduation - Mileage LA - Sullivan, Shelby	55--California Pacific Charter - Los Angeles
		SHEL001--Shelby Sullivan	101371412	7.10	Graduation - Tolls LA - Sullivan, Shelby	55--California Pacific Charter - Los Angeles
	6/24/2024	TIFF001--Tiffany Cozzi	101371414	40.87	Graduation - Mileage LA - Cozzi, Tiffany	55--California Pacific Charter - Los Angeles
	6/24/2024	CALI002--California Department of Edu	101371407	27,443.00	FY20-21 Title V, Part B Federal Funds - CA Pacific Charter-Los Angeles	55--California Pacific Charter - Los Angeles
	6/24/2024	EMHS000--EMH Sports USA, Inc.	101371406	902.50	APE Services May 2024	55--California Pacific Charter - Los Angeles
	6/24/2024	LORI001--Lori Frank	101371401	79.22	Meals - LA - Park Day - Frank, Lori	55--California Pacific Charter - Los Angeles
		LORI001--Lori Frank	101371401	16.28	Mileage - LA - Park Day - Frank, Lori	55--California Pacific Charter - Los Angeles
	6/24/2024	CARY001--Caryn Masters	101371403	47.00	Livescan Fees - Masters, Caryn	55--California Pacific Charter - Los Angeles
	6/24/2024	FRAN001--Frances Acin	101371402	42.00	Livescan fees - Acin, Frances	55--California Pacific Charter - Los Angeles
	6/24/2024	KRIS001--Kristi Dodson	101371404	39.50	Livescan fees - Dodson, Kristi	55--California Pacific Charter - Los Angeles
	6/24/2024	METL001--MetLife Small Business Cen	20137002905	3,467.37	2024-07 Insurance Premiums	55--California Pacific Charter - Los Angeles
	6/24/2024	ALLS001--All Systems Go!	101371398	1,310.03	Marketing for June 2024	55--California Pacific Charter - Los Angeles
	6/24/2024	EXTR001--Extra Storage Newport Mes	101371399	246.24	2024-07 Storage Fees	55--California Pacific Charter - Los Angeles
	6/24/2024	WORL000--Worldwide Express	101371400	164.27	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	6/25/2024	UKG0001--UKG	20137002944	250.09	MAR-MAY Overage Fees	55--California Pacific Charter - Los Angeles
		UKG0001--UKG	20137002944	3,000.94	JUL-SEP 2024 Payroll Processing Fees	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002945	343.16	Tech purchase for Danielle Carbonetta	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002948	89.16	Office supplies- mailing supplies	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002946	138.45	Tech purchase for Danielle Carbonetta	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002943	130.16	Tech purchase for Aimara Vazquez	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002942	130.16	Tech purchase for Erin Twedell	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002951	53.68	Office supplies- envelopes	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/25/2024	AMAZ000--Amazon	20137002952	42.53	Office supplies- pens and envelopes	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002950	26.80	Office supplies- paper and batteries	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002953	24.78	Supplies for Office	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002947	23.33	Office supplies- labels	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002949	17.95	Office supplies- paper	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002940	7.37	Office supplies- name badges	55--California Pacific Charter - Los Angeles
	6/25/2024	GRET000--Gretchen Chamberlain	20137002937	3,872.85	Admin Credential Reimbursement - Chamberlain, Gretchen	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002930	146.03	Tech purchase for Shelby Sullivan	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002932	133.07	Tech purchase for Cherie Watson	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002931	132.20	Tech purchase for Dana Resurreccion	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002935	130.75	Tech purchase for Alexis Palacios	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002933	125.75	Tech purchase for Esmeralda Brown	55--California Pacific Charter - Los Angeles
	6/25/2024	SHAN000--Shannon Green	20137002939	11.68	GREEN, SHANNON - Meals BOD Meeting	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137002939	29.58	GREEN, SHANNON - Mileage/Parking/Lyft BOD Meeting	55--California Pacific Charter - Los Angeles
	6/25/2024	PJNU001--PJ Nuzman	20137002938	12.23	Graduation - Mileage LA - Nuzman, PJ	55--California Pacific Charter - Los Angeles
	6/25/2024	TSWT000--TSW Therapy, Inc.	20137002924	7,474.20	Therapy Services May 2024	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002925	22.61	Office supplies- Graduation diploma covers	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002929	17.23	Materials for graduation	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002928	14.17	Books for TK Pathway Course for Patrice Aquilar	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002926	10.16	Office supplies- paper	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002927	6.99	So Cal Park Day Supplies 05/31/24	55--California Pacific Charter - Los Angeles
	6/25/2024	DELA000--De Laque Landen Financial S	20137002908	205.33	Copier Lease for July 2024	55--California Pacific Charter - Los Angeles
	6/25/2024	KATI002--Katie Hawck	20137002909	36.97	SoCal Graduation 06/12/24 Meals for Katie Hawck	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002909	17.00	SoCal Graduation 06/12/24 WiFi for Katie Hawck	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002909	66.43	SoCal Graduation 06/12/24 Rideshare Uber/Lyft for Katie Hawck	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002920	151.01	Supplies for Park Day- CPC-LA	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/25/2024	KATI002--Katie Hawck	20137002906	26.36	Florida Marketing Trip - Ride Share- Hawck, Katie	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002906	54.65	Florida Marketing Trip - Meals - Hawck, Katie	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002906	8.26	Florida Marketing Trip - Rental Car Fuel - Hawck, Katie	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137002906	8.00	Florida Marketing Trip - Internet Access - Hawck, Katie	55--California Pacific Charter - Los Angeles
	6/25/2024	SHIR000--Shirley Peterson	20137002919	47.36	MIleage for Board Meeting 06/11/24 for Shirley Peterson	55--California Pacific Charter - Los Angeles
	6/25/2024	ROMY001--Romy Fay-Mason	20137002907	7.71	Graduation - Tolls LA - Fay-Mason, Romy	55--California Pacific Charter - Los Angeles
		ROMY001--Romy Fay-Mason	20137002907	45.89	Graduation - Mileage LA - Fay-Mason, Romy	55--California Pacific Charter - Los Angeles
	6/25/2024	ERIC001--Ericka Zemmer	20137002918	53.27	SoCal Graduation 06/12/24 Mileage for Ericka Zemmer	55--California Pacific Charter - Los Angeles
	6/25/2024	GRET000--Gretchen Chamberlain	20137002916	25.60	SoCal Graduation 06/12/24 Mileage for Gretchen Chamberlain	55--California Pacific Charter - Los Angeles
		GRET000--Gretchen Chamberlain	20137002916	23.12	Office Visit 06/13/24 Mileage for Gretchen Chamberlain	55--California Pacific Charter - Los Angeles
	6/25/2024	SHAN000--Shannon Green	20137002910	13.50	DBA Newspaper Printing - OC	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137002910	13.93	GREEN, SHANNON Working Lunch - Accounting Workshop	55--California Pacific Charter - Los Angeles
	6/25/2024	TANY001--Tanya Rogers	20137002915	27.25	Mileage for Board Meeting 06/11/24 for Tanya Rogers	55--California Pacific Charter - Los Angeles
	6/25/2024	PATR001--Patrice Aguilar	20137002911	31.15	Park Day - Mileage LA - Aguilar, Patrice	55--California Pacific Charter - Los Angeles
	6/25/2024	REBE001--Rebecca Ockey	20137002912	20.10	Park Day - Mileage LA - Ockey, Rebecca	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002917	14.70	Tech purchase for Wendy Waters	55--California Pacific Charter - Los Angeles
	6/25/2024	PJNU001--PJ Nuzman	20137002913	11.19	Grad Night Mileage - Los Angeles - Nuzman, PJ	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002921	7.54	Supplies for SoCal Park Day	55--California Pacific Charter - Los Angeles
	6/25/2024	AMAZ000--Amazon	20137002914	4.85	Office supplies- tape	55--California Pacific Charter - Los Angeles
<b>Total for CHASE 1781</b>				<b>\$ 79,439.84</b>		



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CHASE 1781 - Chase Bank - Main	6/4/2024	ARNE001--A&R Parcel Three		22.02	Office Space DOE - June 2024	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three		978.84	Office Space Rent - June 2024	95--California Pacific Charter - Sonoma
	6/4/2024	MYCH001--Mychal Garcia	101371369	266.73	Mileage for Safari West field trip	95--California Pacific Charter - Sonoma
		MYCH001--Mychal Garcia	101371369	35.20	Meals for Safari West field trip	95--California Pacific Charter - Sonoma
	6/4/2024	LISA003--Lisa Petrocelly	101371368	12.60	Livescan fees - Petrocelly, Lisa	95--California Pacific Charter - Sonoma
	6/4/2024	JENN005--Jennifer Davis	101371365	20.44	39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim	95--California Pacific Charter - Sonoma
		JENN005--Jennifer Davis	101371365	12.36	Food/Meals for Jennifer Davis	95--California Pacific Charter - Sonoma
		JENN005--Jennifer Davis	101371365	24.08	39th CSUN Assistive Technology Conference 03/18-22/24 Anaheim Mileage for Jennifer Davis	95--California Pacific Charter - Sonoma
	6/4/2024	ALYS001--Alyssa Ginn	101371364	16.92	Livescan fees - Ginn, Alyssa	95--California Pacific Charter - Sonoma
		ALYS001--Alyssa Ginn	101371364	1.45	Livescan - Mileage - Ginn, Alyssa	95--California Pacific Charter - Sonoma
	6/5/2024	JOYN001--Joy Nehr	20137002874	3.02	Livescan Fingerprint Mileage for Joy Nehr	95--California Pacific Charter - Sonoma
		JOYN001--Joy Nehr	20137002874	7.20	Livescan Fingerprint Fees for Joy Nehr	95--California Pacific Charter - Sonoma
	6/5/2024	ALPH000--Alpha Vision, Inc.	101371374	68.22	June 2024 - CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	95--California Pacific Charter - Sonoma
	6/5/2024	AVID001--AVID	20137002873	308.30	AVID Ignite (06/26-28/24) Registration for Laura Hopkins	95--California Pacific Charter - Sonoma
	6/5/2024	ROMY001--Romy Fay-Mason	20137002871	19.18	Mileage & Tolls - To & From Office - Fay-Mason, Romy	95--California Pacific Charter - Sonoma
	6/5/2024	DEBI001--Debi Huber	20137002870	13.44	Livescan fees - Huber, Debi	95--California Pacific Charter - Sonoma
	6/5/2024	AMYN001--Amy Nguyen	20137002872	3.40	Livescan - Mileage to Office - Nguyen, Amy	95--California Pacific Charter - Sonoma
	6/5/2024	MICH001--Michelle Ignacio	20137002868	39.19	CAA In-Person Testing - 4/30 - 5/8/2024 - Mileage - Sonoma - Ignacio, Michelle	95--California Pacific Charter - Sonoma
		MICH001--Michelle Ignacio	20137002868	5.13	CAA In Person Testing - 4/30 - 5/8/2024 - Testing Supplies - Ignacio, Michelle	95--California Pacific Charter - Sonoma
		MICH001--Michelle Ignacio	20137002868	247.29	CAA In-Person Testing - 4/30 - 5/8/2024 - Rental Car - Sonoma - Ignacio, Michelle	95--California Pacific Charter - Sonoma
	6/5/2024	AMYE001--Amy Robinson	20137002869	13.32	Livescan fees - Robinson, Amy	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>						
	6/5/2024	KATI002--Katie Hawck	20137002867	18.39	CCSA 03/18-21/24 Long Beach Rideshare (Uber/Lyft) for Katie Hawck	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137002867	10.05	CCSA 03/18-21/24 Long Beach Food for Katie Hawck	95--California Pacific Charter - Sonoma
	6/5/2024	STAP000--Staples	20137002865	10.95	Copy Paper/Office Supplies for Office	95--California Pacific Charter - Sonoma
	6/5/2024	FEDE001--FedEx	20137002866	6.12	Postage/Shipping Fees for Office	95--California Pacific Charter - Sonoma
	6/6/2024	WORL000--Worldwide Express	101371378	114.64	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	6/6/2024	WORL000--Worldwide Express	101371379	17.28	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	6/6/2024	KATH001--Kathryn Sutton	101371375	4.34	Livescan CalPac Office - Mileage - Sutton, Kathryn	95--California Pacific Charter - Sonoma
	6/6/2024	ECCI000--ECC Imaging LLC.	101371376	4.21	04/26/24 to 05/25/24 coverage period	95--California Pacific Charter - Sonoma
	6/6/2024	CARL002--Carly Berry	20137002875	10.80	Livescan fees - Berry, Carly	95--California Pacific Charter - Sonoma
	6/7/2024	UNPL001--Unplug Studio LLC	20137002877	65.00	Hosting and Maintenance Website - June 2024	95--California Pacific Charter - Sonoma
	6/10/2024	JONW001--Jon Winn	101371381	14.22	Livescan fees - Winn, Jon	95--California Pacific Charter - Sonoma
	6/11/2024	WORL000--Worldwide Express	101371382	173.33	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	6/11/2024	CULL001--Culligan	101371383	11.70	Water Cooler Rental for June 2024	95--California Pacific Charter - Sonoma
	6/11/2024	GARR001--Garrett Carrington	20137002883	16.02	Livescan fees - Carrington, Garrett	95--California Pacific Charter - Sonoma
	6/11/2024	HEAT001--Heather Goldbach	20137002884	14.22	Livescan fees - Goldbach, Heather	95--California Pacific Charter - Sonoma
	6/11/2024	PJNU001--PJ Nuzman	20137002885	3.47	Livescan mileage - Nuzman, PJ	95--California Pacific Charter - Sonoma
	6/11/2024	RING000--RingCentral	20137002881	634.93	Monthly Phone Bill - May 2024	95--California Pacific Charter - Sonoma
	6/11/2024	VANG000--Vangie Akridge	20137002880	13.86	LRP's National Institute 05/05-08/24 Savannah Rideshare Uber/Lyft for Vangie Akridge	95--California Pacific Charter - Sonoma
		VANG000--Vangie Akridge	20137002880	3.81	LRP's National Institute 05/05-08/24 Savannah Mileage for Vangie Akridge	95--California Pacific Charter - Sonoma
		VANG000--Vangie Akridge	20137002880	39.89	LRP's National Institute 05/05-08/24 Savannah Meals for Vangie Akridge	95--California Pacific Charter - Sonoma
	6/11/2024	ERIC001--Ericka Zemmer	20137002878	1.00	Kinder Planning Mileage for P Aguilar , J Stubbs , M Garcia and E Zemmer	95--California Pacific Charter - Sonoma
		ERIC001--Ericka Zemmer	20137002878	12.54	Kinder Planning Dinner for P Aguilar , J Stubbs , M Garcia and E Zemmer	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>						
	6/11/2024	WEND001--Wendy Waters Barton	20137002882	8.03	CalSTRS In Person Training - Mileage - Waters Barton, Wendy	95--California Pacific Charter - Sonoma
	6/12/2024	HATC000--Hatch & Cesario, Attorneys	20137002889	4,756.50	Legal Services for April 2024	95--California Pacific Charter - Sonoma
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ker	20137002888	373.23	Legal Expenses for March 2024	95--California Pacific Charter - Sonoma
	6/12/2024	YMCL000--Law Offices of Young, Minn	101371384	311.40	Legal Services for May 2024	95--California Pacific Charter - Sonoma
	6/12/2024	DDWK001--Dunn DeSantis Walt & Ker	20137002887	99.00	Legal Expenses for April 2024	95--California Pacific Charter - Sonoma
	6/12/2024	PROC000--Procopio, Corv, Harareaves	20137002890	71.50	Legal Services for April 2024	95--California Pacific Charter - Sonoma
	6/14/2024	ERIN001--Erin Speakman	101371390	15.30	Livescan fees - Speakman, Erin	95--California Pacific Charter - Sonoma
		ERIN001--Erin Speakman	101371390	3.43	Livescan mileaqe - Speakman, Erin	95--California Pacific Charter - Sonoma
	6/14/2024	HOLL001--Holly Hess	101371387	15.12	Livescan fees - Hess, Holly	95--California Pacific Charter - Sonoma
	6/14/2024	LORI001--Lori Frank	101371386	26.19	CUE Conference 03/21-23/24 Palm Springs Mileaqe for Lori Frank	95--California Pacific Charter - Sonoma
		LORI001--Lori Frank	101371386	23.39	CUE Conference 03/21-23/24 Palm Springs Meals for Lori Frank	95--California Pacific Charter - Sonoma
	6/17/2024	JAMI001--Jamie Castillo	101371394	405.00	Program Induction Reimbursement - 50% Credential Cost Share - Castillo, Jamie	95--California Pacific Charter - Sonoma
	6/17/2024	JIMS001--Jim Scheible	101371392	191.25	Charter Data Tracking Professional Services - May 2024	95--California Pacific Charter - Sonoma
	6/17/2024	ERIN000--Erin Rineberg	20137002895	0.80	Livescan mileage - Dietz-Rineberg, Erin	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137002895	14.22	Livescan fees - Dietz-Rineberg, Erin	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137002895	14.27	5/2/2024 - CAA In-Person Testing Mileage - Sonoma - Dietz-Rineberg, Erin	95--California Pacific Charter - Sonoma
	6/17/2024	BRIT001--Brittany Lutz	20137002893	16.92	Livescan fees - Lutz, Brittany	95--California Pacific Charter - Sonoma
	6/17/2024	CORR001--Corrie Amador	20137002894	1.64	Post Office Mileage - Amador, Corrie	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002894	7.19	STRS Training Mileage - Amador, Corrie	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002894	14.25	Board meeting Mileage - Amador, Corrie	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137002894	0.29	Post Office Fees - Amador, Corrie	95--California Pacific Charter - Sonoma
	6/17/2024	YENI001--Yeni Sandoval	20137002892	19.29	CMHACY Conference (5/15 -5/17/2024) - Rideshare - Sandoval, Yeni	95--California Pacific Charter - Sonoma
		YENI001--Yeni Sandoval	20137002892	23.99	CMHACY Conference (5/15 -5/17/2024) - Meals - Sandoval, Yeni	95--California Pacific Charter - Sonoma
	6/18/2024	WORL000--Worldwide Express	101371396	152.02	Shipping for CPC-SO	95--California Pacific Charter - Sonoma

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	6/18/2024	NICO001--Nicole Hemminger	101371397	19.16	DLAC Conference Austin 2/26-2/28 Mileage for Nicole Hemminger	95--California Pacific Charter - Sonoma
		NICO001--Nicole Hemminger	101371397	49.26	DLAC Conference Austin 2/26-2/28 Rideshare Uber/Lyft for Nicole Hemminger	95--California Pacific Charter - Sonoma
	6/18/2024	SARA002--Sarah Alewine	101371395	14.22	Livescan Fees - Alewine, Sarah	95--California Pacific Charter - Sonoma
	6/18/2024	VIVI001--Viviann Rodriquez	Voided - 10137.	-2.27	CPR / Hipcooks Mileage & parking	95--California Pacific Charter - Sonoma
	6/18/2024	KAJE000--Kajeet, Inc	20137002900	215.82	Student Replacement Hotspots, Hotspots Protection and Shipping	95--California Pacific Charter - Sonoma
	6/18/2024	OXFO000--Oxford Consulting Services,	20137002899	972.02	Speech and OT Services May 2024	95--California Pacific Charter - Sonoma
	6/18/2024	STAP000--Staples	20137002901	13.44	Copy Paper/Office Supplies for Office	95--California Pacific Charter - Sonoma
	6/20/2024	VIVI001--Viviann Rodriquez	20137002903	2.27	CPR / Hipcooks Mileage & parking	95--California Pacific Charter - Sonoma
	6/24/2024	OHIO001--Ohio Bureau of Workers' Compensation		26.00	Ohio Worker's Comp	95--California Pacific Charter - Sonoma
	6/24/2024	JASO000--Jason D. McFaul	1132619191	200.00	June 2024 Board Stipends - JM	95--California Pacific Charter - Sonoma
	6/24/2024	WILL000--William J Howard Jr.	1132619139	200.00	June 2024 Board Stipends - WH	95--California Pacific Charter - Sonoma
	6/24/2024	TANY001--Tanya Rogers	1132619127	200.00	June 2024 Board Stipends - TR	95--California Pacific Charter - Sonoma
	6/24/2024	KELL000--Kelly Wylie	1132619200	200.00	June 2024 Board Stipends - KW	95--California Pacific Charter - Sonoma
	6/24/2024	SHIR000--Shirley Peterson	1132619233	200.00	June 2024 Board Stipends - SP	95--California Pacific Charter - Sonoma
	6/24/2024	LEAR000--Learning Without Tears	101371415	626.65	Get Set For School Pre - K Curriculum for Michelle Ignacio's SPED Students	95--California Pacific Charter - Sonoma
	6/24/2024	SPEC000--Specialized Therapy Service	101371411	93.00	Behavior Tech April 2024	95--California Pacific Charter - Sonoma
	6/24/2024	ALEX000--Alexis Morfin	101371413	25.99	Parking - Graduation SO - Morfin,	95--California Pacific Charter - Sonoma
		ALEX000--Alexis Morfin	101371413	36.16	Meals - Graduation SO - Morfin, Alexis	95--California Pacific Charter - Sonoma
	6/24/2024	EMHS000--EMH Sports USA, Inc.	101371406	570.00	APE Services May 2024	95--California Pacific Charter - Sonoma
	6/24/2024	GUER000--Guerneville School District	101371405	28,290.00	Charter Oversight Fee Q3 and Q4 23/24	95--California Pacific Charter - Sonoma
	6/24/2024	CARY001--Caryn Masters	101371403	16.92	Livescan Fees - Masters, Caryn	95--California Pacific Charter - Sonoma
	6/24/2024	FRAN001--Frances Acin	101371402	15.12	Livescan fees - Acin, Frances	95--California Pacific Charter - Sonoma
	6/24/2024	KRIS001--Kristi Dodson	101371404	14.22	Livescan fees - Dodson, Kristi	95--California Pacific Charter - Sonoma
	6/24/2024	METL001--MetLife Small Business Cen	20137002905	1,444.74	2024-07 Insurance Premiums	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	6/24/2024	ALLS001--All Systems Go!	101371398	471.61	Marketing for June 2024	95--California Pacific Charter - Sonoma
	6/24/2024	EXTR001--Extra Storage Newport Mes	101371399	102.60	2024-07 Storage Fees	95--California Pacific Charter - Sonoma
	6/24/2024	WORL000--Worldwide Express	101371400	85.38	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	6/25/2024	UKG0001--UKG	20137002944	90.03	MAR-MAY Overage Fees	95--California Pacific Charter - Sonoma
		UKG0001--UKG	20137002944	1,250.39	JUL-SEP 2024 Payroll Processing Fees	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002948	32.10	Office supplies- mailing supplies	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002951	19.32	Office supplies- envelopes	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002952	15.31	Office supplies- pens and envelopes	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002950	9.65	Office supplies- paper and batteries	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002953	8.92	Supplies for Office	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002947	8.40	Office supplies- labels	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002949	6.46	Office supplies- paper	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002940	2.65	Office supplies- name badges	95--California Pacific Charter - Sonoma
	6/25/2024	GRET000--Gretchen Chamberlain	20137002937	1,394.22	Admin Credential Reimbursement - Chamberlain, Gretchen	95--California Pacific Charter - Sonoma
	6/25/2024	SHAN000--Shannon Green	20137002939	29.57	GREEN, SHANNON - Mileage/Parking/Lvft BOD Meeting	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002939	11.67	GREEN, SHANNON - Meals BOD Meeting	95--California Pacific Charter - Sonoma
	6/25/2024	TSWT000--TSW Therapy, Inc.	20137002923	955.50	Therapy Services May 2024	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002925	8.14	Office supplies- Graduation diploma covers	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002928	5.10	Books for TK Pathway Course for Patrice Aquilar	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002926	3.66	Office supplies- paper	95--California Pacific Charter - Sonoma
	6/25/2024	DELA000--De Laqe Landen Financial S	20137002908	85.56	Copier Lease for July 2024	95--California Pacific Charter - Sonoma
	6/25/2024	KATI002--Katie Hawck	20137002909	144.15	NorCal Graduation 06/13/24 Rideshare Uber/Lvft for Katie Hawck	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137002909	15.26	NorCal Graduation 06/13/24 Meals for Katie Hawck	95--California Pacific Charter - Sonoma
	6/25/2024	KATI002--Katie Hawck	20137002906	19.67	Florida Marketing Trip - Meals - Hawck, Katie	95--California Pacific Charter - Sonoma

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		KATI002--Katie Hawck	20137002906	2.88	Florida Marketing Trip - Internet Access - Hawck, Katie	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137002906	2.97	Florida Marketing Trip - Rental Car Fuel - Hawck, Katie	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137002906	9.49	Florida Marketing Trip - Ride Share - Hawck, Katie	95--California Pacific Charter - Sonoma
	6/25/2024	SHIR000--Shirley Peterson	20137002919	47.34	MIleage for Board Meeting 06/11/24 for Shirley Peterson	95--California Pacific Charter - Sonoma
	6/25/2024	GRET000--Gretchen Chamberlain	20137002916	8.32	Office Visit 06/13/24 Mileage for Gretchen Chamberlain	95--California Pacific Charter - Sonoma
	6/25/2024	SHAN000--Shannon Green	20137002910	40.00	DBA Newspaper Printing Sonoma	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002910	4.86	DBA Newspaper Printing - OC	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002910	5.01	GREEN, SHANNON Working Lunch - Accounting Workshop	95--California Pacific Charter - Sonoma
	6/25/2024	TANY001--Tanya Rogers	20137002915	27.24	Mileage for Board Meeting 06/11/24 for Tanya Rogers	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002917	5.29	Tech purchase for Wendy Waters	95--California Pacific Charter - Sonoma
	6/25/2024	AMAZ000--Amazon	20137002914	1.74	Office supplies- tape	95--California Pacific Charter - Sonoma
<b>Total for CHASE 1781</b>				<b>48,256.50</b>		

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<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/3/2024	NOTA001--Notable, Inc. (Kami)	20137002966	2,376.00	Contract for 2024/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	LEAR001--Learning A-Z	20137002968	253.44	Curriculum for K-8 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	WILL000--William J Howard Jr.	20137002967	5.70	Meal for Board Meeting 06/18/24 for William Howard	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137002967	57.83	MIleage for Board Meeting 06/11/24 & 06/18/24 for William Howard	55--California Pacific Charter - Los Angeles
	7/3/2024	LEAR002--Lanquaqe Tree Online, Inc.	20137002963	2,649.60	COMP ELD Levels 1 & 2 (10-49)	55--California Pacific Charter - Los Angeles
	7/3/2024	MYST000--Mystery Science, Inc.	101371428	717.60	Science Curriculum Membership for 2024-2025	55--California Pacific Charter - Los Angeles
	7/3/2024	PADL001--Padlet	20137002964	480.00	2024-25 Software for Student Collaboration	55--California Pacific Charter - Los Angeles
	7/3/2024	DISC001--Discovery Education Inc.	20137002965	383.52	Mystery Writing 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	LACOE03--Los Angeles County Office c	101371429	200.00	23/24 VPN Access for LA STRS Reporting	55--California Pacific Charter - Los Angeles
	7/3/2024	CCSA001--California Charter Schools	20137002961	5,440.50	Membership for the 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	DOCU000--Document Tracking Service	101371425	396.00	Document Tracking Services for 2024/2025	55--California Pacific Charter - Los Angeles
	7/3/2024	HEID001--HeidiSonas	101371426	143.99	Online Music Streaming 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	WORL000--Worldwide Express	101371427	146.79	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	7/3/2024	NORE001--NoRedInk	20137002960	4,661.76	Subscription for 24/25 SY Online Curriculum	55--California Pacific Charter - Los Angeles
	7/3/2024	BRAP000--BrainPOP LLC	101371423	2,505.60	ELL Curriculum for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	CHAR001--Charter Impact	101371420	1,312.50	Payroll Services June 2024	55--California Pacific Charter - Los Angeles
	7/3/2024	ESGI001--ESGI, LLC	101371424	884.64	Assessment Licenses for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	GENE000--Generation Genius, Inc.	101371422	861.60	License for Educational Streaming 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	ARTI001--Art In Action	20137002959	369.36	Art Curriculum for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/3/2024	EECS000--Effectual Educational Consu	20137002957	2,700.00	Vision & Speech Therapy and School Nurse May 2024	55--California Pacific Charter - Los Angeles
	7/3/2024	HANO000--The Hanover Insurance Gr	101371416	1,530.24	Fidelity and Crime Policy for 24/25	55--California Pacific Charter - Los Angeles
	7/3/2024	CTE0001--California Association of Lea	101371417	1,368.00	2024 CTE Conference Registration 11/21/24-11/22/24	55--California Pacific Charter - Los Angeles
	7/3/2024	OG00001--Institute for Multi-Sensory	20137002954	500.10	Impact Comprehensive Orton-Gillingham+ Training (07/22-26/24) for Donald McLeish	55--California Pacific Charter - Los Angeles

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<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/3/2024	JASO000--Jason D. McFaul	20137002955	12.20	MIleage for Board Meeting 06/11/24 & 06/18/24 for Jason McFaul	55--California Pacific Charter - Los Angeles
	7/5/2024	ARNE001--A&R Parcel Three	1878436932TC	58.71	Office Space DOE - June 2024	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	1878436932TC	2,610.24	Office Space Rent - July 2024	55--California Pacific Charter - Los Angeles
	7/5/2024	JENN001--Jennifer Byus	101371434	15.74	Park Day - Mileage LA - Byus, Jennifer	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101371434	10.38	Graduation - Mileage LA - Byus, Jennifer	55--California Pacific Charter - Los Angeles
	7/5/2024	DAIS001--Daisuke Nishikawa	101371435	3.15	Graduation - Mileage LA - Nishikawa, Daisuke	55--California Pacific Charter - Los Angeles
		DAIS001--Daisuke Nishikawa	101371435	2.75	Mileage - Nishikawa, Daisuke	55--California Pacific Charter - Los Angeles
	7/9/2024	CULL001--Culligan	101371438	31.20	Water Cooler Rental Monthly - July 2024	55--California Pacific Charter - Los Angeles
	7/9/2024	WORL000--Worldwide Express	101371436	1,185.18	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	7/9/2024	ALLS001--All Systems Go!	101371437	1,167.94	Marketing Monthly - July 2024	55--California Pacific Charter - Los Angeles
	7/10/2024	KAJE000--Kajeet, Inc	20137002977	13,035.77	Contract for 24/25 SY Hotspots	55--California Pacific Charter - Los Angeles
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002981	4,260.82	Audit of 06/30/2024 Fiscal Year Progress Payment	55--California Pacific Charter - Los Angeles
	7/10/2024	CENG000--Cenqaae Learning Inc.	20137002978	2,468.58	Subscription for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002980	1,764.00	Audit of 06/30/2024 Fiscal Year Testing & Discussions for State Compliance Requirements	55--California Pacific Charter - Los Angeles
	7/10/2024	RING000--RingCentral	20137002979	1,737.94	Monthly Phone Bill - June 2024	55--California Pacific Charter - Los Angeles
	7/10/2024	CALI003--CaliforniaChoice	101371440	599.36	June 2024 Final True Up - Arezou Tavakoulnia	55--California Pacific Charter - Los Angeles
	7/10/2024	USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 4 Course 7 Registrations for Patrice Aquilar	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 4 Course 7 Registrations for Mychal Garcia	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 5 Course 4 Registrations for Patrice Aquilar	55--California Pacific Charter - Los Angeles
		USD0001--USD Prof-Cont Education	20137002976	47.40	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	55--California Pacific Charter - Los Angeles



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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		USD0001--USD Prof-Cont Education	20137002976	68.26	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	55--California Pacific Charter - Los Angeles
	7/10/2024	ECCI000--ECC Imaging LLC.	101371439	75.40	05/26/24 to 06/25/24 coverage period	55--California Pacific Charter - Los Angeles
	7/10/2024	PATH001--Pathful	20137002975	5,520.00	Licenses for CTE 24/25 SY	55--California Pacific Charter - Los Angeles
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002974	3,268.92	July Insurance Premiums FY 24/25	55--California Pacific Charter - Los Angeles
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002973	1,368.72	July Insurance Premiums FY 24/25	55--California Pacific Charter - Los Angeles
	7/10/2024	JOCE001--Jocelin Jones	20137002972	37.25	Graduation - Mileage LA - Jones, Jocelin	55--California Pacific Charter - Los Angeles
	7/10/2024	ALIC001--Alice Pak	20137002971	68.68	Florida Marketing Video Production 06/19/24 Rideshare Uber/Lyft for Alice Pak	55--California Pacific Charter - Los Angeles
		ALIC001--Alice Pak	20137002971	50.91	Florida Marketing Video Production 06/19/24 Meals for Alice Pak	55--California Pacific Charter - Los Angeles
		ALIC001--Alice Pak	20137002971	10.79	Florida Marketing Video Production 06/19/24 Mileage for Alice Pak	55--California Pacific Charter - Los Angeles
	7/11/2024	EDME000--Edmentum	20137002982	1,500.00	ALVS Enrollment for 10 Students	55--California Pacific Charter - Los Angeles
	7/15/2024	BERK000--Berkshire Hathaway	1976293664TC	3,822.34	Workers Comp Premium Estimate for 7/1/24-7/1/25 Policy	55--California Pacific Charter - Los Angeles
	7/15/2024	GREEN01--GreenBox Services LLC	20137002985	33,762.25	100 Chromebooks for Students	55--California Pacific Charter - Los Angeles
	7/15/2024	1STD000--1st Day School Supplies, LL	101371441	25,355.57	Supply Boxes for TK-5th Grade and Art	55--California Pacific Charter - Los Angeles
	7/15/2024	DDWK001--Dunn DeSantis Wait & Ken	20137002983	1,465.00	Legal Services for April and May 2024	55--California Pacific Charter - Los Angeles
	7/15/2024	APPL001--Apple, Inc.	20137002984	256.45	Apple Pencil Pros for Unassigned Staff iPads	55--California Pacific Charter - Los Angeles
	7/15/2024	ULINE01--Uline	20137002986	58.39	Office Supplies for Victor Noqueda	55--California Pacific Charter - Los Angeles
	7/15/2024	HATC000--Hatch & Cesario, Attorneys	20137002988	17.50	Legal Services for May 2024	55--California Pacific Charter - Los Angeles
	7/16/2024	WORL000--Worldwide Express	101371442	51.13	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
		WORL000--Worldwide Express	101371442	107.65	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	7/17/2024	CORW001--Corwin Press, Inc.	20137002989	891.71	Books for Staff PD	55--California Pacific Charter - Los Angeles
	7/18/2024	KAHO001--Kahoot! ASA	101371449	1,017.45	Kahoot ! EDU Standard Licenses 24/25 SY	55--California Pacific Charter - Los Angeles
	7/18/2024	OXFO000--Oxford Consulting Services,	20137003011	79.50	ESY Services OT Services June 2024	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services.	20137003011	375.00	ESY Services BCBA June 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	HATC000--Hatch & Cesario, Attorneys	20137003007	157.50	Legal Services for June 2024	55--California Pacific Charter - Los Angeles

**Company name:** California Pacific Charter - Los Angeles  
**Report name:** Check register  
**Created on:** 8/1/2024  
**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/18/2024	AMAZ000--Amazon	20137003006	78.67	Supplies for Office	55--California Pacific Charter - Los Angeles
	7/18/2024	OXFO000--Oxford Consulting Services,	20137003010	125.00	ESY Services BCBA - July 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003015	14.04	Office supplies- paper	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003013	13.80	Tech purchase for Wendy Waters	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003014	11.32	Office supplies- envelopes	55--California Pacific Charter - Los Angeles
	7/18/2024	ANCH000--Anchor Counseling & Educa	101371447	2,366.67	23-24 ESY Services	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003003	150.77	Cases for 7 Staff iPads	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137003003	4.60	Supplies for Office	55--California Pacific Charter - Los Angeles
	7/18/2024	ANCH000--Anchor Counseling & Educa	101371448	125.00	Behavior Consultation - May 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	ROMY001--Romy Fav-Mason	20137003005	51.96	Mileage & Tolls - Fay-Mason, Romy	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003001	24.88	Supplies for Office	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003004	17.45	Supplies for Office	55--California Pacific Charter - Los Angeles
	7/18/2024	AMAZ000--Amazon	20137003002	4.30	Office supplies	55--California Pacific Charter - Los Angeles
	7/18/2024	PRES000--PresenceLearning, Inc.	20137002996	15,360.00	Kanga Licenses for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/18/2024	SEES000--Seesaw Learning, Inc.	20137002997	528.00	Contract for 24/25 SY Online Curriculum	55--California Pacific Charter - Los Angeles
	7/18/2024	HOLI002--Holiday Inn	20137003000	159.90	Board Meeting 9/10/24 Conference Room Rental Fee - Diamond Bar	55--California Pacific Charter - Los Angeles
	7/18/2024	PROC000--Procopio, Cory, Hargreaves	20137002998	233.35	Legal Services for May 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	CALSPRA--CalSPRA - California School	101371446	192.00	PR Membership for Ericka Zemmer, Katie Hawck, and Christine Feher	55--California Pacific Charter - Los Angeles
	7/18/2024	ALPH000--Alpha Vision, Inc.	101371445	181.92	Google Drive Back-Up Monthly - July 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	SCHO003--Scholastic Teacher Store	101371444	162.14	Membership for 2024-25 SY	55--California Pacific Charter - Los Angeles
	7/18/2024	STAP000--Staples	20137002999	34.80	Office Supplies for Office	55--California Pacific Charter - Los Angeles
	7/18/2024	SAGE002--Sage Intacct	20137002995	9,366.91	Sage Intacct Renewal FY 2024-25	55--California Pacific Charter - Los Angeles
	7/18/2024	JIMS001--Jim Scheible	101371443	1,000.00	Charter Data Tracking Professional Services - June 2024	55--California Pacific Charter - Los Angeles
	7/18/2024	PARC000--Parchment LLC	20137002991	1,000.00	Diploma Implementation Fees for 23/24 SY	55--California Pacific Charter - Los Angeles
	7/18/2024	HOLI002--Holiday Inn	20137002992	226.71	Board Meeting 8/13/24 Conference Room Rental Fee - Diamond Bar	55--California Pacific Charter - Los Angeles

**Company name:** California Pacific Charter - Los Angeles  
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**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/18/2024	DAIS002--Daisy Carlos	20137002990	33.85	BOD Board Meetings 05/14/24, 06/11/24 & 06/18/24 Mileage for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137002990	9.47	NCSC Conference 06/30/24 Boston Rideshare Uber/Lyft for Bill Howard	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137002990	16.91	Grad Night 05/15/24 Anaheim Rideshare Uber/Lyft for Kelly Rocha and Daisv Carlos	55--California Pacific Charter - Los Angeles
	7/22/2024	WORL000--Worldwide Express	101371451	173.48	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
		WORL000--Worldwide Express	101371451	86.32	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	7/24/2024	JASO000--Jason D. McFaul	1135869097	200.00	July 2024 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	7/24/2024	WILL000--William J Howard Jr.	1135869084	200.00	July 2024 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	7/24/2024	TANY001--Tanya Roqers	1135869078	200.00	July 2024 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	7/24/2024	KELL000--Kelly Wylie	1135869098	200.00	July 2024 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	7/24/2024	SHIR000--Shirley Peterson	1135869106	200.00	July 2024 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	7/24/2024	CHAR001--Charter Impact	Voided - 10137145	-8,700.00	STRS Audit Project SEW Review Jan-Jun 2024	55--California Pacific Charter - Los Angeles
	7/24/2024	FLVS000--Florida Virtual School	101371457	1,246.92	FlexPoint Curriculum - SY 24/25	55--California Pacific Charter - Los Angeles
	7/24/2024	EXTR001--Extra Storage Newport Mes.	101371455	252.00	Offsite Storage Fees Monthly - August 2024	55--California Pacific Charter - Los Angeles
	7/24/2024	CHAR001--Charter Impact	101371453	8,700.00	STRS Audit Project SEW Review Jan-Jun 2024	55--California Pacific Charter - Los Angeles
	7/24/2024	ASSO000--Association of California Sc.	101371452	4,195.92	24/25 ACSA Membership for Admin Team	55--California Pacific Charter - Los Angeles
	7/24/2024	SCHO000--School Pathways, LLC	20137003028	1,869.00	App & Lottery Subscription 24/25 School Year	55--California Pacific Charter - Los Angeles
		SCHO000--School Pathways, LLC	20137003028	182.00	Renaissance learning Export Bridge 24/25 School Year	55--California Pacific Charter - Los Angeles
	7/24/2024	SCHO000--School Pathways, LLC	20137003027	1,839.60	Zoom Bridge Annual Subscription 24/25 School Year	55--California Pacific Charter - Los Angeles
	7/24/2024	DELA000--De Laqe Landen Financial S	20137003032	205.33	Monthly Copier Lease Auqust 2024	55--California Pacific Charter - Los Angeles
	7/24/2024	KATI002--Katie Hawck	20137003033	98.30	Meals - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	55--California Pacific Charter - Los Angeles
		KATI002--Katie Hawck	20137003033	89.84	Rideshare - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	55--California Pacific Charter - Los Angeles
	7/24/2024	AMAZ000--Amazon	20137003034	66.72	Business Prime Essentials - Membership Fee 24/25	55--California Pacific Charter - Los Angeles
	7/24/2024	AMAZ000--Amazon	20137003035	6.12	Office Supplies - Sharpie Markers	55--California Pacific Charter - Los Angeles

**Company name:** California Pacific Charter - Los Angeles  
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**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/24/2024	CHRI001--Christine Feher	20137003017	14.16	BOD Board Meetings 06/11/24 Mileage for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	2.61	SELPA Meeting 6/14/24 Mileage for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	94.05	SELPA Meeting 6/14/24 Flights for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	8.95	Florida Marketing Video Production 06/19/24 Breakfast	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	20.00	Florida Marketing Video Production 06/19/24 Parking for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	5.23	Florida Marketing Video Production 06/19/24 Mileage for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	29.22	Florida Marketing Video Production 06/19/24 Rideshare Uber/Lyft for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	76.39	Florida Marketing Video Production 06/19/24 Accommodations for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	10.62	SELPA Meeting 6/14/24 Gas for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	24.81	SELPA Meeting 6/14/24 Meals for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	10.50	SELPA Meeting 6/14/24 Parking for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	99.99	SELPA Meeting 6/14/24 Accommodations for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	68.68	SELPA Meeting 6/14/24 Rental Car for Chistine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	414.98	Florida Marketing Video Production 06/19/24 Flights for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	26.10	TK-6 SoCal Park Day 05/31/24 Mileage for Christine Feher	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137003017	5.00	Florida Marketing Video Production 06/19/24 Flight WiFi for Christine Feher	55--California Pacific Charter - Los Angeles
	7/24/2024	PARC000--Parchment LLC	20137003024	1,049.76	Annual subscription for 24/25 SY	55--California Pacific Charter - Los Angeles
	7/24/2024	3PLE000--3P Learning Inc.	20137003022	633.60	Contract for Mathseeds/Reading Eggs Subscription 24/25 SY	55--California Pacific Charter - Los Angeles
	7/24/2024	PARC000--Parchment LLC	20137003023	60.00	Records Diquitization - June 2024	55--California Pacific Charter - Los Angeles
	7/24/2024	ITCT001--I'm the Chef Too	20137003016	38.28	STEM kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	7/25/2024	CHAR001--Charter Impact		275.00	STRS Audit Project SEW Review Jul 2024	55--California Pacific Charter - Los Angeles
		CHAR001--Charter Impact		8,425.00	STRS Audit Project SEW Review Jan-Jun 2024	55--California Pacific Charter - Los Angeles
	7/29/2024	ITCT001--I'm the Chef Too	20137003036	687.40	Students in CPC-LA	55--California Pacific Charter - Los Angeles
	7/31/2024	WILL000--William J Howard Jr.	20137003041	11.67	National Charter School Conference July 2024 Boston Luggage Fee for William "Bill" Howard	55--California Pacific Charter - Los Angeles

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**Location:** 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		WILL000--William J Howard Jr.	20137003041	3.04	National Charter School Conference July 2024 Boston Mileage for William "Bill" Howard	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137003041	24.61	National Charter School Conference July 2024 Boston Meals for William "Bill" Howard	55--California Pacific Charter - Los Angeles
	7/31/2024	ACCE001--Accelerate Education Incorp	20137003040	65,532.00	K-5 Workbooks, Seats, Online Courses and Training for Fall 2024	55--California Pacific Charter - Los Angeles
	7/31/2024	GOGU000--GoGuardian	20137003039	7,845.84	Contract for 24/25 SY Educational Technology	55--California Pacific Charter - Los Angeles
	7/31/2024	CHAR001--Charter Impact	101371459	1,260.00	Payroll & Retirement Services Monthly - July 2024	55--California Pacific Charter - Los Angeles
	7/31/2024	WILL000--William J Howard Jr.	20137003038	2.90	National Charter School Conference June 2024 Boston Mileage for William "Bill" Howard	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137003038	8.35	National Charter School Conference June 2024 Boston Meals for William "Bill" Howard	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	20137003038	11.67	National Charter School Conference June 2024 Boston Luggage for William "Bill" Howard	55--California Pacific Charter - Los Angeles
	7/31/2024	ECCI000--ECC Imaging LLC.	101371458	25.68	Copier Overages Monthly - July 2024	55--California Pacific Charter - Los Angeles
<b>Total for CHASE 1781</b>				<b>\$268,417.20</b>		

**Company name:** California Pacific Charter - Sonoma  
**Report name:** Check register  
**Created on:** 8/1/2024  
**Location:** 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/3/2024	NOTA001--Notable, Inc. (Kami)	20137002966	990.00	Contract for 2024/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	LEAR001--Learningq A-Z	20137002968	105.60	Curriculum for K-8 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	WILL000--William J Howard Jr.	20137002967	5.70	Meal for Board Meeting 06/18/24 for William Howard	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137002967	57.81	MIleage for Board Meeting 06/11/24 & 06/18/24 for William Howard	95--California Pacific Charter - Sonoma
	7/3/2024	LEAR002--Lanquaqe Tree Online, Inc.	20137002963	1,104.00	COMP ELD Levels 1 & 2 (10-49)	95--California Pacific Charter - Sonoma
	7/3/2024	MYST000--Mystery Science, Inc.	101371428	299.00	Science Curriculum Membership for 2024-2025	95--California Pacific Charter - Sonoma
	7/3/2024	PADL001--Padlet	20137002964	200.00	2024-25 Software for Student Collaboration	95--California Pacific Charter - Sonoma
	7/3/2024	DISC001--Discovery Education Inc.	20137002965	159.80	Mystery Writing 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	CCSA001--California Charter Schools A	20137002961	1,984.00	Membership for the 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	DOCU000--Document Tracking Service	101371425	165.00	Document Tracking Services for 2024/2025	95--California Pacific Charter - Sonoma
	7/3/2024	HEID001--HeidiSongs	101371426	59.99	Online Music Streaming 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	WORL000--Worldwide Express	101371427	80.43	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	7/3/2024	NORE001--NoRedInk	20137002960	1,942.40	Subscription for 24/25 SY Online Curriculum	95--California Pacific Charter - Sonoma
	7/3/2024	BRAP000--BrainPOP LLC	101371423	1,044.00	ELL Curriculum for 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	CHAR001--Charter Impact	101371420	472.50	Payroll Services June 2024	95--California Pacific Charter - Sonoma
	7/3/2024	ESGI001--ESGI, LLC	101371424	368.60	Assessment Licenses for 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	GENE000--Generation Genius, Inc.	101371422	359.00	License for Educational Streaming 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	EECS000--Effectual Educational Consu	20137002958	1,166.25	PT, OT & ST and APE Services May 2024	95--California Pacific Charter - Sonoma
	7/3/2024	ARTI001--Art In Action	20137002959	153.90	Art Curriculum for 24/25 SY	95--California Pacific Charter - Sonoma
	7/3/2024	PART000--Partners in Special Educatio	101371421	230.00	APE Services May 2024	95--California Pacific Charter - Sonoma
	7/3/2024	HANO000--The Hanover Insurance Gr	101371416	637.60	Fidelity and Crime Policy for 24/25	95--California Pacific Charter - Sonoma
	7/3/2024	CTE0001--California Association of Lea	101371417	570.00	2024 CTE Conference Registration 11/21/24-11/22/24	95--California Pacific Charter - Sonoma
	7/3/2024	OG00001--Institute for Multi-Sensory	20137002954	499.95	Impact Comprehensive Orton-Gillingham+ Training (07/22-26/24) for Donald McLeish	95--California Pacific Charter - Sonoma

**Company name:** California Pacific Charter - Sonoma  
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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/3/2024	JASO000--Jason D. McFaul	20137002955	12.19	MIleage for Board Meeting 06/11/24 & 06/18/24 for Jason McFaul	95--California Pacific Charter - Sonoma
	7/5/2024	ARNE001--A&R Parcel Three ARNE001--A&R Parcel Three	1878436932TC 1878436932TC	24.46 1,087.60	Office Space DOE - June 2024 Office Space Rent - July 2024	95--California Pacific Charter - Sonoma 95--California Pacific Charter - Sonoma
	7/5/2024	DAIS001--Daisuke Nishikawa	101371435	0.99	Mileage - Nishikawa, Daisuke	95--California Pacific Charter - Sonoma
	7/9/2024	CULL001--Culligan	101371438	13.00	Water Cooler Rental Monthly - July 2024	95--California Pacific Charter - Sonoma
	7/9/2024	WORL000--Worldwide Express	101371436	467.06	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	7/9/2024	ALLS001--All Systems Go!	101371437	486.64	Marketing Monthly - July 2024	95--California Pacific Charter - Sonoma
	7/9/2024	UNPL001--Unplug Studio LLC	20137002969	65.00	Website Hosting and Maintenance Monthly - July 2024	95--California Pacific Charter - Sonoma
	7/10/2024	KAJE000--Kajeet, Inc	20137002977	5,431.57	Contract for 24/25 SY Hotspots	95--California Pacific Charter - Sonoma
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002981	1,775.34	Audit of 06/30/2024 Fiscal Year Progress Payment	95--California Pacific Charter - Sonoma
	7/10/2024	CENG000--Cenaaq Learning Inc.	20137002978	1,028.57	Subscription for 24/25 SY	95--California Pacific Charter - Sonoma
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002980	735.00	Audit of 06/30/2024 Fiscal Year Testing & Discussions for State Compliance Requirements	95--California Pacific Charter - Sonoma
	7/10/2024	RING000--RingCentral	20137002979	625.66	Monthly Phone Bill - June 2024	95--California Pacific Charter - Sonoma
	7/10/2024	CALI003--CaliforniaChoice	101371440	215.77	June 2024 Final True Up - Arezou Tavakoulnia	95--California Pacific Charter - Sonoma
	7/10/2024	USD0001--USD Prof-Cont Education	20137002976	17.06	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	17.06	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	17.06	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	28.44	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	28.44	USD TK Pathway Cohort 4 Course 7 Registrations for Patrice Aquilar	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	28.44	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	28.44	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	28.44	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	17.06	USD TK Pathway Cohort 4 Course 7 Registrations for Patrice Aquilar	95--California Pacific Charter - Sonoma
		USD0001--USD Prof-Cont Education	20137002976	17.06	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/10/2024	ECCI000--ECC Imaging LLC.	101371439	27.14	05/26/24 to 06/25/24 coverage period	95--California Pacific Charter - Sonoma
	7/10/2024	PATH001--Pathful	20137002975	2,300.00	Licenses for CTE 24/25 SY	95--California Pacific Charter - Sonoma
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002974	1,362.05	July Insurance Premiums FY 24/25	95--California Pacific Charter - Sonoma
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002973	570.30	July Insurance Premiums FY 24/25	95--California Pacific Charter - Sonoma
	7/10/2024	ALIC001--Alice Pak	20137002971	18.33	Florida Marketing Video Production	95--California Pacific Charter - Sonoma
		ALIC001--Alice Pak	20137002971	24.72	06/19/24 Meals for Alice Pak Florida Marketing Video Production	95--California Pacific Charter - Sonoma
		ALIC001--Alice Pak	20137002971	3.88	06/19/24 Rideshare Uber/Lyft for Alice Pak Florida Marketing Video Production	95--California Pacific Charter - Sonoma
	7/10/2024	ERIN000--Erin Rineberg	20137002970	78.39	06/19/24 Mileage for Alice Pak NorCal Graduation 06/13/24 Mileage for Erin Rineberg	95--California Pacific Charter - Sonoma
	7/11/2024	EDME000--Edmentum	20137002982	540.00	ALVS Enrollment for 10 Students	95--California Pacific Charter - Sonoma
	7/15/2024	BERK000--Berkshire Hathaway	1976293664TC	1,592.64	Workers Comp Premium Estimate for 7/1/24-7/1/25 Policy	95--California Pacific Charter - Sonoma
	7/15/2024	GREEN01--GreenBox Services LLC	20137002985	16,881.12	50 Chromebooks for Students	95--California Pacific Charter - Sonoma
	7/15/2024	1STD000--1st Day School Supplies, LL	101371441	10,564.82	Supply Boxes for TK-5th Grade and Art	95--California Pacific Charter - Sonoma
	7/15/2024	DDWK001--Dunn DeSantis Walt & Ker	20137002983	527.40	Legal Services for April and May 2024	95--California Pacific Charter - Sonoma
	7/15/2024	ULINE01--Uline	20137002986	21.02	Office Supplies for Victor Noqueda	95--California Pacific Charter - Sonoma
	7/15/2024	HATC000--Hatch & Cesario, Attorneys	20137002988	6.30	Legal Services for May 2024	95--California Pacific Charter - Sonoma
	7/16/2024	WORL000--Worldwide Express	101371442	50.26	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
		WORL000--Worldwide Express	101371442	112.95	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	7/17/2024	CORW001--Corwin Press, Inc.	20137002989	321.01	Books for Staff PD	95--California Pacific Charter - Sonoma
	7/18/2024	KAHO001--Kahoot! ASA	101371449	423.94	Kahoot ! EDU Standard Licenses 24/25 SY	95--California Pacific Charter - Sonoma
	7/18/2024	HATC000--Hatch & Cesario, Attorneys	20137003007	56.70	Legal Services for June 2024	95--California Pacific Charter - Sonoma
	7/18/2024	OXFO000--Oxford Consulting Services,	20137003012	159.00	ESY Services OT - June 2024	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003006	28.32	Supplies for Office	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003015	5.85	Office supplies- paper	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003013	5.75	Tech purchase for Wendy Waters	95--California Pacific Charter - Sonoma



**Company name:** California Pacific Charter - Sonoma  
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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/18/2024	AMAZ000--Amazon	20137003014	4.72	Office supplies- envelopes	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003003	1.66	Supplies for Office	95--California Pacific Charter - Sonoma
	7/18/2024	ROMY001--Romy Fay-Mason	20137003005	21.65	Mileage & Tolls - Fay-Mason, Romy	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003001	8.96	Supplies for Office	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003004	6.28	Supplies for Office	95--California Pacific Charter - Sonoma
	7/18/2024	AMAZ000--Amazon	20137003002	1.55	Office supplies	95--California Pacific Charter - Sonoma
	7/18/2024	PRES000--PresenceLearning, Inc.	20137002996	6,400.00	Kanqa Licenses for 24/25 SY	95--California Pacific Charter - Sonoma
	7/18/2024	SEES000--Seesaw Learning, Inc.	20137002997	220.00	Contract for 24/25 SY Online Curriculum	95--California Pacific Charter - Sonoma
	7/18/2024	HOLI002--Holiday Inn	20137003000	159.85	Board Meeting 9/10/24 Conference Room Rental Fee - Diamond Bar	95--California Pacific Charter - Sonoma
	7/18/2024	PROC000--Procopio, Cory, Hargreaves	20137002998	84.01	Legal Services for May 2024	95--California Pacific Charter - Sonoma
	7/18/2024	CALSPRA--CalSPRA - California School	101371446	80.00	PR Membership for Ericka Zemmer, Katie Hawck, and Christine Feher	95--California Pacific Charter - Sonoma
	7/18/2024	ALPH000--Alpha Vision, Inc.	101371445	75.80	Google Drive Back-Up Monthly - July 2024	95--California Pacific Charter - Sonoma
	7/18/2024	SCHO003--Scholastic Teacher Store	101371444	67.56	Membership for 2024-25 SY	95--California Pacific Charter - Sonoma
	7/18/2024	STAP000--Staples	20137002999	14.50	Office Supplies for Office	95--California Pacific Charter - Sonoma
	7/18/2024	SAGE002--Sage Intacct	20137002995	3,902.88	Sage Intacct Renewal FY 2024-25	95--California Pacific Charter - Sonoma
	7/18/2024	JIMS001--Jim Scheible	101371443	360.00	Charter Data Tracking Professional Services - June 2024	95--California Pacific Charter - Sonoma
	7/18/2024	PARC000--Parchment LLC	20137002991	360.00	Diploma Implementation Fees for 23/24 SY	95--California Pacific Charter - Sonoma
	7/18/2024	TSWT000--TSW Therapy, Inc.	20137002993	1,000.50	Assessment June 2024	95--California Pacific Charter - Sonoma
	7/18/2024	HOLI002--Holiday Inn	20137002992	226.64	Board Meeting 8/13/24 Conference Room Rental Fee - Diamond Bar	95--California Pacific Charter - Sonoma
	7/18/2024	DAIS002--Daisy Carlos	20137002990	8.00	CAA In-Person Testing 05/03/24 Sonoma WiFi for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002990	99.68	CAA In-Person Testing 05/03/24 Sonoma Meals for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002990	33.84	BOD Board Meetings 05/14/24, 06/11/24 & 06/18/24 Mileage for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002990	12.53	CAA In-Person Testing 05/03/24 Sonoma Mileage for Daisy Carlos	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		DAIS002--Daisy Carlos	20137002990	9.47	NCS Conference 06/30/24 Boston	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002990	29.35	Rideshare Uber/Lyft for Bill Howard CAA In-Person Testing 05/03/24 Sonoma Parking for Daisy Carlos	95--California Pacific Charter - Sonoma
	7/22/2024	WORL000--Worldwide Express	101371451	28.67	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
		WORL000--Worldwide Express	101371451	52.88	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	7/24/2024	JASO000--Jason D. McFaul	1135869097	200.00	July 2024 Board Stipends - JM	95--California Pacific Charter - Sonoma
	7/24/2024	WILL000--William J Howard Jr.	1135869084	200.00	July 2024 Board Stipends - WH	95--California Pacific Charter - Sonoma
	7/24/2024	TANY001--Tanya Rogers	1135869078	200.00	July 2024 Board Stipends - TR	95--California Pacific Charter - Sonoma
	7/24/2024	KELL000--Kelly Wylie	1135869098	200.00	July 2024 Board Stipends - KW	95--California Pacific Charter - Sonoma
	7/24/2024	SHIR000--Shirley Peterson	1135869106	200.00	July 2024 Board Stipends - SP	95--California Pacific Charter - Sonoma
	7/24/2024	FLVS000--Florida Virtual School	101371457	519.55	FlexPoint Curriculum - SY 24/25	95--California Pacific Charter - Sonoma
	7/24/2024	EXTR001--Extra Storage Newport Mes	101371455	105.00	Offsite Storage Fees Monthly - August 2024	95--California Pacific Charter - Sonoma
	7/24/2024	ASSO000--Association of California Sci	101371452	1,748.30	24/25 ACSA Membership for Admin Team	95--California Pacific Charter - Sonoma
	7/24/2024	SCHO000--School Pathways, LLC	20137003031	182.00	Renaissance Learning Export Bridge Annual Subscription 24/25 School Year	95--California Pacific Charter - Sonoma
		SCHO000--School Pathways, LLC	20137003031	688.80	App and Lottery Annual Subscription 24/25 School Year	95--California Pacific Charter - Sonoma
	7/24/2024	SCHO000--School Pathways, LLC	20137003030	787.50	Zoom Bridge Subscription 24/25 School Year	95--California Pacific Charter - Sonoma
	7/24/2024	DELA000--De Laqe Landen Financial S	20137003032	85.56	Monthly Copier Lease August 2024	95--California Pacific Charter - Sonoma
	7/24/2024	KATI002--Katie Hawck	20137003033	37.43	Rideshare - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	95--California Pacific Charter - Sonoma
		KATI002--Katie Hawck	20137003033	40.96	Meals - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	95--California Pacific Charter - Sonoma
	7/24/2024	AMAZ000--Amazon	20137003034	27.80	Business Prime Essentials - Membership Fee 24/25	95--California Pacific Charter - Sonoma
	7/24/2024	AMAZ000--Amazon	20137003035	2.55	Office Supplies - Sharpie Markers	95--California Pacific Charter - Sonoma
	7/24/2024	CHRI001--Christine Feher	20137003017	1.88	Florida Marketing Video Production 06/19/24 Mileage for Christine Feher	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	5.23	NorCal Graduation 06/13/24 Mileage for Christine Feher	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	1.80	Florida Marketing Video Production 06/19/24 Flight WiFi for Christine Feher	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		CHRI001--Christine Feher	20137003017	149.39	Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	24.72	Flights for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	27.50	Rental Car for Chistine Feher Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	3.82	Accommodations for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	21.24	Gas for Chistine Feher NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	8.93	Gas for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	106.89	Meals for Chistine Feher NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	3.78	Meals for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	21.00	Parking for Chistine Feher NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	36.00	Parking for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	199.98	Accommodations for Chistine Feher NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	7.20	Accommodations for Christine Feher Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	137.36	Parking for Christine Feher NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	14.16	Rental Car for Christine Feher BOD Board Meetings 06/11/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	3.22	Mileage for Christine Feher Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	188.10	Breakfast NorCal Graduation 06/13/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	33.86	Flights for Christine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	0.94	Flights for Chistine Feher SELPA Meeting 6/14/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	10.52	Mileage for Christine Feher Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137003017	10.52	Production for Christine Feher Florida Marketing Video Production 06/19/24	95--California Pacific Charter - Sonoma
	7/24/2024	PARC000--Parchment LLC	20137003024	437.40	Annual subscription for 24/25 SY	95--California Pacific Charter - Sonoma
	7/24/2024	3PLE000--3P Learning Inc.	20137003022	264.00	Contract for Mathseeds/Reading Eggs Subscription 24/25 SY	95--California Pacific Charter - Sonoma
	7/24/2024	PARC000--Parchment LLC	20137003023	21.60	Records Digitization - June 2024	95--California Pacific Charter - Sonoma
	7/24/2024	EECS000--Effectual Educational Consu	20137003020	115.00	ESY APE Services July 2024	95--California Pacific Charter - Sonoma
	7/29/2024	ITCT001--I'm the Chef Too	20137003036	113.68	Students in CPC-SO	95--California Pacific Charter - Sonoma
	7/29/2024	EECS000--Effectual Educational Consu	20137003037	115.00	ESY APE Services June 2024	95--California Pacific Charter - Sonoma

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<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/31/2024	WILL000--William J Howard Jr.	20137003041	3.04	National Charter School Conference July 2024 Boston Mileage for William "Bill" Howard	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137003041	24.60	National Charter School Conference July 2024 Boston Meals for William "Bill" Howard	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137003041	11.67	National Charter School Conference July 2024 Boston Luggage Fee for William "Bill" Howard	95--California Pacific Charter - Sonoma
	7/31/2024	ACCE001--Accelerate Education Incorp	20137003040	27,305.00	K-5 Workbooks, Seats, Online Courses and Training for Fall 2024	95--California Pacific Charter - Sonoma
	7/31/2024	GOGU000--GoGuardian	20137003039	3,269.10	Contract for 24/25 SY Educational Technology	95--California Pacific Charter - Sonoma
	7/31/2024	CHAR001--Charter Impact	101371459	525.00	Payroll & Retirement Services Monthly - July 2024	95--California Pacific Charter - Sonoma
	7/31/2024	WILL000--William J Howard Jr.	20137003038	2.90	National Charter School Conference June 2024 Boston Mileage for William "Bill" Howard	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137003038	8.34	National Charter School Conference June 2024 Boston Meals for William "Bill" Howard	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137003038	11.67	National Charter School Conference June 2024 Boston Luggage for William "Bill" Howard	95--California Pacific Charter - Sonoma
	7/31/2024	ECCI000--ECC Imaging LLC.	101371458	10.70	Copier Overages Monthly - July 2024	95--California Pacific Charter - Sonoma
<b>Total for CHASE 1781</b>				<b>\$ 112,276.42</b>		

**Company name:** California Pacific Charter - San Diego  
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**Created on:** 8/1/2024  
**Location:** 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/3/2024	NOTA001--Notable, Inc. (Kami)	20137002966	1,584.00	Contract for 2024/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	LEAR001--Learning A-Z	20137002968	168.96	Curriculum for K-8 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	WILL000--William J Howard Jr.	20137002967	5.71	Meal for Board Meeting 06/18/24 for William Howard	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137002967	57.82	MIleage for Board Meeting 06/11/24 & 06/18/24 for William Howard	44--California Pacific Charter - San Diego
	7/3/2024	LEAR002--Language Tree Online, Inc.	20137002963	1,766.40	COMP ELD Levels 1 & 2 (10-49)	44--California Pacific Charter - San Diego
	7/3/2024	MYST000--Mystery Science, Inc.	101371428	478.40	Science Curriculum Membership for 2024-2025	44--California Pacific Charter - San Diego
	7/3/2024	PADL001--Padlet	20137002964	320.00	2024-25 Software for Student Collaboration	44--California Pacific Charter - San Diego
	7/3/2024	DISC001--Discovery Education Inc.	20137002965	255.68	Mystery Writing 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	SPEC000--Specialized Therapy Service	101371430	228.75	Vision Therapy April 2024	44--California Pacific Charter - San Diego
	7/3/2024	CCSA001--California Charter Schools	20137002961	3,797.50	Membership for the 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	DOCU000--Document Tracking Service	101371425	264.00	Document Tracking Services for 2024/2025	44--California Pacific Charter - San Diego
	7/3/2024	HEID001--HeidiSongs	101371426	95.99	Online Music Streaming 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	WORL000--Worldwide Express	101371427	68.43	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	7/3/2024	NORE001--NoRedInk	20137002960	3,107.84	Subscription for 24/25 SY Online Curriculum	44--California Pacific Charter - San Diego
	7/3/2024	BRAP000--BrainPOP LLC	101371423	1,670.40	ELL Curriculum for 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	CHAR001--Charter Impact	101371420	840.00	Payroll Services June 2024	44--California Pacific Charter - San Diego
	7/3/2024	ESGI001--ESGI, LLC	101371424	589.76	Assessment Licenses for 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	GENE000--Generation Genius, Inc.	101371422	574.40	License for Educational Streaming 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	ARTI001--Art In Action	20137002959	246.24	Art Curriculum for 24/25 SY	44--California Pacific Charter - San Diego
	7/3/2024	PART000--Partners in Special Educatio	101371419	345.00	APE Services May 2024	44--California Pacific Charter - San Diego
	7/3/2024	LAVI001--Lavian Law Firm, APC	101371418	7,500.00	Legal Fees April-May 2024	44--California Pacific Charter - San Diego
	7/3/2024	EECS000--Effectual Educational Consu	20137002956	2,186.10	OT, ST and School Nurse May 2024	44--California Pacific Charter - San Diego
	7/3/2024	HANO000--The Hanover Insurance Gr	101371416	1,020.16	Fidelity and Crime Policy for 24/25	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/3/2024	CTE0001--California Association of Le	101371417	912.00	2024 CTE Conference Registration 11/21/24-11/22/24	44--California Pacific Charter - San Diego
	7/3/2024	OG00001--Institute for Multi-Sensory	20137002954	499.95	Impact Comprehensive Orton-Gillingham+ Training (07/22-26/24) for Donald McLeish	44--California Pacific Charter - San Diego
	7/3/2024	JASO000--Jason D. McFaul	20137002955	12.19	MIleage for Board Meeting 06/11/24 & 06/18/24 for Jason McFaul	44--California Pacific Charter - San Diego
	7/5/2024	ARNE001--A&R Parcel Three	1878436932TC	1,740.16	Office Space Rent - July 2024	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	1878436932TC	39.15	Office Space DOE - June 2024	44--California Pacific Charter - San Diego
	7/5/2024	PRO0001--Professional Tutors of Amer	101371433	675.00	SpEd Tutoring May 2024	44--California Pacific Charter - San Diego
	7/5/2024	JENN001--Jennifer Byus	101371434	15.75	Park Day - Mileage San Diego - Byus, Jennifer	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101371434	10.39	Graduation - Mileage San Diego - Byus, Jennifer	44--California Pacific Charter - San Diego
	7/5/2024	DAIS001--Daisuke Nishikawa	101371435	3.15	Graduation - Mileage SD - Nishikawa, Daisuke	44--California Pacific Charter - San Diego
		DAIS001--Daisuke Nishikawa	101371435	1.76	Mileage - Nishikawa, Daisuke	44--California Pacific Charter - San Diego
	7/9/2024	CULL001--Culligan	101371438	20.80	Water Cooler Rental Monthly - July 2024	44--California Pacific Charter - San Diego
	7/9/2024	WORL000--Worldwide Express	101371436	867.08	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	7/9/2024	ALLS001--All Systems Go!	101371437	778.62	Marketing Monthly - July 2024	44--California Pacific Charter - San Diego
	7/10/2024	ANTH001--Anthem	1923550519TC	56,880.88	Medical Premiums Monthly - July 2024	44--California Pacific Charter - San Diego
	7/10/2024	KAJE000--Kajeet, Inc	20137002977	8,690.51	Contract for 24/25 SY Hotspots	44--California Pacific Charter - San Diego
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002981	2,840.54	Audit of 06/30/2024 Fiscal Year Progress Payment	44--California Pacific Charter - San Diego
	7/10/2024	CENG000--Cenqaq Learning Inc.	20137002978	1,645.72	Subscription for 24/25 SY	44--California Pacific Charter - San Diego
	7/10/2024	CLIF000--Clifton Larson Allen LLP	20137002980	1,176.00	Audit of 06/30/2024 Fiscal Year Testing & Discussions for State Compliance Requirements	44--California Pacific Charter - San Diego
	7/10/2024	RING000--RingCentral	20137002979	1,112.27	Monthly Phone Bill - June 2024	44--California Pacific Charter - San Diego
	7/10/2024	CALI003--CaliforniaChoice	101371440	383.58	June 2024 Final True Up - Arezou Tavakoulia	44--California Pacific Charter - San Diego
	7/10/2024	USD0001--USD Prof-Cont Education	20137002976	45.50	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	30.34	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		USD0001--USD Prof-Cont Education	20137002976	45.50	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	30.34	USD TK Pathway Cohort 5 Course 4 Registrations for Mychal Garcia	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	30.34	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	45.50	USD TK Pathway Cohort 4 Course 7 Registrations for Patrice Aquilar	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	45.50	USD TK Pathway Cohort 5 Course 4 Registrations for Jill Stubbs	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	30.34	USD TK Pathway Cohort 4 Course 7 Registrations for Patrice Aquilar	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	30.34	USD TK Pathway Cohort 5 Course 4 Registrations for Courtney Young	44--California Pacific Charter - San Diego
		USD0001--USD Prof-Cont Education	20137002976	45.50	USD TK Pathway Cohort 5 Course 4 Registrations for Holly Hess	44--California Pacific Charter - San Diego
	7/10/2024	ECCI000--ECC Imaging LLC.	101371439	48.26	05/26/24 to 06/25/24 coverage period	44--California Pacific Charter - San Diego
	7/10/2024	PATH001--Pathful	20137002975	3,680.00	Licenses for CTE 24/25 SY	44--California Pacific Charter - San Diego
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002974	2,179.28	July Insurance Premiums FY 24/25	44--California Pacific Charter - San Diego
	7/10/2024	PHIL000--Philadelphia Insurance Com	20137002973	912.48	July Insurance Premiums FY 24/25	44--California Pacific Charter - San Diego
	7/10/2024	JOCE001--Jocelin Jones	20137002972	37.25	Graduation - Mileage SD - Jones, Jocelin	44--California Pacific Charter - San Diego
	7/10/2024	ALIC001--Alice Pak	20137002971	32.57	Florida Marketing Video Production 06/19/24 Meals for Alice Pak	44--California Pacific Charter - San Diego
		ALIC001--Alice Pak	20137002971	43.95	Florida Marketing Video Production 06/19/24 Rideshare Uber/Lyft for Alice Pak	44--California Pacific Charter - San Diego
		ALIC001--Alice Pak	20137002971	6.90	Florida Marketing Video Production 06/19/24 Mileage for Alice Pak	44--California Pacific Charter - San Diego
	7/11/2024	EDME000--Edmentum	20137002982	960.00	ALVS Enrollment for 10 Students	44--California Pacific Charter - San Diego
	7/15/2024	BERK000--Berkshire Hathaway	1976293664TC	2,548.22	Workers Comp Premium Estimate for 7/1/24-7/1/25 Policy	44--California Pacific Charter - San Diego
	7/15/2024	GREEN01--GreenBox Services LLC	20137002985	16,881.13	50 Chromebooks for Students	44--California Pacific Charter - San Diego
	7/15/2024	1STD000--1st Day School Supplies, LL	101371441	16,903.71	Supply Boxes for TK-5th Grade and Art	44--California Pacific Charter - San Diego
	7/15/2024	HATC000--Hatch & Cesario, Attorneys	20137002987	13,878.00	Legal Services for May 2024	44--California Pacific Charter - San Diego
	7/15/2024	DDWK001--Dunn DeSantis Walt & Ken	20137002983	937.60	Legal Services for April and May 2024	44--California Pacific Charter - San Diego
	7/15/2024	ULINE01--Uline	20137002986	37.36	Office Supplies for Victor Noguera	44--California Pacific Charter - San Diego

**Company name:** California Pacific Charter - San Diego  
**Report name:** Check register  
**Created on:** 8/1/2024  
**Location:** 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>	<b>Account no: 505911781</b>					
	7/15/2024	HATC000--Hatch & Cesario, Attorneys	20137002988	11.20	Legal Services for May 2024	44--California Pacific Charter - San Diego
	7/16/2024	WORL000--Worldwide Express	101371442	40.40	Shipping for CPC-SD	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	101371442	198.88	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	7/17/2024	CORW001--Corwin Press, Inc.	20137002989	570.69	Books for Staff PD	44--California Pacific Charter - San Diego
	7/18/2024	HATC000--Hatch & Cesario, Attorneys	20137003008	2,906.50	Legal Services for June 2024	44--California Pacific Charter - San Diego
	7/18/2024	KAHO001--Kahoot! ASA	101371449	678.29	Kahoot ! EDU Standard Licenses 24/25 SY	44--California Pacific Charter - San Diego
	7/18/2024	HATC000--Hatch & Cesario, Attorneys	20137003007	100.80	Legal Services for June 2024	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003006	50.34	Supplies for Office	44--California Pacific Charter - San Diego
	7/18/2024	OXFO000--Oxford Consulting Services,	20137003009	53.00	ESY Services - Speech Services June 2024	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003015	9.35	Office supplies- paper	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003013	9.19	Tech purchase for Wendy Waters	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003014	7.54	Office supplies- envelopes	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003003	2.94	Supplies for Office	44--California Pacific Charter - San Diego
	7/18/2024	ROMY001--Romy Fay-Mason	20137003005	34.65	Mileage & Tolls - Fay-Mason, Romy	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003001	15.92	Supplies for Office	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003004	11.16	Supplies for Office	44--California Pacific Charter - San Diego
	7/18/2024	AMAZ000--Amazon	20137003002	2.75	Office supplies	44--California Pacific Charter - San Diego
	7/18/2024	PRES000--PresenceLearning, Inc.	20137002996	10,240.00	Kanqa Licenses for 24/25 SY	44--California Pacific Charter - San Diego
	7/18/2024	SEES000--Seesaw Learning, Inc.	20137002997	352.00	Contract for 24/25 SY Online Curriculum	44--California Pacific Charter - San Diego
	7/18/2024	HOLI002--Holiday Inn	20137003000	159.85	Board Meeting 9/10/24 Conference Room Rental Fee - Diamond Bar	44--California Pacific Charter - San Diego
	7/18/2024	PROC000--Procopio, Cory, Hargreaves	20137002998	149.34	Legal Services for May 2024	44--California Pacific Charter - San Diego
	7/18/2024	CALSPRA--CaSPRA - California School	101371446	128.00	PR Membership for Ericka Zemmer, Katie Hawck, and Christine Feher	44--California Pacific Charter - San Diego
	7/18/2024	ALPH000--Alpha Vision, Inc.	101371445	121.28	Google Drive Back-Up Monthly - July 2024	44--California Pacific Charter - San Diego
	7/18/2024	SCHO003--Scholastic Teacher Store	101371444	108.10	Membership for 2024-25 SY	44--California Pacific Charter - San Diego



**Company name:** California Pacific Charter - San Diego  
**Report name:** Check register  
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**Location:** 44--California Pacific Charter - San Diego  
**Bank** CHASE 1781 - Chase  
**Bank - Main**

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase		Account no: 505911781				
	7/18/2024	STAP000--Staples	20137002999	23.20	Office Supplies for Office	44--California Pacific Charter - San Diego
	7/18/2024	SAGE002--Saqe Intacct	20137002995	6,244.61	Saqa Intacct Renewal FY 2024-25	44--California Pacific Charter - San Diego
	7/18/2024	JIMS001--Jim Scheible	101371443	640.00	Charter Data Tracking Professional Services - June 2024	44--California Pacific Charter - San Diego
	7/18/2024	PARC000--Parchment LLC	20137002991	640.00	Diploma Implementation Fees for 23/24 SY	44--California Pacific Charter - San Diego
	7/18/2024	HOLI002--Holiday Inn	20137002992	226.63	Board Meeting 8/13/24 Conference Room Rental Fee - Diamond Bar	44--California Pacific Charter - San Diego
	7/18/2024	DAIS002--Daisy Carlos	20137002990	15.61	Grad Night 05/15/24 Anaheim Rideshare Uber/Lyft for Kelly Rocha and Daisy Carlos	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137002990	9.47	NCSC Conference 06/30/24 Boston Rideshare Uber/Lyft for Bill Howard	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137002990	33.83	BOD Board Meetings 05/14/24, 06/11/24 & 06/18/24 Mileage for Daisy Carlos	44--California Pacific Charter - San Diego
	7/18/2024	TSWT000--TSW Therapy, Inc.	20137002994	207.00	IEP Meeting June 2024	44--California Pacific Charter - San Diego
	7/22/2024	WORL000--Worldwide Express	101371451	84.24	Shipping for CPC-SD	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	101371451	73.24	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	7/22/2024	PART000--Partners in Special Educatio	101371450	57.50	APE Services June 2024	44--California Pacific Charter - San Diego
	7/24/2024	JASO000--Jason D. McFaul	1135869097	200.00	July 2024 Board Stipends - JM	44--California Pacific Charter - San Diego
	7/24/2024	WILL000--William J Howard Jr.	1135869084	200.00	July 2024 Board Stipends - WH	44--California Pacific Charter - San Diego
	7/24/2024	TANY001--Tanya Rogers	1135869078	200.00	July 2024 Board Stipends - TR	44--California Pacific Charter - San Diego
	7/24/2024	KELL000--Kelly Wylie	1135869098	200.00	July 2024 Board Stipends - KW	44--California Pacific Charter - San Diego
	7/24/2024	SHIR000--Shirley Peterson	1135869106	200.00	July 2024 Board Stipends - SP	44--California Pacific Charter - San Diego
	7/24/2024	CHAR001--Charter Impact	Voided - 10137	-8,700.00	STRS Audit Project SEW Review Jan-Jun 2024	44--California Pacific Charter - San Diego
	7/24/2024	FLVS000--Florida Virtual School	101371457	831.28	FlexPoint Curriculum - SY 24/25	44--California Pacific Charter - San Diego
	7/24/2024	EXTR001--Extra Storage Newport Mes.	101371455	168.00	Offsite Storage Fees Monthly - August 2024	44--California Pacific Charter - San Diego
	7/24/2024	WARN001--Warner Unified School Dist	101371454	27,815.00	Oversite Fee 23-24 school year	44--California Pacific Charter - San Diego

**Company name:** California Pacific Charter - San Diego  
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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/24/2024	CHAR001--Charter Impact	101371453	8,700.00	STRS Audit Project SEW Review Jan-Jun 2024	44--California Pacific Charter - San Diego
	7/24/2024	ASSO000--Association of California Sc.	101371452	2,797.27	24/25 ACSA Membership for Admin Team	44--California Pacific Charter - San Diego
	7/24/2024	METL001--MetLife Small Business Cen.	20137003025	7,452.84	August 2024 Insurance Premiums	44--California Pacific Charter - San Diego
	7/24/2024	SCHO000--School Pathways, LLC	20137003029	1,104.60	App and Lottery Annual Subscription 24/25 School Year	44--California Pacific Charter - San Diego
		SCHO000--School Pathways, LLC	20137003029	182.00	Renaissance Learning Export Bridge Annual Subscription 24/25 School Year	44--California Pacific Charter - San Diego
	7/24/2024	SCHO000--School Pathways, LLC	20137003026	1,201.20	Zoom Bridge Subscription 24/25 School Year	44--California Pacific Charter - San Diego
	7/24/2024	DELA000--De Lage Landen Financial S	20137003032	136.89	Monthly Copier Lease August 2024	44--California Pacific Charter - San Diego
	7/24/2024	KATI002--Katie Hawck	20137003033	65.53	Meals - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	44--California Pacific Charter - San Diego
		KATI002--Katie Hawck	20137003033	59.89	Rideshare - NSPRA 7/14 - 7/17/2024 - Hawck, Katie	44--California Pacific Charter - San Diego
	7/24/2024	AMAZ000--Amazon	20137003034	44.48	Business Prime Essentials - Membership Fee 24/25	44--California Pacific Charter - San Diego
	7/24/2024	AMAZ000--Amazon	20137003035	4.09	Office Supplies - Sharpie Markers	44--California Pacific Charter - San Diego
	7/24/2024	CHRI001--Christine Feher	20137003017	3.20	Florida Marketing Video Production 06/19/24 Flight WiFi for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	1.67	SELPA Meeting 6/14/24 Mileage for Chistine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	60.19	SELPA Meeting 6/14/24 Flights for Chistine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	5.72	Florida Marketing Video Production 06/19/24 Breakfast	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	12.80	Florida Marketing Video Production 06/19/24 Parking for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	3.34	Florida Marketing Video Production 06/19/24 Mileage for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	18.70	Florida Marketing Video Production 06/19/24 Rideshare Uber/Lyft for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	48.88	Florida Marketing Video Production 06/19/24 Accommodations for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	6.80	SELPA Meeting 6/14/24 Gas for Chistine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	15.87	SELPA Meeting 6/14/24 Meals for Chistine Feher	44--California Pacific Charter - San Diego

**Company name:** California Pacific Charter - San Diego  
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
		CHRI001--Christine Feher	20137003017	6.72	SELPA Meeting 6/14/24 Parking for Chistine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	63.99	SELPA Meeting 6/14/24 Accommodations for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	43.95	SELPA Meeting 6/14/24 Rental Car for Chistine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	265.59	Florida Marketing Video Production 06/19/24 Flights for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	26.09	TK-6 SoCal Park Day 05/31/24 Mileage for Christine Feher	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137003017	14.16	BOD Board Meetings 06/11/24 Mileage for Christine Feher	44--California Pacific Charter - San Diego
	7/24/2024	PARC000--Parchment LLC	20137003024	699.84	Annual subscription for 24/25 SY	44--California Pacific Charter - San Diego
	7/24/2024	3PLE000--3P Learning Inc.	20137003022	422.40	Contract for Mathseeds/Reading Eggs Subscription 24/25 SY	44--California Pacific Charter - San Diego
	7/24/2024	EECS000--Effectual Educational Consu	20137003021	130.00	Speech and Language Therapy June 2024	44--California Pacific Charter - San Diego
	7/24/2024	PARC000--Parchment LLC	20137003023	38.40	Records Digitization - June 2024	44--California Pacific Charter - San Diego
	7/25/2024	KAIS001--Kaiser	2054779276TC	49,138.16	Medical Premiums Monthly - July and Auqust 2024	44--California Pacific Charter - San Diego
	7/25/2024	CHAR001--Charter Impact		275.00	STRS Audit Project SEW Review Jul 2024	44--California Pacific Charter - San Diego
		CHAR001--Charter Impact		8,425.00	STRS Audit Project SEW Review Jan-Jun 2024	44--California Pacific Charter - San Diego
	7/29/2024	ITCT001--I'm the Chef Too	20137003036	340.16	Students in CPC-SD	44--California Pacific Charter - San Diego
	7/31/2024	WILL000--William J Howard Jr.	20137003041	11.66	National Charter School Conference July 2024 Boston Luggage Fee for William "Bill" Howard	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137003041	3.03	National Charter School Conference July 2024 Boston Mileage for William "Bill" Howard	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137003041	24.60	National Charter School Conference July 2024 Boston Meals for William "Bill" Howard	44--California Pacific Charter - San Diego
	7/31/2024	ACCE001--Accelerate Education Incorp	20137003040	43,688.00	K-5 Workbooks, Seats, Online Courses and Training for Fall 2024	44--California Pacific Charter - San Diego
	7/31/2024	GOGU000--GoGuardian	20137003039	5,230.56	Contract for 24/25 SY Educational Technoloqy	44--California Pacific Charter - San Diego
	7/31/2024	CHAR001--Charter Impact	101371459	840.00	Payroll & Retirement Services Monthly - July 2024	44--California Pacific Charter - San Diego

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<b>CHASE 1781 - Chase Bank - Main</b>		<b>Account no: 505911781</b>				
	7/31/2024	WILL000--William J Howard Jr.	20137003038	2.91	National Charter School Conference June 2024 Boston Mileage for William "Bill" Howard	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137003038	8.34	National Charter School Conference June 2024 Boston Meals for William "Bill" Howard	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137003038	11.66	National Charter School Conference June 2024 Boston Luggage for William "Bill" Howard	44--California Pacific Charter - San Diego
	7/31/2024	ECCI000--ECC Imaging LLC.	101371458	17.12	Copier Overages Monthly - July 2024	44--California Pacific Charter - San Diego
<b>Total for CHASE 1781</b>				<b>\$341,928.03</b>		



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

<b>ACCOUNT NUMBER</b>	5563 7579 0010 0937
<b>PAYMENT DUE DATE</b>	07/23/2024
<b>AMOUNT DUE</b>	\$12,294.90
<b>CURRENT BALANCE</b>	\$12,294.90

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

AMOUNT ENCLOSED \$
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CALIFORNIA PACIFIC  
 SHANNON GREEN  
 4101 BIRCH STREET  
 SUITE 150  
 NEWPORT BEACH CA 92660-2236

\*\* 0000000

556375790010093701229490012294902

PLEASE TEAR PAYMENT COUPON AT PERFORATION

**STATEMENT MESSAGES**

**COMMERCIAL ACCOUNT SUMMARY**

ORGANIZATION NAME: CALIFORNIA PACIFIC  
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 06-28-24  
 CREDIT LIMIT 100,000  
 AVAILABLE CREDIT 87,705

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

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

PREVIOUS BALANCE	38,358.64
PURCHASES AND OTHER CHARGES	14,650.93
CASH ADVANCES	.00
CREDITS	2,356.03
PAYMENTS	38,358.64-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
<b>NEW BALANCE</b>	<b>12,294.90</b>
TOTAL PAYMENT DUE	12,294.90
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**COMMERCIAL ACCOUNT ACTIVITY**

**CALIFORNIA PACIFIC**  
5563-7579-0010-0937

**TOTAL COMMERCIAL ACTIVITY**  
\$38,358.64CR

**ACCOUNTING CODE:**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-25	06-25		AUTO PAYMENT DEDUCTION	38,358.64 CR

**INDIVIDUAL CARDHOLDER ACTIVITY**

**DAISY CARLOS**  
5563-7500-0267-7217

**CREDITS**  
\$328.14

**PURCHASES**  
\$7,766.71

**CASH ADV**  
\$0.00

**TOTAL ACTIVITY**  
\$7,438.57

**ACCOUNTING CODE:**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	05-31	55417344153731535858102	UO CONFERENCE SVCS 800 EUGENE OR P.O.S.: 73153585770 SALES TAX: 0.00	529.00
06-03	05-31	82117554152000006400527	BTOD.COM WESTON WI	662.35
06-03	05-31	82117554152000006451496	BTOD.COM WESTON WI	638.30
06-10	06-07	82711164159000011520021	BLOOKET MIDDLETOWN DE	59.88
06-14	06-13	82711164165000015672267	BANKAROO SUBSCRIPTION ALEXANDRIA VA	20.00
06-17	06-15	05345884168600075741756	LIVE CHAT 617-2752400 MA P.O.S.: 4066386 SALES TAX: 0.00	1,476.00
06-20	06-19	55432864171203392271965	MYFAX SERVICE 866-563-9212 CA	12.00
06-20	06-19	55432864171203392289355	MYFAX SERVICE 866-563-9212 CA	25.00
06-21	06-21	12302024173000292138055	AFP*SMALL SCHOOL DISTR SACRAMENTO CA P.O.S.: PDFPd7ojQLyQWaQZr34Skw SALES TAX: 0.00	650.00
06-25	06-24	55263524177010087578754	MEDITERRANIA GRILL IRVINE CA	129.16
06-27	06-26	82711164178000011096771	SAN JOAQUI* SJCOE-CSC STOCKTON CA	1,500.00
06-28	06-27	55432864180206203499658	APPLE STORE #R004 COSTA MESA CA	417.00
<b>Total Purchasing Activity</b>				<b>\$6,118.69</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	05-31	45180134152051600003324	HYATT PLACE BOCA RATON BOCA RATON FL	164.07 CR
06-13	06-12	55436874165171652121431	HYATT HOUSE PLEASANT H PLEASANT HILL CA 37939520 ARRIVAL: 06-12-24	210.51
06-13	06-12	55436874165171652121449	HYATT HOUSE PLEASANT H PLEASANT HILL CA 37939516 ARRIVAL: 06-12-24	210.51
06-14	06-12	55436874165261655298045	HILTON HOTELS IRVINE CA 1330975 ARRIVAL: 06-11-24	264.35
06-14	06-13	55436874166261661115281	HILTON GARDEN INN SAN DIEGO CA 00043332 ARRIVAL: 06-12-24	374.35

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

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-24	06-22	45180134174051600002759	HYATT PLACE BOCA RATON BOCA RATON FL	164.07 CR
06-24	06-20	65180134173051600001842	HYATT PLACE BOCA RATON BOCA RATON FL 40493290 ARRIVAL: 06-18-24	194.72
06-24	06-20	65180134173051600001875	HYATT PLACE BOCA RATON BOCA RATON FL 40560441 ARRIVAL: 06-18-24	161.10
<b>Total Travel Activity</b>				<b>\$1,087.40</b>

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-14	06-13	12302024165000103530029	JOTFORM INC SAN FRANCISCO CA P.O.S.: 46479304401-1718300651 SALES TAX: 0.00	195.03
06-17	06-15	82305094167000025066590	ULTIMATE SLP FARMINGTON CT	12.95
06-24	06-21	12302024173000104064028	JOTFORM INC SAN FRANCISCO CA P.O.S.: 46553916781-1719005184 SALES TAX: 0.00	24.50
<b>Total Miscellaneous Activity</b>				<b>\$232.48</b>

<b>CHRISTINE FEHER</b> 5563-7500-1511-9595	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$292.42	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$292.42
<b>ACCOUNTING CODE:</b>				

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	06-01	15270214153000933088083	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	292.42
<b>Total Purchasing Activity</b>				<b>\$292.42</b>

<b>CHRISTINE FEHER</b> 5563-7580-2042-1526	<b>CREDITS</b> \$2,027.89	<b>PURCHASES</b> \$6,591.80	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$4,563.91
<b>ACCOUNTING CODE:</b>				

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-03	05-31	82305094153000005950447	STAMPLI FOR 5-2024 MOUNTAIN VIEW CA	1,289.10
06-05	06-04	55480774156207555801295	ONTIMETEL DIALMYCALLS JUPITER FL	23.92
06-13	06-13	55429504165713101214457	EZCATER THE CRACK SHAC 8004881803 MA	637.29
06-13	06-12	55432864164201295197344	ABB*BOUDIN CATERING 415-283-1230 CA	140.33
06-13	06-12	55480774164207555600754	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
06-17	06-16	15270214168000500052069	MSFT * E0800SIMWC MSBILL.INFO WA	833.25
06-18	06-17	55429504169719913048468	CUSTOMINK LLC 8002934232 VA P.O.S.: 14504733 SALES TAX: 47.79	664.45
06-20	06-19	55432864171203511515318	ABB*BOUDIN CATERING 415-283-1230 CA	39.27
06-24	06-22	55548074174001834005361	NSPRA DERWOOD MD	895.00
<b>Total Purchasing Activity</b>				<b>\$4,567.60</b>

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

**Telecommunication Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-19	06-18	55432864170203181888475	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
<b>Total Activity</b>				<b>\$203.30</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-07	06-05	59174204158978000429515	AMERICAN 00121419610013 FORT WORTH TX PETELSKI COLBIE DEPART: 06-18-24 P.O.S.: SALES TAX: \$0.00 ONT AA L DFW AA L FLL AA V DFW AA V ONT	974.95 CR
06-07	06-05	59174204158978000429523	AMERICAN 00121419610021 FORT WORTH TX PETELSKI ASHLEY DEPART: 06-18-24 P.O.S.: SALES TAX: \$0.00 ONT AA L DFW AA L FLL AA V DFW AA V ONT	974.95 CR
06-17	06-13	55432864166201914939884	SOUTHWES 5262527545123 800-435-9792 TX BERRY/KATHERINE DEPART: 06-18-24 P.O.S.: SALES TAX: \$0.00 CMH WN W FLL WN M MCO WN M CMH	677.96
06-18	06-17	52708064170700006724828	AVIS.COM PREPAY 8003527900 VA 006724826 FORT LAU	152.81
06-20	06-19	55500364171700804711817	JETBLUE 2792153832017 8005382583 NY ALICE DR PAK DEPART: 06-18-24 P.O.S.: SALES TAX: \$0.00 LAX B6 R FLL B6 M LAX	77.99 CR
06-20	06-18	85371174171504947161187	LOUIE BOSSIS RISTORANT BOCA RATON FL	208.90
06-24	06-21	55310204174005635205202	ALASKA A 0272373927744 SEATTLE WA BERRY/KATHERINE DEPART: 07-13-24 P.O.S.: SALES TAX: \$0.00 CMH AS S SEA AS N CMH	556.21
06-24	06-20	65180134173051600001867	HYATT PLACE BOCA RATON BOCA RATON FL 40533261 ARRIVAL: 06-18-24	152.77
<b>Total Travel Activity</b>				<b>\$279.24 CR</b>

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-17	06-17	12302024169000503283076	MAILCHIMP ATLANTA GA	72.25
<b>Total Miscellaneous Activity</b>				<b>\$72.25</b>





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

<b>ACCOUNT NUMBER</b>	5563 7579 0010 0937
<b>PAYMENT DUE DATE</b>	08/25/2024
<b>AMOUNT DUE</b>	\$59,742.10
<b>CURRENT BALANCE</b>	\$59,742.10

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

AMOUNT ENCLOSED \$
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CALIFORNIA PACIFIC  
 SHANNON GREEN  
 4101 BIRCH STREET  
 SUITE 150  
 NEWPORT BEACH CA 92660-2236

\*\* 0000000

556375790010093705974210059742102

PLEASE TEAR PAYMENT COUPON AT PERFORATION

**STATEMENT MESSAGES**

**COMMERCIAL ACCOUNT SUMMARY**

ORGANIZATION NAME: CALIFORNIA PACIFIC  
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 07-31-24  
 CREDIT LIMIT 100,000  
 AVAILABLE CREDIT 40,258

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

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

PREVIOUS BALANCE	12,294.90
PURCHASES AND OTHER CHARGES	59,742.10
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	12,294.90-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
<b>NEW BALANCE</b>	<b>59,742.10</b>
TOTAL PAYMENT DUE	59,742.10
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**COMMERCIAL ACCOUNT ACTIVITY**

**CALIFORNIA PACIFIC**  
5563-7579-0010-0937

**TOTAL COMMERCIAL ACTIVITY**  
\$12,294.90CR

**ACCOUNTING CODE:**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-23	07-23		AUTO PAYMENT DEDUCTION	12,294.90 CR

**INDIVIDUAL CARDHOLDER ACTIVITY**

**DAISY CARLOS**  
5563-7500-0267-7217

**CREDITS**  
\$0.00

**PURCHASES**  
\$12,668.39

**CASH ADV**  
\$0.00

**TOTAL ACTIVITY**  
\$12,668.39

**ACCOUNTING CODE:**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-29	55131584181014704172882	APPLE.COM/US CUPERTINO CA P.O.S.: 9496887798 SALES TAX: 309.60	99.00
07-01	06-29	55131584181014704172908	APPLE.COM/US CUPERTINO CA P.O.S.: 9496887798 SALES TAX: 61.92	864.92
07-01	06-29	55131584181014704172932	APPLE.COM/US CUPERTINO CA P.O.S.: 9496887798 SALES TAX: 61.92	864.92
07-01	06-29	55131584181014704172940	APPLE.COM/US CUPERTINO CA P.O.S.: 9496887798 SALES TAX: 61.92	864.92
07-01	06-29	55432864181206490700312	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 309.60	99.00
07-01	06-29	55432864181206490700338	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 309.60	99.00
07-01	06-29	55432864181206490700353	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 309.60	99.00
07-01	06-29	55432864181206490700387	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 309.60	99.00
07-01	06-29	55432864181206490700403	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 61.92	864.92
07-01	06-29	55432864181206490700437	APPLE.COM/US 800-692-7753 CA P.O.S.: 9496887798 SALES TAX: 61.92	864.92
07-03	07-02	05345884185600093682460	LIVE CHAT 617-2752400 MA P.O.S.: 4094152 SALES TAX: 0.00	468.93
07-03	07-02	82711164184000016256612	SCHOOL PATHWAYS LLC PORTOLA CA	850.00
07-03	07-02	82711164184000016276321	SCHOOL PATHWAYS LLC PORTOLA CA	850.00
07-09	07-08	02305374190300279958418	USPS.COM POSTAL STORE 800-7826724 MO P.O.S.: o2184239183p17204 SALES TAX: 0.00	8.50
07-12	07-11	05436844193300235471179	VSP*DICE CAREER SOLUTI WDM IA P.O.S.: 1035502 SALES TAX: 39.60	495.00
07-12	07-11	15449854194031000147676	NORTHGATE MARKET 44 - COSTA MESA CA P.O.S.: 000000106213758655 SALES TAX: 2.39	39.86

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**INDIVIDUAL CARDHOLDER ACTIVITY**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-12	07-11	15449854194031000149789	NORTHGATE MARKET 44 - COSTA MESA CA P.O.S.: 000000106213779780 SALES TAX: 1.35	22.50
07-12	07-11	15449854194031000151959	NORTHGATE MARKET 44 - COSTA MESA CA P.O.S.: 000000106213754598 SALES TAX: 1.74	29.08
07-12	07-11	55263524194026464259510	NORTHGATE MARKET #044 COSTA MESA CA	39.56
07-15	07-13	82711164195000014938440	BANKAROO SUBSCRIPTION ALEXANDRIA VA	20.00
07-22	07-19	55432864201203130947276	MYFAX SERVICE 866-563-9212 CA	12.00
07-22	07-19	55432864201203131251355	MYFAX SERVICE 866-563-9212 CA	25.00
07-25	07-25	12302024207001300723052	AFP*SMALL SCHOOL DISTR SACRAMENTO CA P.O.S.: JswlxaR4TiWpWJvibx2woQ SALES TAX: 0.00	250.00
07-25	07-24	55429504206717942599233	EB TITLE IX TRAINING 8014137200 CA P.O.S.: 10073419169 SALES TAX: 0.00	700.00
07-26	07-26	55429504208717142584678	EB TITLE IX TRAINING 8014137200 CA P.O.S.: 10082241639 SALES TAX: 0.00	200.00
07-26	07-26	55432864208205276460058	CALIFORNIA CONSORTIUM 916-521-1136 CA P.O.S.: 000000000000000000 SALES TAX: 17.90	249.00
07-26	07-25	55506294208039748068400	NAESP ALEXANDRIA VA	50.00
<b>Total Purchasing Activity</b>				<b>\$9,129.03</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	05410194182741666169803	FEDEX52480306 800-4633339 TN P.O.S.: 52480306 SALES TAX: 0.00	215.99
07-03	07-01	55500364184017291032085	WESTIN BOSTON WATERFRO BOSTON MA 2554082 ARRIVAL: 06-30-24	846.00
07-04	07-03	55436874186261860303387	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 13703450 ARRIVAL: 07-03-24	219.60
07-04	07-03	55436874186261860304005	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 13703216 ARRIVAL: 07-03-24	219.60
07-04	07-03	55436874186261860304591	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 13703228 ARRIVAL: 07-03-24	219.60
07-04	07-03	55436874186261860304609	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 13703439 ARRIVAL: 07-03-24	219.60
07-04	07-03	55436874186261860304617	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 13703229 ARRIVAL: 07-03-24	219.60
07-08	07-04	55500364187020164027585	WESTIN BOSTON WATERFRO BOSTON MA 2554082 ARRIVAL: 06-30-24	139.17
07-19	07-17	55432864200202863529732	COURTYARD BY MARRIOTT BELLEVUE WA 53667 ARRIVAL: 07-14-24	862.80
07-26	07-24	55432864207205171897637	SOUTHWES 5262542487879 800-435-9792 TX CARLOS/DAISY RUBI DEPART: 10-03-24 P.O.S.: SALES TAX: \$0.00 SNA WN U SJC WN U SNA	339.95
<b>Total Travel Activity</b>				<b>\$3,501.91</b>

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

**INDIVIDUAL CARDHOLDER ACTIVITY**

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-16	07-15	82305094197000026647756	ULTIMATE SLP FARMINGTON CT	12.95
07-22	07-22	12302024203001404420021	JOTFORM INC SAN FRANCISCO CA P.O.S.: 46553916781-1721599473 SALES TAX: 0.00	24.50
<b>Total Miscellaneous Activity</b>				<b>\$37.45</b>

<b>CHRISTINE FEHER</b> 5563-7500-1511-9595	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$42,068.74	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$42,068.74
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ACCOUNTING CODE:

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-02	07-01	15270214183000929427083	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	6,068.74
07-22	07-20	15270214202001185121052	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
07-25	07-24	55432864206204924492755	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P13FZ6RC SALES TAX: 0.00	12,000.00
07-31	07-30	55432864212206767287848	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P13PrbJ8 SALES TAX: 0.00	12,000.00
<b>Total Purchasing Activity</b>				<b>\$42,068.74</b>

<b>CHRISTINE FEHER</b> 5563-7580-2042-1526	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$5,004.97	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$5,004.97
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ACCOUNTING CODE:

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	82305094183000005670411	STAMPLI FOR 6-2024 MOUNTAIN VIEW CA	1,327.45
07-12	07-11	55429504193719861169456	CUSTOMINK LLC 8002934232 VA P.O.S.: 14633338 SALES TAX: 170.74	2,373.74
07-15	07-12	55480774194007805005992	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
07-16	07-15	55131584197029926470312	MSFT * E0800SVX7R MSBILL.INFO WA P.O.S.: Z62HLA6CWZYZR SALES TAX: 0.00	833.25
<b>Total Purchasing Activity</b>				<b>\$4,579.43</b>

**Telecommunication Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-17	07-16	55432864198202182053426	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
<b>Total Activity</b>				<b>\$203.30</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-10	07-08	55310204191015366226524	ALASKA A 0272375555823 SEATTLE WA BERRY/KATHERINE DEPART: 07-14-24 P.O.S.: SALES TAX: \$0.00 CMH AS M SEA AS N CMH	149.99

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

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
<b>Total Travel Activity</b>				<b>\$149.99</b>

**Miscellaneous Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-17	07-17	12302024199000403806079	MAILCHIMP ATLANTA GA	72.25
<b>Total Miscellaneous Activity</b>				<b>\$72.25</b>

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# HATCH & CESARIO

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ATTORNEYS-AT-LAW

## **AGREEMENT FOR LEGAL SERVICES**

**July 1, 2024 – June 30, 2025**

This Agreement is by and between California Pacific Charter Schools (“Client”) and Hatch & Cesario, Attorneys-at-Law (“Attorney”).

### **Attorney’s Services**

Attorney agrees to provide Client with consulting, representational and legal services pertaining to special education and general student matters, including representation in administrative and judicial proceedings, as requested by Client, or as required by law. A separate agreement may be required for legal proceedings in state or federal court.

Attorney shall provide legal services as reasonably required to represent Client in such matters, take reasonable steps to keep Client informed of significant developments, and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation.

### **Hourly Rates**

Client agrees to pay Attorney for services rendered based upon the following rate schedule:

Senior Partners/Senior Of-Counsel*	\$375.00
Partners/Of-Counsel	\$360.00
Senior Associate	\$330.00
Associate	\$315.00
Law Clerk	\$220.00
Senior Paralegal	\$220.00
Paralegal	\$210.00
Education Consultant	\$210.00

*\*With 25 years of experience or more and named partners.*

Attorney shall bill Client for legal services in one-tenth (.10) increments.

**Costs, Expenses and Other Requirements Applicable to Client**

Client agrees to reimburse Attorney for necessary costs and expenses incurred by Attorney on behalf of Client, including the following:

In-office Photocopying	\$0.25 per page
Outside Photocopying	Actual usage
Facsimile/Scanning	None
Postage	Actual usage
Mileage	IRS mileage rate

Costs, such as electronic legal research services, messenger, meals, and lodging shall be charged on an actual and necessary basis.

**Payment for Services**

Attorney shall send Client a statement for fees and costs incurred every calendar month. Such statements shall set forth the amount, rate, and description of services provided. Payment by Client against monthly billings is due upon receipt of statements and is considered delinquent if payment is not received within thirty (30) days of the date of the invoice.

The California Business & Professions Code requires Attorney to inform you whether we maintain errors and omissions insurance coverage applicable to the services to be rendered to you. We hereby confirm that Attorney does maintain such insurance coverage.

**Legal Fees and Costs Covered by JPA or Insurance Policy**

When the Client is named as a party in an administrative or court proceeding, the Client may have coverage under a joint powers authority (“JPA”) memorandum of understanding or liability insurance policy for legal fees and related costs. We recommend that any new filings against Client be tendered to a representative of the JPA or your insurer as soon as you are served.

If you have coverage and wish to work with Attorney, it will agree to represent you at the rates set forth by this Agreement unless the Attorney and Client agree otherwise. Attorney will also agree to follow all litigation guidelines in effect and will not charge for expenses not otherwise authorized.

At times, a JPA or insurer may decline to pay for legal fees or expenses that are otherwise covered and acceptable under the applicable guidelines. Attorney will follow all established appeal procedures to negotiate any declined items with the JPA or insurer.

If, after the appeals process, the JPA or insurer continues to deny payment without a good faith basis, Attorney will require that Client pay those fees directly. Any fees chargeable to the Client will continue to be at the rates set forth by this Agreement unless the Attorney and Client agree otherwise.

### Discharge of Services

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further legal services hereunder after receipt of such notice. Attorney may withdraw its services with Client’s consent or as allowed or required by law, upon ten (10) days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others, as Client shall direct.

### Mediation

If a dispute arises out of or relating to any aspect of this Agreement between Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Client and Attorney agree to first try in good faith to settle the dispute in private by the use of mediation before initiating any arbitration, litigation, or any other dispute resolution procedure. The cost of such mediation shall be borne equally by the parties, unless otherwise stipulated in a settlement agreement between the parties. Either party may initiate mediation through service of a written demand in-person or by mail or, if agreed to by the parties in advance, by e-mail to the opposing party. The mediation session will occur at a time mutually agreed upon by the parties in consultation with a mutually selected mediator, though no later than 60 days after the date of service of the initial notice, unless otherwise agreed by the parties and mediator.

By initialing below, Client and Attorney confirm that they have read and understand the paragraph above, and voluntarily agree to mediation. By this Agreement, Attorney has advised Client of the right to have an independent lawyer of Client’s choice to review this mediation provision, and this entire agreement, prior to initialing this provision or signing this Agreement.

\_\_\_\_\_ (Client Initial Here)      JRC (Attorney Initial Here)

### Term of Agreement

The term of this Agreement is effective July 1, 2024 through June 30, 2025, and may be modified in writing by mutual agreement of Client and Attorney. This Agreement shall be terminable by either Attorney or Client upon thirty (30) days written notice.

California Pacific Charter Schools

Hatch & Cesario, Attorneys-at-Law

\_\_\_\_\_  
Christine Feher  
Executive Director

Deborah R.G. Cesario  
Deborah R.G. Cesario  
Senior Partner

\_\_\_\_\_  
Date

June 5, 2024  
\_\_\_\_\_  
Date



## Chromebooks that we are E-wasting August Board Meeting

Date	Serial Number	Brand	Model	DEVICE TYPE	ASSET TAG	DEPROVISIONED
6/17/2024	350389720781072	Kajeet	V4000	Hotspot	NA	
6/17/2024	350389720762585	Kajeet	V4000	Hotspot	NA	
6/17/2024	350389720761728	Samsung	4	CHROMEBOOK	LA-20210234	7/2/2024
6/17/2024	4K9V9FFNB10999K	Samsung	4	CHROMEBOOK	LA-20210234	7/2/2024
6/17/2024	4K9V9FANC17863Z	Samsung	4	CHROMEBOOK	LA-20210308	7/2/2024
6/17/2024	4K9V9FFNB11023P	Samsung	4	CHROMEBOOK	SD-20210217	7/2/2024
6/20/2024	4K9V9FFR120750X	Samsung	4	CHROMEBOOK	SD-20210069	7/2/2024
6/24/2024	4K9V9FANC17723X	Samsung	4	CHROMEBOOK	SO-20210204	7/2/2024
6/24/2024	4K9V9FCR102054K	Samsung	4	CHROMEBOOK	SO-20210115	7/2/2024
6/24/2024	4K9V9FER216453D	Samsung	4	CHROMEBOOK	SO-20210235	7/2/2024
6/24/2024	4K9V9FER216486H	Samsung	4	CHROMEBOOK	SO-20210245	7/2/2024
6/24/2024	4K9V9FANC00498B	Samsung	4	CHROMEBOOK	SO-20210051	7/2/2024
6/24/2024	4K9V9FER216364P	Samsung	4	CHROMEBOOK	SO-20210238	7/2/2024
6/24/2024	4K9V9FDR304183H	Samsung	4	CHROMEBOOK	SO-20210225	7/2/2024
6/24/2024	4K9V9FFR314901H	Samsung	4	CHROMEBOOK	SO-20210213	7/2/2024
6/24/2024	4K9V9FCNB04579W	Samsung	4	CHROMEBOOK	SO-20210020	7/2/2024
6/24/2024	4K9V9FANC17845R	Samsung	4	CHROMEBOOK	SO-20210189	7/2/2024
6/24/2024	4K9V9FFNB08287P	Samsung	4	CHROMEBOOK	SO-20210047	7/2/2024
6/24/2024	4K9V9FCNB04622V	Samsung	4	CHROMEBOOK	SO-20210028	7/2/2024
6/24/2024	4K9V9FDNC19871M	Samsung	4	CHROMEBOOK	SO-20210301	7/2/2024
6/24/2024	4K9V9FFNB08312B	Samsung	4	CHROMEBOOK	SO-20210077	7/2/2024
6/24/2024	4K9V9FCNB04705Z	Samsung	4	CHROMEBOOK	SO-20210035	7/2/2024
6/24/2024	4K9V9FANC17722J	Samsung	4	CHROMEBOOK	SD-20210326	7/2/2024
6/24/2024	4K9V9FDR304197K	Samsung	4	CHROMEBOOK	LA-20210712	7/2/2024
6/24/2024	4K9V9FFR314795E	Samsung	4	CHROMEBOOK	LA-20210458	7/2/2024
6/24/2024	4WQR9FAR342245Y	Samsung	4	CHROMEBOOK	LA-20210624	7/2/2024
6/24/2024	4K9V9FFNB11034V	Samsung	4	CHROMEBOOK	SD-20210200	7/2/2024
6/24/2024	4WQR9FDW702505R	Samsung	4	CHROMEBOOK	LA-20210991	7/2/2024
6/24/2024	4K9V9FER322864W	Samsung	4	CHROMEBOOK	SO-20210224	7/2/2024
6/24/2024	4K9V9FCR102003J	Samsung	4	CHROMEBOOK	SD-20210337	7/2/2024

6/24/2024	4K9V9FCR202523Z	Samsung	4	CHROMEBOOK	LA-20210785	7/2/2024
6/24/2024	4WQR9FAR305496B	Samsung	4	CHROMEBOOK	SD-20210476	7/2/2024
6/24/2024	4WQR9FDW701746Y	Samsung	4	CHROMEBOOK	LA-20210994	7/2/2024
6/24/2024	4K9V9FANC17984H	Samsung	4	CHROMEBOOK	LA-20210383	7/2/2024
6/24/2024	4K9V9FANC18050E	Samsung	4	CHROMEBOOK	LA-20210338	7/2/2024
6/26/2024	4K9V9FCNB04604F	Samsung	4	CHROMEBOOK	SO-20210025	YES
6/26/2024	4K9V9FER216540E	Samsung	4	CHROMEBOOK	SD-20210393	YES
6/26/2024	4K9V9FANB16447L	Samsung	4	CHROMEBOOK	SO-20210101	7/2/2024
6/26/2024	4WQR9FFR306918H	Samsung	4	CHROMEBOOK	SO-20210289	7/2/2024
6/26/2024	4WQR9FFR306926F	Samsung	4	CHROMEBOOK	LA-20210633	7/2/2024
6/26/2024	4WQR9FNR300185R	Samsung	4	CHROMEBOOK	SD-20210475	7/2/2024
6/26/2024	5CD03918PP	HP	11A	CHROMEBOOK	SO-20210096	7/2/2024
6/28/2024	4K9V9FER216549B	Samsung	4	CHROMEBOOK	LA-20210543	7/2/2024
6/28/2024	NXG4XAA002811BB067611	Acer	R11	CHROMEBOOK	NA	Was never enterprised
6/28/2024	4K9V9FFNB08158B	Samsung	4	CHROMEBOOK	SO-20210072	7/2/2024
6/28/2024	4K9V9FANB16342E	Samsung	4	CHROMEBOOK	SO-20210111	7/2/2024
6/28/2024	4WQR9FAR305591H	Samsung	4	CHROMEBOOK	SD-20210496	7/2/2024
6/28/2024	4K9V9FFNB11033H	Samsung	4	CHROMEBOOK	LA-20210227	7/2/2024
6/28/2024	4K9V9FFR120813K	Samsung	4	CHROMEBOOK	SD-20210076	7/2/2024
6/28/2024	4K9V9FCR102065Z	Samsung	4	CHROMEBOOK	SO-20210171	7/2/2024
6/28/2024	4K9V9FCNB04589Y	Samsung	4	CHROMEBOOK	SO-20210022	7/2/2024
6/28/2024	4K9V9FANB16150J	Samsung	4	CHROMEBOOK	SD-20210235	7/2/2024
6/28/2024	4WQR9FAR306919W	Samsung	4	CHROMEBOOK	LA-20210622	7/2/2024
6/28/2024	4K9V9FANC02218N	Samsung	4	CHROMEBOOK	LA-20210066	YES
6/28/2024	4K9V9FCR102066R	Samsung	4	CHROMEBOOK	SO-20210180	7/2/2024
6/28/2024	4K9V9FFR120808V	Samsung	4	CHROMEBOOK	LA-20210089	7/2/2024
6/28/2024	4K9V9FDW600117X	Samsung	4	CHROMEBOOK	LA-20210826	7/2/2024
6/28/2024	4K9V9FFR121326M	Samsung	4	CHROMEBOOK	LA-20210123	7/2/2024
6/28/2024	4K9V9FDW600066N	Samsung	4	CHROMEBOOK	LA-20210904	7/2/2024
6/28/2024	4WQR9FAR305580E	Samsung	4	CHROMEBOOK	SD-20210477	7/2/2024
6/28/2024	4K9V9FANC17782X	Samsung	4	CHROMEBOOK	LA-20210337	7/2/2024
6/28/2024	4K9V9FER322664D	Samsung	4	CHROMEBOOK	LA-20210454	7/2/2024
6/28/2024	4K9V9FDR108304N	Samsung	4	CHROMEBOOK	LA-20210071	7/2/2024

6/28/2024	4K9V9FCR102129P	Samsung	4	CHROMEBOOK	LA-20210420	7/2/2024
6/28/2024	4K9V9FER216489E	Samsung	4	CHROMEBOOK	LA-20210480	7/2/2024
6/28/2024	4K9V9FCR202381V	Samsung	4	CHROMEBOOK	SO-20210312	7/2/2024
6/28/2024	4K9V9FDNC19983B	Samsung	4	CHROMEBOOK	SD-20210558	7/2/2024
7/2/2024	4K9V9FER216377P	Samsung	4	CHROMEBOOK	SD-20210384	7/2/2024
7/2/2024	4K9V9FFR121216R	Samsung	4	CHROMEBOOK	SD-20210097	7/2/2024
7/2/2024	5CD111P6SS	HP	X360	CHROMEBOOK	SD-20210436	7/2/2024
7/2/2024	4K9V9FDW600202Y	Samsung	4	CHROMEBOOK	SD-20210614	7/2/2024
7/2/2024	4K9V9FER216316X	Samsung	4	CHROMEBOOK	LA-20210529	7/2/2024
7/2/2024	4K9V9FER216532A	Samsung	4	CHROMEBOOK	SD-20210402	7/2/2024
7/2/2024	4K9V9FANC17872X	Samsung	4	CHROMEBOOK	LA-20210404	7/2/2024
7/2/2024	4K9V9FER216378A	Samsung	4	CHROMEBOOK	LA-20210547	7/2/2024
7/2/2024	NXG4XAA0028511260F7611	Acer	R11	CHROMEBOOK	LA-20210138	7/2/2024
7/2/2024	5CD111P9BT	HP	X360	CHROMEBOOK	LA-20210571	7/2/2024
7/2/2024	4K9V9FFR120934P	Samsung	4	CHROMEBOOK	SD-20210093	7/2/2024
7/2/2024	4K9V9FANC17916X	Samsung	4	CHROMEBOOK	LA-20210400	7/2/2024
7/2/2024	4K9V9FANC18070X	Samsung	4	CHROMEBOOK	SD-20210321	7/2/2024
7/2/2024	4K9V9FFR121257X	Samsung	4	CHROMEBOOK	LA-20210118	7/2/2024
7/2/2024	4K9V9FANC17726N	Samsung	4	CHROMEBOOK	LA-20210365	7/2/2024
7/2/2024	4K9V9FANC17897J	Samsung	4	CHROMEBOOK	SD-20210312	7/2/2024
7/2/2024	4K9V9FER216361N	Samsung	4	CHROMEBOOK	LA-20210525	7/2/2024
7/2/2024	4K9V9FANC02119Y	Samsung	4	CHROMEBOOK	SD-20210038	7/2/2024
7/2/2024	5CD111P916	HP	X360	CHROMEBOOK	LA-20210559	7/2/2024
7/2/2024	4K9V9FER216334W	Samsung	4	CHROMEBOOK	LA-20210533	7/2/2024
7/2/2024	4K9V9FFR315318H	Samsung	4	CHROMEBOOK	LA-20210538	7/2/2024
7/2/2024	4WQR9FAR305593E	Samsung	4	CHROMEBOOK	SD-20210478	7/2/2024
7/2/2024	4K9V9FER216280H	Samsung	4	CHROMEBOOK	LA-20210501	7/2/2024
7/2/2024	4K9V9FER216128Z	Samsung	4	CHROMEBOOK	SD-20210405	7/2/2024
7/2/2024	NXG4XAA002852036F87611	Acer	R11	CHROMEBOOK	SD-20210246	7/2/2024
7/2/2024	4K9V9FFR121261Z	Samsung	4	CHROMEBOOK	SD-20210108	7/2/2024
7/2/2024	4K9V9FANC02179V	Samsung	4	CHROMEBOOK	SD-20210047	7/2/2024
7/2/2024	4K9V9FFR120840X	Samsung	4	CHROMEBOOK	SD-20210084	7/2/2024
7/2/2024	4K9V9FFNB10887L	Samsung	4	CHROMEBOOK	SD-20210170	7/2/2024

7/2/2024	4K9V9FANC17800X	Samsung	4	CHROMEBOOK	LA-20210379	7/2/2024
7/2/2024	5CD119BQ4T	HP	X360	CHROMEBOOK	LA-20210586	7/2/2024
7/2/2024	4K9V9FFNB11043B	Samsung	4	CHROMEBOOK	SD-20210183	7/2/2024
7/2/2024	4K9V9FFR120821J	Samsung	4	CHROMEBOOK	LA-20210091	7/2/2024
7/2/2024	4K9V9FANC17766A	Samsung	4	CHROMEBOOK	SD-20210254	7/2/2024
7/3/2024	4K9V9FANC01950N	Samsung	4	CHROMEBOOK	SD-20210016	7/3/2024
7/3/2024	4K9V9FCR102288V	Samsung	4	CHROMEBOOK	SO-20210144	7/3/2024
7/3/2024	4K9V9FCR102022X	Samsung	4	CHROMEBOOK	SO-20210156	7/3/2024
7/3/2024	4K9V9FFR120361Z	Samsung	4	CHROMEBOOK	LA-20210078	7/3/2024
7/5/2024	4K9V9FER216343B	Samsung	4	CHROMEBOOK	SD-20210370	7/5/2024
7/8/2024	4K9V9FANC17883B	Samsung	4	CHROMEBOOK	LA-20210377	7/8/2024
7/8/2024	4K9V9FDNC19539R	Samsung	4	CHROMEBOOK	SD-20210556	7/8/2024
7/8/2024	4K9V9FANC41890K	Samsung	4	CHROMEBOOK	SD-20210559	7/8/2024
7/8/2024	4K9V9FCNB04684E	Samsung	4	CHROMEBOOK	SO-20210031	7/8/2024
7/8/2024	4K9V9FER216536B	Samsung	4	CHROMEBOOK	SD-20210396	7/8/2024
7/8/2024	4K9V9FANB16155M	Samsung	4	CHROMEBOOK	SD-20210237	7/8/2024
7/10/2024	4K9V9FFNB11061D	Samsung	4	CHROMEBOOK	LA-20210182	7/10/2024
7/10/2024	4K9V9FFNB10315K	Samsung	4	CHROMEBOOK	SD-20210225	7/10/2024
7/10/2024	4K9V9FCNB04683P	Samsung	4	CHROMEBOOK	SO-20210030	7/10/2024
7/10/2024	4K9V9FFNC03203P	Samsung	4	CHROMEBOOK	SD-20210541	7/10/2024
7/10/2024	4K9V9FCNB04688D	Samsung	4	CHROMEBOOK	SO-20210032	7/10/2024
7/10/2024	4K9V9FFR121274Z	Samsung	4	CHROMEBOOK	LA-20210121	7/10/2024
7/10/2024	4WQR9FAR305749W	Samsung	4	CHROMEBOOK	SO-20210277	7/10/2024
7/10/2024	4K9V9FFNB11012J	Samsung	4	CHROMEBOOK	LA-20210247	7/10/2024
7/17/2024	4K9V9FFNB10913V	Samsung	4	CHROMEBOOK	LA-20210251	7/17/2024
7/17/2024	5CD111P96H	HP	X360	CHROMEBOOK	LA-20210564	7/17/2024
7/17/2024	4K9V9FFR121210M	Samsung	4	CHROMEBOOK	SD-20210096	7/17/2024
7/17/2024	4K9V9FCNB04446J	Samsung	4	CHROMEBOOK	SO-20210016	7/17/2024
7/17/2024	4K9V9FER216632X	Samsung	4	CHROMEBOOK	SD-20210356	7/17/2024
7/17/2024	4K9V9FFR315266M	Samsung	4	CHROMEBOOK	LA-20210541	7/17/2024
7/17/2024	4K9V9FER216475F	Samsung	4	CHROMEBOOK	LA-20210535	7/17/2024
7/17/2024	4K9V9FANC17704Y	Samsung	4	CHROMEBOOK	SD-20210323	7/17/2024
7/17/2024	4K9V9FCNB04342E	Samsung	4	CHROMEBOOK	SO-20210006	7/17/2024

7/17/2024	4K9V9FCNB04341P	Samsung	4	CHROMEBOOK	SO-20210005	7/17/2024
7/17/2024	4K9V9FCNB04615Z	Samsung	4	CHROMEBOOK	SO-20210027	7/17/2024
7/17/2024	4K9V9FDW600132Z	Samsung	4	CHROMEBOOK	LA-20210854	7/17/2024
7/17/2024	4K9V9FDR304517Z	Samsung	4	CHROMEBOOK	LA-20210698	7/17/2024
7/17/2024	4K9V9FDW600107L	Samsung	4	CHROMEBOOK	LA-20210837	7/17/2024
7/17/2024	4K9V9FFR314801L	Samsung	4	CHROMEBOOK	SO-20210218	7/17/2024
7/17/2024	4WQR9FDW703877W	Samsung	4	CHROMEBOOK	SD-20210664	7/17/2024
7/18/2024	4K9V9FANC02049K	Samsung	4	CHROMEBOOK	LA-20210039	7/25/2024
7/18/2024	4K9V9FANC02007L	Samsung	4	CHROMEBOOK	SD-20210025	7/25/2024
7/18/2024	4K9V9FCNB04704L	Samsung	4	CHROMEBOOK	SO-20210034	7/25/2024
7/18/2024	4K9V9FANC01976N	Samsung	4	CHROMEBOOK	LA-20210027	7/25/2024
7/18/2024	4K9V9FFNB11001Z	Samsung	4	CHROMEBOOK	SD-20210175	7/25/2024
7/18/2024	4K9V9FANC17705V	Samsung	4	CHROMEBOOK	LA-20210399	7/25/2024
7/18/2024	4K9V9FANC01927X	Samsung	4	CHROMEBOOK	SD-20210012	7/25/2024
7/18/2024	4WQR9FAR306887X	Samsung	4	CHROMEBOOK	SD-20210487	7/25/2024
7/18/2024	4K9V9FFNB08324W	Samsung	4	CHROMEBOOK	SO-20210048	7/25/2024
7/18/2024	4K9V9FANB16345Z	Samsung	4	CHROMEBOOK	SO-20210100	7/25/2024
7/18/2024	4K9V9FANC17750Y	Samsung	4	CHROMEBOOK	LA-20210403	7/25/2024
7/18/2024	4K9V9FFR121230L	Samsung	4	CHROMEBOOK	LA-20210114	7/25/2024
7/18/2024	4K9V9FFR314804Y	Samsung	4	CHROMEBOOK	LA-20210450	7/25/2024
7/18/2024	4K9V9FFR120920W	Samsung	4	CHROMEBOOK	LA-20210101	7/25/2024
7/18/2024	4K9V9FCR102189M	Samsung	4	CHROMEBOOK	SD-20210281	7/25/2024
7/18/2024	4K9V9FANC01970D	Samsung	4	CHROMEBOOK	SO-20210055	7/25/2024
7/18/2024	4K9V9FANC02066L	Samsung	4	CHROMEBOOK	SD-20210031	7/25/2024
7/18/2024	4K9V9FCR300110A	Samsung	4	CHROMEBOOK	SD-20210276	7/25/2024
7/18/2024	4K9V9FFR120999Z	Samsung	4	CHROMEBOOK	SD-20210094	7/25/2024
7/18/2024	4K9V9FANC01922T	Samsung	4	CHROMEBOOK	SD-20210009	7/25/2024
7/18/2024	4K9V9FFNB08196K	Samsung	4	CHROMEBOOK	SO-20210043	7/25/2024
7/18/2024	4K9V9FANC02036K	Samsung	4	CHROMEBOOK	LA-20210031	7/25/2024
7/18/2024	4K9V9FCR102040R	Samsung	4	CHROMEBOOK	SO-20210130	7/25/2024
7/18/2024	4K9V9FANB16156T	Samsung	4	CHROMEBOOK	SD-20210234	7/25/2024
7/18/2024	NXGDDAA00163009F497600	Acer	Chromebook 14	CHROMEBOOK	SD-20210241	7/25/2024
7/18/2024	4K9V9FANC17858R	Samsung	4	CHROMEBOOK	LA-20210349	7/25/2024

7/18/2024	4K9V9FANC02151E	Samsung	4	CHROMEBOOK SD-20210044	7/25/2024
7/18/2024	4K9V9FANC01966E	Samsung	4	CHROMEBOOK SD-20210021	7/25/2024
7/18/2024	4K9V9FER216568X	Samsung	4	CHROMEBOOK LA-20210493	7/25/2024
7/18/2024	4K9V9FFNB10627T	Samsung	4	CHROMEBOOK SD-20210222	7/25/2024
7/18/2024	4K9V9FCNB04425M	Samsung	4	CHROMEBOOK SO-20210014	7/25/2024
7/18/2024	4K9V9FFNB10985V	Samsung	4	CHROMEBOOK LA-20210211	7/25/2024
7/18/2024	4K9V9FCR102331A	Samsung	4	CHROMEBOOK SO-20210172	7/25/2024
7/18/2024	4K9V9FCR102329N	Samsung	4	CHROMEBOOK SO-20210151	7/25/2024
7/18/2024	4K9V9FANC17790T	Samsung	4	CHROMEBOOK SO-20210203	7/25/2024
7/18/2024	4K9V9FFR314899L	Samsung	4	CHROMEBOOK LA-20210466	7/25/2024
7/18/2024	4K9V9FER216232M	Samsung	4	CHROMEBOOK LA-20210518	7/25/2024
7/18/2024	4K9V9FFR314842P	Samsung	4	CHROMEBOOK LA-20210426	7/25/2024
7/18/2024	4K9V9FANC00461X	Samsung	4	CHROMEBOOK SD-20210002	7/25/2024
7/18/2024	4K9V9FANC02090H	Samsung	4	CHROMEBOOK SD-20210034	7/25/2024
7/18/2024	4K9V9FFNB10903E	Samsung	4	CHROMEBOOK SD-20210178	7/25/2024
7/18/2024	4K9V9FCR102279M	Samsung	4	CHROMEBOOK SD-20210282	7/25/2024
7/18/2024	4K9V9FER216623Y	Samsung	4	CHROMEBOOK SD-20210381	7/25/2024
7/18/2024	4K9V9FFNB10978Z	Samsung	4	CHROMEBOOK LA-20210218	7/25/2024
7/18/2024	4K9V9FANC17725M	Samsung	4	CHROMEBOOK LA-20210388	7/25/2024
7/18/2024	4K9V9FCR102131K	Samsung	4	CHROMEBOOK SO-20210177	7/25/2024
7/18/2024	4K9V9FANC17497L	Samsung	4	CHROMEBOOK SO-20210197	7/25/2024
7/18/2024	4K9V9FDR329745Z	Samsung	4	CHROMEBOOK LA-20210447	7/25/2024
7/18/2024	4K9V9FCR102069B	Samsung	4	CHROMEBOOK SO-20210121	7/25/2024
7/22/2024	4K9V9FDR304369Y	Samsung	4	CHROMEBOOK SD-20210528	7/22/2024
7/22/2024	4K9V9FDW600086X	Samsung	4	CHROMEBOOK LA-20210894	7/22/2024
7/22/2024	4K9V9FANC00545Y	Samsung	4	CHROMEBOOK SO-20210052	7/22/2024
7/22/2024	4K9V9FDW600178K	Samsung	4	CHROMEBOOK LA-20210851	7/22/2024
7/22/2024	4WQR9FDW701875K	Samsung	4	CHROMEBOOK LA-20210964	7/22/2024
7/23/2024	4K9V9FFNB08161L	Samsung	4	CHROMEBOOK LA-20210073	7/25/2024
7/23/2024	4K9V9FCR102113V	Samsung	4	CHROMEBOOK LA-20210314	7/25/2024
7/23/2024	4K9V9FANC17983T	Samsung	4	CHROMEBOOK SO-20210198	7/25/2024
7/23/2024	4K9V9FANC17887M	Samsung	4	CHROMEBOOK SD-20210301	7/25/2024
7/23/2024	4K9V9FFNB08181H	Samsung	4	CHROMEBOOK SD-20210060	7/25/2024

7/23/2024	4K9V9FFNB10876D	Samsung	4	CHROMEBOOK SD-20210172	7/25/2024
7/23/2024	4K9V9FANC17833P	Samsung	4	CHROMEBOOK SO-20210193	7/25/2024
7/23/2024	4K9V9FDR329899A	Samsung	4	CHROMEBOOK LA-20210456	7/25/2024
7/23/2024	4K9V9FANC02216K	Samsung	4	CHROMEBOOK LA-20210065	7/25/2024
7/23/2024	4K9V9FANC02046B	Samsung	4	CHROMEBOOK LA-20210037	7/25/2024
7/23/2024	4K9V9FANC02225D	Samsung	4	CHROMEBOOK SD-20210054	7/25/2024
7/23/2024	4K9V9FFNB11049P	Samsung	4	CHROMEBOOK LA-20210236	7/25/2024
7/23/2024	4K9V9FANC17874M	Samsung	4	CHROMEBOOK SD-20210309	7/25/2024
7/23/2024	4K9V9FANC01900J	Samsung	4	CHROMEBOOK LA-20210157	7/25/2024
7/23/2024	5CD8227TYR	HP	X360	CHROMEBOOK SD-20210148	7/25/2024
7/23/2024	4K9V9FFR313585F	Samsung	4	CHROMEBOOK SO-20210220	7/25/2024
7/23/2024	4K9V9FANC17646X	Samsung	4	CHROMEBOOK LA-20210315	7/25/2024
7/23/2024	4K9V9FANC17902J	Samsung	4	CHROMEBOOK SD-20210315	7/25/2024
7/23/2024	4K9V9FANC17712M	Samsung	4	CHROMEBOOK SD-20210302	7/25/2024
7/23/2024	4K9V9FFNB10955M	Samsung	4	CHROMEBOOK SD-20210155	7/25/2024
7/23/2024	4K9V9FANB16780B	Samsung	4	CHROMEBOOK LA-20210001	7/25/2024
7/23/2024	4K9V9FANC17813X	Samsung	4	CHROMEBOOK LA-20210359	7/25/2024
7/23/2024	4K9V9FANC17764V	Samsung	4	CHROMEBOOK SO-20210205	7/25/2024
7/23/2024	4K9V9FANC17873K	Samsung	4	CHROMEBOOK SD-20210320	7/25/2024
7/23/2024	4K9V9FANC01956F	Samsung	4	CHROMEBOOK LA-20210022	7/25/2024
7/23/2024	4K9V9FCR102045T	Samsung	4	CHROMEBOOK SO-20210155	7/25/2024
7/23/2024	4K9V9FCNB04451B	Samsung	4	CHROMEBOOK SO-20210017	7/25/2024
7/23/2024	4K9V9FFNB10884P	Samsung	4	CHROMEBOOK SD-20210214	7/25/2024
7/23/2024	4K9V9FANC02082K	Samsung	4	CHROMEBOOK LA-20210042	7/25/2024
7/23/2024	4K9V9FANC02076V	Samsung	4	CHROMEBOOK SO-20210062	7/25/2024
7/23/2024	4K9V9FCR102208A	Samsung	4	CHROMEBOOK SO-20210142	7/25/2024
7/23/2024	4K9V9FFR121200Y	Samsung	4	CHROMEBOOK LA-20210106	7/25/2024
7/23/2024	L8NXC02W170327	Acer	C423	CHROMEBOOK SD-20210267	7/25/2024
7/23/2024	4K9V9FANC18072M	Samsung	4	CHROMEBOOK LA-20210394	7/25/2024
7/23/2024	4K9V9FFR121206B	Samsung	4	CHROMEBOOK LA-20210107	7/25/2024
7/23/2024	4K9V9FANC02099W	Samsung	4	CHROMEBOOK SD-20210036	7/25/2024
7/23/2024	4K9V9FFNB08248B	Samsung	4	CHROMEBOOK LA-20210074	7/25/2024
7/23/2024	4K9V9FFR121265B	Samsung	4	CHROMEBOOK LA-20210120	7/25/2024

7/23/2024	4K9V9FANC17774W	Samsung	4	CHROMEBOOK	LA-20210396	7/25/2024
7/23/2024	4K9V9FANC17695N	Samsung	4	CHROMEBOOK	LA-20210316	7/25/2024
7/23/2024	4K9V9FFNB11036P	Samsung	4	CHROMEBOOK	SD-20210186	7/25/2024
7/23/2024	4K9V9FANC17727Z	Samsung	4	CHROMEBOOK	SD-20210330	7/25/2024
7/23/2024	4K9V9FANC17798N	Samsung	4	CHROMEBOOK	SO-20210194	7/25/2024
7/23/2024	4K9V9FANC17850Z	Samsung	4	CHROMEBOOK	LA-20210376	7/25/2024
7/23/2024	4K9V9FER216587M	Samsung	4	CHROMEBOOK	LA-20210511	7/25/2024
7/23/2024	4K9V9FER214840H	Samsung	4	CHROMEBOOK	LA-20210504	7/25/2024
7/23/2024	4K9V9FCR102307D	Samsung	4	CHROMEBOOK	SO-20210138	7/25/2024
7/23/2024	4K9V9FFNB10900V	Samsung	4	CHROMEBOOK	LA-20210185	7/25/2024
7/23/2024	4K9V9FER216428R	Samsung	4	CHROMEBOOK	SO-20210239	7/25/2024
7/23/2024	4K9V9FER216772Y	Samsung	4	CHROMEBOOK	SD-20210383	7/25/2024
7/23/2024	4K9V9FCNB04712V	Samsung	4	CHROMEBOOK	SO-20210037	7/25/2024
7/23/2024	4K9V9FER216150B	Samsung	4	CHROMEBOOK	LA-20210503	7/25/2024
7/23/2024	4K9V9FANC01951Z	Samsung	4	CHROMEBOOK	SD-20210017	7/25/2024
7/23/2024	4K9V9FER216241T	Samsung	4	CHROMEBOOK	SD-20210379	7/25/2024
7/23/2024	4K9V9FANB16381M	Samsung	4	CHROMEBOOK	SO-20210110	7/25/2024
7/23/2024	4K9V9FFNB11014Z	Samsung	4	CHROMEBOOK	LA-20210202	7/25/2024
7/23/2024	4K9V9FFNB10967F	Samsung	4	CHROMEBOOK	LA-20210220	7/25/2024
7/23/2024	4K9V9FER216776T	Samsung	4	CHROMEBOOK	LA-20210519	7/25/2024
7/23/2024	4K9V9FER214766E	Samsung	4	CHROMEBOOK	SD-20210403	7/25/2024
7/23/2024	4K9V9FANC17720D	Samsung	4	CHROMEBOOK	LA-20210389	7/25/2024
7/23/2024	4K9V9FER216203A	Samsung	4	CHROMEBOOK	SD-20210399	7/25/2024
7/23/2024	4K9V9FER216336J	Samsung	4	CHROMEBOOK	LA-20210542	7/25/2024
7/23/2024	4K9V9FER216236F	Samsung	4	CHROMEBOOK	SD-20210380	7/25/2024
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7/23/2024	4K9V9FER216210F	Samsung	4	CHROMEBOOK	SO-20210232	7/25/2024
7/23/2024	4K9V9FER216767M	Samsung	4	CHROMEBOOK	SD-20210410	7/25/2024
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7/23/2024	4K9V9FANC17834T	Samsung	4	CHROMEBOOK	SD-20210324	7/25/2024
7/23/2024	4K9V9FANC00636V	Samsung	4	CHROMEBOOK	SD-20210005	7/25/2024
7/23/2024	4K9V9FANC01923H	Samsung	4	CHROMEBOOK	SD-20210010	7/25/2024
7/23/2024	4K9V9FANB16188E	Samsung	4	CHROMEBOOK	SO-20210105	7/25/2024



7/23/2024	4K9V9FANB16177L	Samsung	4	CHROMEBOOK	SO-20210099	7/25/2024
7/23/2024	4K9V9FFNB10926V	Samsung	4	CHROMEBOOK	SD-20210154	7/25/2024
7/23/2024	4K9V9FFNB10975E	Samsung	4	CHROMEBOOK	SD-20210208	7/25/2024
7/23/2024	4K9V9FFNB10923A	Samsung	4	CHROMEBOOK	LA-20210209	7/25/2024
7/23/2024	4K9V9FER323020B	Samsung	4	CHROMEBOOK	LA-20210472	7/25/2024
7/23/2024	4K9V9FANC02110B	Samsung	4	CHROMEBOOK	SO-20210066	7/25/2024
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7/23/2024	4K9V9FANB16224W	Samsung	4	CHROMEBOOK	SD-20210233	7/25/2024
7/23/2024	4K9V9FFNB10890W	Samsung	4	CHROMEBOOK	LA-20210195	7/25/2024
7/23/2024	4K9V9FFR314751V	Samsung	4	CHROMEBOOK	SD-20210341	7/25/2024
7/23/2024	4K9V9FFNB10988E	Samsung	4	CHROMEBOOK	SD-20210182	7/25/2024
7/23/2024	4K9V9FCR102276D	Samsung	4	CHROMEBOOK	SO-20210124	7/25/2024
7/24/2024	4K9V9FDW600051M	Samsung	4	CHROMEBOOK	LA-20210905	7/24/2024
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7/30/2024	4K9V9FCR102051H	Samsung	4	CHROMEBOOK	LA-20210320	7/30/2024
7/31/2024	4K9V9FDW600139B	Samsung	4	CHROMEBOOK	LA-20210891	7/31/2024
7/31/2024	4K9V9FCR102133B	Samsung	4	CHROMEBOOK	SO-20210165	7/31/2024
7/31/2024	4K9V9FDW600068Z	Samsung	4	CHROMEBOOK	LA-20210863	7/31/2024
7/31/2024	4K9V9FFNB10895V	Samsung	4	CHROMEBOOK	LA-20210238	7/31/2024

## CALIFORNIA PACIFIC CHARTER SCHOOLS

**Agenda Item:**

**Date:** August 8, 2024

	Correspondence/Proposals/Reports
	Consent Agenda
X	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
	Policy Development

**Item Requires Board Action:** X

**Item is for Information Only:** \_\_\_\_\_

**Item:** Approval of 2024-2025 Contract with Key Charter Advisors, LLC (Karl Yoder)

**Background:** This contract engages consultant Karl Yoder with Key Charter Advisors, LLC to provide advisory and strategic consulting services to the School during the leave of the Director of Finance. The services are tailored to ensure continuous support in managing First Interim Budget preparation, complying with reporting requirements, and addressing any urgent financial matters that may arise.

This contract is essential to ensure that California Pacific Charter Schools maintains financial stability and regulatory compliance during the temporary absence of the Director of Finance.

Scope of Services:

- Budget and Financial Reports: Support in preparing the 2023-24 Unaudited Actuals and the 2024-25 First Interim Budget.
- Legislative Updates: Provide insights on new legislation impacting charter schools, focusing on how the changes affect the School specifically.
- Accounting Assistance: Technical support on accounting systems integration, compliance with GAAP, FASB, GASB, and audit-related guidance.
- Program Compliance: Technical assistance with various state and federal programs, including ESSA, Special Education, and the Public Charter Schools Grant Program (PCSGP).
- LCFE Guidance: Provide guidance on Local Control Funding Formula details, including funding impacts, cash flow, and payment formulas.
- Strategic Advising: Advise on charter structures, financing options, and related technical support for facilities or cash flow financing.
- Board Meeting Participation: Attend select board meetings as requested.

Compensation:

- Hourly Rate: \$325 per hour for services provided by Karl Yoder.

**Recommendation:** It is recommended the Board approve the 2024-2025 Contract with Key Charter Advisors, LLC (Karl Yoder) for California Pacific Charter Schools - Los Angeles (#1751), San Diego (#1758), and Sonoma (#2037).

**Fiscal Impact for 2024-2025:** \$10,000.00

*(Estimated; total fiscal impact dependent on actual hours)*

California Pacific Charter - Los Angeles (#1751)	\$ 4,800.00
California Pacific Charter - San Diego (#1758)	\$ 3,200.00
California Pacific Charter - Sonoma (#2037)	\$ 2,000.00

**AGREEMENT FOR**  
**CHARTER SCHOOL ADVISORY SERVICES**  
**DATED AS OF AUGUST 1, 2024**

**THIS IS AN AGREEMENT FOR SERVICES** between **CALIFORNIA PACIFIC CHARTER SCHOOLS, INC**, to which reference is made herein as the “School,” and **KEY CHARTER ADVISORS, LLC**, to which reference is made herein as “KCA,” in connection with charter school advisory services to be provided by KCA to the School, as described in the Scope of Services attached hereto.

1. **Retention.** The School hereby retains KCA to perform, as requested by the School, services set forth in the Scope of Services, attached hereto.
2. **Representations of KCA.** KCA hereby represents the following:
  - A. KCA shall not receive a fee from any source other than the School for the services in the Scope of Services attached to this Agreement, except as may be disclosed in writing, and has no arrangement with respect thereto with any party other than the School regarding the services in the Scope of Services attached.
  - B. KCA is an independent private business and is not acting in any other professional capacity than as represented in this Agreement and the Scope of Services attached hereto.
3. **Agreements of KCA.** KCA hereby agrees as follows:
  - A. KCA will provide, as requested by the School, services that reasonably conform to the Scope of Services attached hereto.
  - B. In providing such services, KCA will make available the experience of its organization and professionals so as to represent the School.
4. **Primary Contact.** The Primary Contact shall be Karl Yoder. The Primary Contact may not be substituted without prior written consent of School. The intention of both parties is that the Primary Contact shall personally perform all Services under this Agreement. KCA guarantees a minimum of 20 hours per month of Primary Contact time during the contract term.
5. **Term of the Agreement.** The term of this Agreement shall be **eleven (11)** months, for the period beginning on **August 1, 2024** and ending on **June 30, 2025**. The Agreement is terminable at any time (see “Termination” below).
6. **Board Approval.** If required under School policy/procedure, this contract is contingent upon approval by the Governing Board of the School. If not Board-approved, the Agreement will be considered null and void, and any initial payments received by KCA shall be reimbursed in full to the School.
7. **Compensation.** The School shall pay to KCA compensation of **\$325** per hour for each hour worked by the Primary Contact during the term of this Agreement. KCA shall provide periodic statements showing hours worked, summary of work completed, and total amount due. KCA’s monthly fee covers all services set forth in the Scope of Services attached hereto, with the exception of travel

**Charter School Advisory Services Agreement**  
**Page 2 of 7**

costs for travel explicitly requested by School, such as in-person attendance at meetings. Such travel costs (including reasonable airfare, rental car, hotel, meals and parking not exceeding actual cost of travel) are in addition to the monthly fee and shall be reimbursed to KCA. Travel time shall be billed at 50% of the hourly rate. All other out-of-pocket costs are the responsibility of KCA, unless specifically authorized by School.

In the event School is considering issuance of debt obligations in which KCA is requested to provide services as a registered independent municipal advisor, KCA shall receive separate compensation for such services directly related to such issuance, with such compensation contingent upon successful completion of the issuance. School shall be notified by KCA in advance of the amount, scope and terms of any such compensation in relation to any such municipal advisory service, and may elect to retain KCA as a registered independent municipal advisor on a case-by-case basis, without affecting the terms of this Agreement.

8. **On-Site Visits.** School and KCA agree that the services to be provided will involve a combination of telephone, email, teleconference, and in-person visits, in whatever combination provides optimal efficiency and communication between both parties. KCA agrees that the Primary Contact shall be available on-site at the School's sites for occasional situations throughout the year requiring on-site presence, as requested by School. Other than logistical constraints and timing conflicts, there is no limit to the number or length of such meetings required by School.
9. **Contract Renewal.** As agreed by KCA and the School, this Agreement shall be renewable for consecutive single or multiple fiscal year terms, each such term beginning at the end of the prior period's agreement. Pricing for future years will be negotiated at the time of renewal.
10. **Entire Agreement; Amendments.** All discussions, negotiations and prior agreements between the School and KCA regarding the services to be provided during the Term of this Agreement and pursuant to the Scope of Services attached hereto are merged into this Agreement. This Agreement is the entire agreement between the parties respecting the subject matter hereof. This Agreement may be amended only in writing. This Agreement is renewable by Amendment, subject to all terms and conditions herein unless otherwise agreed by the parties.
11. **Assignment.** This Agreement may not be assigned by either party hereto without the written consent of the other party.
12. **Termination.** Either party hereto may terminate this Agreement for cause, determined as a material breach prohibiting the accomplishment of the parties' objectives upon entering into this Agreement, upon thirty (30) days written notice to the other party. Upon termination by either party, KCA shall be paid compensation as described under Paragraph 6, Compensation, above incurred through the date of termination.
13. **Information.**
  - A. **Ownership and Accuracy.** The School, its officials, staff, and board will be providing KCA various data, records, studies, computer print-outs and other information and representations as to the facts relating to the School and its operations. KCA will be using and relying upon such data, records, studies, computer print-outs and other information in the preparation of KCA's work products. All such data, records, studies, computer print-outs and other information, and compilations created therefrom, are considered as

**Charter School Advisory Services Agreement**  
**Page 3 of 7**

and shall remain the property of the School. While KCA shall make reasonable efforts to ensure accuracy of information furnished to KCA by the School, its officials, staff, or board, KCA bears no liability in the event any such information is deemed to be false, misleading or inaccurate or otherwise violates any law, regulation or order. In the event of any such determination, the School shall defend, indemnify and hold KCA harmless from and against any claim, suit, proceeding or loss, damages, or liability of any kind related to the information provided by the School, its officials, staff, and board to KCA.

- B. **Confidentiality.** The School and KCA acknowledge the critical and confidential nature of information provided by School to KCA to perform the Services, including information prepared by School's backoffice provider and/or other third-party consultants, and agree that each will ensure no use, dissemination, or disclosure of any such information of the other party to any person, firm or business, except as necessary to perform obligations or exercise rights or privileges set forth in this Agreement and the Scope of Services, attached hereto, and then only as agreed by the parties. Each party agrees it will receive all confidential information in trust and confidence and it will treat all confidential information with the same degree of care as it accords to its own confidential information of like sensitivity, but in no event less than a reasonable level of care.
14. **Non-Compete For Back-Office Services.** While KCA may provide advisory services to supplement and/or review services provided by the School's backoffice provider, KCA will not provide competing backoffice services to the School. Furthermore, while KCA's Primary Contact maintains an existing executive relationship with Delta Managed Solutions, Inc. ("DMS"), a backoffice services provider, KCA shall neither provide any information received from School regarding School's activities to DMS or any third party, nor be involved in any proposal from DMS to provide backoffice services in the future, nor assist DMS with provision of such backoffice services if retained.
15. **Standards.** KCA shall perform its services pursuant hereto in accordance with competent professional standards. The liability of KCA to the School for any breach of those professional standards arising out of or related to this Agreement or the services performed hereunder shall not exceed the aggregate limit of KCA's errors and omissions insurance, which is two million dollars. KCA shall not be liable for mistakes of judgement or other actions taken in good faith unless such error results from an intentionally wrongful or grossly negligent act of KCA. At the time of signing this Agreement, KCA does not to its knowledge have any outstanding claims which could result in liability to KCA due to failure to perform in accordance with competent professional standards regarding services as described in the Scope of Services hereto.
16. **Severability.** If any provision of this Agreement is unenforceable or invalid under any applicable law or is so held by applicable court decision(s), such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole. In such event, such provision shall be changed and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision within the limits of applicable law or court decision(s).
17. **Waiver.** The failure of either party to require performance by the other party of any provision hereof shall not affect the full right to require such performance at any time thereafter unless otherwise agreed by the parties in writing; nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself unless otherwise agreed by the parties in writing.

**Charter School Advisory Services Agreement**

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18. **Counterparts; Scan/Facsimile.** This Agreement may be signed in counterparts and shall be effective against signatures by scan/facsimile.
19. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California. KCA and the School agree that no legal action may be brought against the other more than two (2) years after the date the claim giving rise to such action became known by the party asserting the claim or exercising reasonable diligence should have been known to that party.
20. **Dispute Resolution.** If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties may agree to submit the dispute to a mutually agreed-upon arbitrator so long as both parties, in their sole and unreviewable discretion, choose to resolve the dispute through arbitration. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration will be allocated by the arbitrator.
21. **Liability and Indemnification.** Each party agrees, to the extent permitted by applicable law, to indemnify and hold harmless the other party, including any individual member of the governing boards, and their employees from every claim, demand, or suit which may arise out of, be connected with or be made by reason of the indemnifying party's negligence or failure to meet any of the duties the parties are required to perform pursuant to this Agreement all of which are subject to the Standards provided in this Agreement. Notwithstanding the preceding sentence, this indemnification shall not cover any claim, demand, or suits against a party seeking indemnification that is based on the willful misconduct or fraud of the party or its employees or agents. Either party shall, at its own expense and risk, defend, or at its option settle, any court proceeding that may be brought on any claim or demand on which such party has an indemnification obligation, and shall satisfy any judgement that may be rendered with respect to any such claim or demand, provided that the party to be indemnified notifies the other party, in writing within twenty (20) business days of receipt of such claim or demand.
22. **Independent Contractor.** KCA's relationship to the School is that of an independent contractor. Nothing in this Agreement or in the activities contemplated by the School and KCA shall be deemed to create an agency, partnership, employment, or joint venture relationship between the School and KCA. The School acknowledges that KCA is not a law firm, and no services or written or oral communications made by KCA during the course of providing services are or should be construed as legal advice. KCA neither assumes nor underwrites any liability of the School and acts only as a provider of the services in the Scope of Services attached hereto, which are ministerial in nature.


**Charter School Advisory Services Agreement**  
**Page 5 of 7**

**IN WITNESS WHEREOF**, this Agreement has been executed and delivered for and in the names and on behalf of the School and KCA as of the date set forth above.

**CALIFORNIA PACIFIC CHARTER SCHOOLS, INC**

**KEY CHARTER ADVISORS, LLC**

By: \_\_\_\_\_

By:  \_\_\_\_\_

Name: Christine Feher  
Title: Executive Director

Name: Karl Yoder  
Title: Managing Partner



**CALIFORNIA PACIFIC CHARTER SCHOOLS, INC. / KEY CHARTER ADVISORS, LLC**  
**SCOPE OF SERVICES**

In performing under this Agreement, KCA shall provide strategic consulting and advisory services to School, including but not limited to the following areas:

- Assist with 2023-24 Unaudited Actuals, 2024-25 First Interim Budget, and related support services as needed.
- Provide regular updates and insight on new legislation affecting charter schools, and how such legislation might impact the School if approved. This legislative information shall provide specific functional information to the School on the real-world effects of the legislation on the School in particular, vs. a general summary of the proposed law.
- Provide specific accounting technical assistance regarding integration of multiple accounting systems, SACS/non-SACS based translations, data import/export, authorizer reporting, auditor requirements, GAAP compliance, FASB vs. GASB accounting basis, full accrual vs. modified accrual approaches, and to the extent possible, assistance with avoiding and responding to audit exceptions and findings.
- Provide specific functional technical assistance with SB740 Funding Determination Forms, including how to budget appropriately, how to track during the year to avoid year-end surprises, what sorts of expenses can be considered instructionally-related, how current CDE staff and ACCS members are treating various funding determination approaches, as well as coordinating preparation, submittal and approval of any mitigating circumstances requests.
- Maintain ongoing working relationships with key charter industry professionals, including school executive directors, board members, CBOs, CDE staff, CSFA staff, county office of education staff, school district staff, attorneys, accountants, bankers, bond counsel, bond underwriters, fiscal consultants, lobbyists, backoffice providers, advocacy bodies, and others, in order to maintain a comprehensive view of events and trends that could potentially impact the School before official notifications or actions occur.
- Upon request, provide specific technical assistance on requirements, restrictions, deadlines, and timing of various categorical programs, including but not limited to ESSA Title I-V, Special Education, Lottery, Mandate Reimbursement, and the Public Charter Schools Grant Program (PCSGP).
- Provide specific technical guidance relating to the Local Control Funding Formula, including unduplicated pupil counts and percentage, impact of Base, Supplemental and Concentration Grant funding, breakdown of State Aid, Education Protection Account, and in-lieu-of property tax revenues, cash flow timing, payment formulas and impact of PENSEC and ADA filings for new and existing charters.

**Charter School Advisory Services Agreement**

**Page 7 of 7**

- Advise school on potential benefits and drawbacks to various combinations of charters, 501(c)3 nonprofit corporations, sole statutory memberships, and other structural considerations of charter network formation, to optimize the School's flexibility and risk mitigation for the foreseeable future.
- Provide specific advisory and technical assistance in relation to current and planned facility and/or cash flow financing, including but not limited to tax-exempt conduit revenue bonds, revenue anticipation notes, bank loans or lines of credit, and tax credit obligations. Assistance includes areas of continuing disclosure, investor communications, ratings discussions, and potential refinancing analysis. In the event a new obligation is planned in which the services of an independent registered municipal advisor is required, KCA shall submit a separate agreement.
- Upon request, attend select board meetings requiring KCA participation. The School shall be responsible for timely notifying KCA of scheduled board meetings at which KCA attendance is requested, and absent circumstances warranting special/emergency board meetings, timely notification shall be at least one (1) week in advance absent prior scheduling conflicts. KCA must be provided the board agenda for review of KCA-related items prior to public posting.
- Without duplication of existing contracted services between School and third-party providers, coordinate and communicate with School's legal, accounting, backoffice, and other professional advisors to assist School in achieving its objectives of maximizing accuracy and value received from backoffice providers and related consultants, to ensure all activities provided are in the best interests of the School.
- Any other technical and advisory services of a related nature to the specific services described above, as required by School during the course of each year.



**Order Form Number:** Q2791219  
**Valid Until:** 09/10/2024

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

<p><b>Billed To</b></p> <p><b>Customer:</b> CalPac  <b>Account Legal Name:</b> CalPac ***  <b>Contact Name:</b> Daisy Carlos                  940 S COAST DR #185                  COSTA MESA, California                  92626, United States  <b>Email Address:</b> dcarlos@cal-pacs.org  <b>Phone:</b> 9496887798</p>	<p><b>Sold To</b></p> <p><b>Customer:</b> CalPac  <b>Account Legal Name:</b> CalPac ***  <b>Contact Name:</b> Daisy Carlos                  940 S COAST DR #185                  COSTA MESA, California                  92626, United States  <b>Email Address:</b> dcarlos@cal-pacs.org  <b>Phone:</b> 9496887798</p>
<p><b>Auto Renew:</b> No  <b>Initial Paid Subscription Term:</b> 12 Month  <b>Paid Period Start Date:</b> 09/09/2024</p>	<p><b>Billing Method:</b> Email  <b>Currency:</b> USD  <b>Payment Term:</b> Net 30</p>

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

SERVICE	BILLING PERIOD	QUANTITY	PRICE	TOTAL
Education Annual	Annual	113	USD 90.00	USD 10,170.00
Cloud Recording 5TB - overage fee	Month	NA	USD 0.1000	NA
Cloud Recording Annual Prepay 5TB Monthly Usage	Annual	1	USD 6,000.00	USD 6,000.00

(Before Taxes)	
<b>Annual Payment:</b>	<b>USD 16,170.00</b>

Payment Schedule Summary (Before Taxes)
First Payment: USD 16,170.00

Other Terms & Notes
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# Coversheet

## Consent - Education/Student Services

**Section:** XI. Consent  
**Item:** B. Consent - Education/Student Services

**Purpose:**  
**Submitted by:**

**Related Material:**

California Pacific Charter 2024-2025 English Learner Master Plan.pdf

California Pacific Charter 2023-2024 English Learner Master Plan\_redline\_August 13 2024.pdf

Title 1 School-Parent Guardian Compact 24-25.pdf

MASTER PLAN  
for  
ENGLISH LEARNERS  
California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (August 13, 2024)

Kelly Wylie, President  
Dr. Shirley Peterson, Vice President  
Tanya Rogers, Clerk  
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### **Mission and Vision**

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.

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.

### **Goals and Vision for English Learner Master Plan**

Federal case law (*Castañeda vs. Pickard*, 648 F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory, and
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the California Pacific Charter School's English Learner Program is to embrace the Federal case law and support each English Learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

### **Home Language Survey**

For all students in TK–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year

nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, they will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if they will be given an Initial ELPAC assessment within 30 days of enrollment.

### **ELPAC Testing**

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

\*Per Assembly Bill 2268 and Ed Code Section 60810(b)(3), students in grade TK are exempt from ELPAC administration until they are enrolled in Kindergarten.

### **Using Initial and Summative Assessment Results**

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master

Tracking Spreadsheet. When a student withdraws from California Pacific Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

### **Initial ELPAC Student Score Reports**

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.

- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

### **Summative ELPAC Student Score Reports**

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to

communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

### **English Language Development (ELD) Standards**

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

**Link to ELD Standards:** <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

### **English Language Mainstream Program**

English Learners in California Pacific Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of California Pacific Charter School:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology
- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

### **SDAIE (Specially Designed Academic Instruction in English)**

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

*SDAIE Strategies:*

- Front load academic vocabulary
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Speak slowly and use repetition
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers, sentence frames)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

### **English Language Development (ELD) Instruction**

English Learners in the California Pacific Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. California Pacific Charter School will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

### **Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards**

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

*ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.*

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards

emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

### **Instruction focuses on...**

#### **Meaning Making**

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

#### **Language Development**

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

#### **Effective Expression**

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

#### **Content Knowledge**

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

#### **Foundational Skills**

Acquisition of the foundational skills enables students to independently read and use written language

to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

(See [the Resource Guide to the Foundational Skills at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf).)

### **Parent Notification of Programs**

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

### **Monitoring of Long Term English Learners**

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to assure that additional and appropriate learning opportunities are provided in English language development and in reading, writing and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Study Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

### **Meeting the Needs of Long Term English Learners**

*The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators* provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

[https://www.rcoe.us/educational-services/files/2012/08/NEA\\_Meeting\\_the\\_Unique\\_Needs\\_of\\_LTELEs.pdf](https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTELEs.pdf)



## Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

## *Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners*

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTEs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTEs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
- Three R's: rigor, relevance, and relationships: Provide LTEs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- Active engagement: Invite, support, and insist that LTEs become active participants in their own education.

### **Instructional Support System**

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
  - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
  - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.
4. The performance of EL and RFEP students are monitored:
  - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
  - Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

#### **1. Adopted Curriculum Standards**

In California Pacific Charter School each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

#### **2. Curriculum and Instruction Aligned with Adopted Standards**

California Pacific Charter School supports each English Learner in their appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

### **3. Assessment and Reporting**

California Pacific Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the appropriate school staff, school administrators, and governing board.

### **4. Monitoring and Intervention.**

English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress Special Education teachers must schedule an IEP meeting to discuss further interventions.

### **Staffing Authorizations**

Under the management of the Director of Human Resources, California Pacific Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

### **Professional Development**

California Pacific Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented.

### **Reclassification**

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). California Pacific Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

### **Reclassification Criteria**

California Pacific Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

### **Reclassification Process**

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

### **Monitoring of Reclassified Students**

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter

Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

### **English Learners in Special Education**

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

### **Role of the IEP Team**

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An

IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

### **SpEd: Assessment**

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

### **SpEd: Classification**

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

### **Needs of English Learners**

The needs of English Learners are addressed in several places on the IEP:

#### **Student Information:**

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

#### **Present Levels:**

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication:* Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's

language development (expressive and receptive) relates to their ability to communicate with others and its impact on their school performance.

#### **Special Factors:**

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to “Other statewide/charter assessments” will be checked and “Same as Above” for the listed accommodation/modification will be written.

#### **Annual Goals:**

- Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student’s IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

#### **Services:**

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student’s program should be modified from that of other ELD students in order to meet the student’s unique educational needs, that modification should be listed in the IEP.

#### **Writing Linguistically Appropriate Goals and Benchmarks-**

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the “Areas of Need” that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
  - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words “in English.”
  - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with \_\_\_% accuracy in \_\_\_ of \_\_\_ trials as measured by student work samples.

*Note: It is best practice to insert the phrase “in English” to emphasize the language component of the goal.*

Check the “Linguistically Appropriate” box to indicate the goal is linguistically appropriate to meet the student’s English language development needs.

#### **Special Education EL Reclassification**

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

**Avoid:**

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

**Parent Advisory Committees**

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English



Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

#### Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the California Pacific Charter School:

- Includes parents and community members in the decision-making, planning and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members

#### **Accountability and Evaluation**

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, California Pacific Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the California Pacific Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, California Pacific Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

California Pacific Charter School's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed and reported by California Pacific Charter School leads and Data and Assessment Department. Their reports are then analyzed by the Superintendent and Director of

School Operations to produce a set of suggested program modifications which are then shared with the local Board of Directors, teachers, EL coordinators, and EL parents for additional input and approval.

California Pacific Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

MASTER PLAN  
for  
ENGLISH LEARNERS  
California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (August 8, 2023)

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

Presented by: Christine Feher, Superintendent

**EL Master Plan Committee Members:**

Gretchen Chamberlain  
Ericka Zemmer  
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### **Mission and Vision**

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.

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.

### **Goals and Vision for English Learner Master Plan**

Federal case law (*Castañeda vs. Pickard*, 648 F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory, and
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the California Pacific Charter School's English Learner Program is to embrace the Federal case law and support each English Learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

### **Home Language Survey**

For all students in TK–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year

nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, they will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if they will be given an Initial ELPAC assessment within 30 days of enrollment.

### **ELPAC Testing**

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

*\*Per Assembly Bill 2268 and Ed Code Section 60810(b)(3), students in grade TK are exempt from ELPAC administration until they are enrolled in Kindergarten.*

### **Using Initial and Summative Assessment Results**

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master

Tracking Spreadsheet. When a student withdraws from California Pacific Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

### **Initial ELPAC Student Score Reports**

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.



- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

### **Summative ELPAC Student Score Reports**

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to

communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

### **English Language Development (ELD) Standards**

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

**Link to ELD Standards:** <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

### **English Language Mainstream Program**

English Learners in California Pacific Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of California Pacific Charter School:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology
- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

### **SDAIE (Specially Designed Academic Instruction in English)**

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student’s level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

*SDAIE Strategies:*

- Front load academic vocabulary
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Speak slowly and use repetition
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers, sentence frames)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

### **English Language Development (ELD) Instruction**

English Learners in the California Pacific Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. California Pacific Charter School will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

### **Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards**

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

*ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.*

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards

emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

### **Instruction focuses on...**

#### **Meaning Making**

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

#### **Language Development**

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

#### **Effective Expression**

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

#### **Content Knowledge**

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

#### **Foundational Skills**

Acquisition of the foundational skills enables students to independently read and use written language

to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

(See [the Resource Guide to the Foundational Skills at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf).)

### **Parent Notification of Programs**

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

### **Monitoring of Long Term English Learners**

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to assure that additional and appropriate learning opportunities are provided in English language development and in reading, writing and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Study Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

### **Meeting the Needs of Long Term English Learners**

*The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators* provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

[https://www.rcoe.us/educational-services/files/2012/08/NEA\\_Meeting\\_the\\_Unique\\_Needs\\_of\\_LTELEs.pdf](https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTELEs.pdf)

## Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

## *Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners*

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
- Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

### **Instructional Support System**

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
  - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
  - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.
4. The performance of EL and RFEP students are monitored:
  - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
  - Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

#### **1. Adopted Curriculum Standards**

In California Pacific Charter School each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

#### **2. Curriculum and Instruction Aligned with Adopted Standards**

California Pacific Charter School supports each English Learner in their appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

### **3. Assessment and Reporting**

California Pacific Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the appropriate school staff, school administrators, and governing board.

### **4. Monitoring and Intervention.**

English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress Special Education teachers must schedule an IEP meeting to discuss further interventions.

### **Staffing Authorizations**

Under the management of the Director of Human Resources, California Pacific Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

### **Professional Development**

California Pacific Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.



Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented.

### **Reclassification**

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). California Pacific Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

### **Reclassification Criteria**

California Pacific Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

### **Reclassification Process**

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

### **Monitoring of Reclassified Students**

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter

Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

### **English Learners in Special Education**

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

### **Role of the IEP Team**

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An

IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

### **SpEd: Assessment**

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

### **SpEd: Classification**

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

### **Needs of English Learners**

The needs of English Learners are addressed in several places on the IEP:

#### **Student Information:**

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

#### **Present Levels:**

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication:* Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's

language development (expressive and receptive) relates to their ability to communicate with others and its impact on their school performance.

**Special Factors:**

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to “Other statewide/charter assessments” will be checked and “Same as Above” for the listed accommodation/modification will be written.

**Annual Goals:**

- Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student’s IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

**Services:**

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student’s program should be modified from that of other ELD students in order to meet the student’s unique educational needs, that modification should be listed in the IEP.

**Writing Linguistically Appropriate Goals and Benchmarks-**

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the “Areas of Need” that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
  - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words “in English.”
  - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with \_\_\_% accuracy in \_\_\_ of \_\_\_ trials as measured by student work samples.

*Note: It is best practice to insert the phrase “in English” to emphasize the language component of the goal.*

Check the “Linguistically Appropriate” box to indicate the goal is linguistically appropriate to meet the student’s English language development needs.

**Special Education EL Reclassification**

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

**Avoid:**

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

**Parent Advisory Committees**

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English

Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

#### Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the California Pacific Charter School:

- Includes parents and community members in the decision-making, planning and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members

#### **Accountability and Evaluation**

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, California Pacific Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the California Pacific Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, California Pacific Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

California Pacific Charter School's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed and reported by California Pacific Charter School leads and Data and Assessment Department. Their reports are then analyzed by the Superintendent and Director of

School Operations to produce a set of suggested program modifications which are then shared with the local Board of Directors, teachers, EL coordinators, and EL parents for additional input and approval.

California Pacific Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

## **School - Parent/Guardian Compact**

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians, family members, and teachers through, at a minimum, monthly learning period meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116[d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter.
2. Parent/Guardian, student, and teacher sign the school's master agreement outlining course of study and performance expectations.
3. Communication and access to the staff are conducted and available through weekly check in meetings/communication, school email communication, conferences, learning period meetings, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is emailed weekly and discussed at each meeting with the homeroom teacher. Report cards are provided each semester to all students. Progress reports are provided after the 1st quarter and 3rd quarter for all students, and parent-teacher conferences held (as-needed).

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*School Site Council Approved: October 28, 2020, Reviewed: May 29, 2024  
Board Approved: November 12, 2020, Revised: August 8, 2023, Reviewed: August 13, 2024*



6. Given the model of the school, the parents/guardians are highly active participants in their child's education. Parents have access to student progress at all times through the Parent Portal.
7. Parents/guardians have access to staff via email, phone, text during normal office hours, and may request a parent conference at any time.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
  - a. Through homeroom meetings, parent-teacher conferences, and learning period meetings with the teacher of record
  - b. Review of local and state assessments and performance score
  - c. The school's MTSS program that provides support for students that are struggling academically
  - d. Through six week progress check ins with the student support team for students identified for Level 3 intervention
2. In which ways does the school provide Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
  - a. Parent/guardian training and webinars
  - b. Parent/guardian resources found on the CalPac website
3. With the assistance of Title I, Part A parents/guardians and family members, in which ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
  - a. Teacher professional development
  - b. Teacher resources found in the school's teacher professional development repository
4. In which ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?
  - a. The school will provide Title I goals and action items via SPSA and/or LCAP

- b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
5. In which ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
  - a. Information will be presented in a digital format that can be translated with the use of technology
  - b. Information will be presented in a way that is understandable to parents
  - c. Information will be presented visually and verbally, as applicable
6. In which ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
  - a. Given the model of the school, the parents are highly active participants in their child's education
  - b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In which ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
  - a. A digital format that can be translated with the use of technology
  - b. Information is presented in a way that is understandable by parents
  - c. Information is presented visually and verbally, as applicable
  - d. Information is translated verbally, as applicable

This Compact was adopted by California Pacific Charter Schools for the 2023-2024 school year and will be in effect for the period of the 2023-2024 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program as part of the school's annual notices.

# Coversheet

## Consent - Personnel Services

**Section:** XI. Consent  
**Item:** C. Consent - Personnel Services

**Purpose:**  
**Submitted by:**

**Related Material:**

BUS Job Descriptions Aug 2024.docx.pdf  
DRAFT CalPac GATE Coordinator JD Board Approval August 2024.docx.pdf  
DRAFT School Engagement Liaison Board Approval August 2024.docx.pdf  
Certificated Spec SAL 7-24 rev 8-13-24.pdf  
BUS Employee Handbook Revisions August 2024.docx.pdf  
2024 Employee Handbook Revisions 8.2024.docx.pdf  
Employee Handbook AUGUST 2024.docx.pdf  
San Diego County Office of Education Contract.pdf

**CALIFORNIA PACIFIC CHARTER SCHOOLS**

**Agenda Item:**

**Date:** August 13, 2024

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

**Item Requires Board Action:** X

**Item is for Information Only:**

**Item:** Approval of Job Descriptions for California Pacific Charter Schools

**Background:**

Job descriptions are critical to the successful personnel operations of the school. They provide structure in areas such as recruitment, on-boarding, determining reasonable accommodations, performance evaluation, succession planning, staff development, and compensation analysis. Job descriptions are routinely revised to remove antiquated wording, reflect the current duties of the positions, and align the minimum qualifications, knowledge, and abilities for the duties. New job descriptions are developed based on the schools’ staffing plans and identified support needs.

It is recommended the Board approve the following job description(s) as presented.

New Job Description(s):

GATE Coordinator Stipend (Certificated TK-5)

School Engagement Liaison (Classified)

**Fiscal Impact:** None



## Gifted and Talented Education (GATE) Coordinator

### *Stipend Job Description*

<b>Reports To:</b>	Assistant Superintendent or designee
<b>FLSA Status:</b>	Exempt or nonexempt dependent on candidate
<b>School Classification:</b>	Certificated
<b>Pay Range:</b>	\$2,500/year
<b>Work Schedule:</b>	Stipend
<b>Location:</b>	Remote and Onsite Office

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### **Stipend Position Summary**

*The GATE Coordinator will lead and manage the GATE program at California Pacific Charter Schools. This role involves coordinating with staff, students, and families to facilitate an enriching program for gifted students in grades three through five that extends the school's mission, vision, core values, and student learning outcomes.*

### **Minimum Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Five (5) years of elementary school teaching experience (Kindergarten through fifth grade); one (1) year of experience coaching or mentoring in an instructional setting is preferred.
- Gifted and Talented Education certification or similar training preferred.
- A valid, current, and appropriate California state multiple subject teaching credential. A copy of the credential must be provided at the time of application and kept current for the duration of the assignment.
- Authorization to teach English Learners.
- Must meet all minimum qualifications as outlined in the classification job description for employment.

### **General Skills**

- Team player
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold the school's vision and mission by acting with integrity

## Essential Duties and Responsibilities

1. **Program Development and Management:** The GATE Coordinator will develop and maintain a comprehensive GATE program overview; curating and creating grade-level appropriate projects that expand on the standard curriculum. The coordinator will ensure that the program aligns with the school's mission, vision, core values (C.A.R.E.S.), and student learner outcomes (SLOs).
2. **Facilitation and Coordination:** The coordinator will facilitate group meetings with GATE students at least once per Learning Period (LP), coordinating with teachers, school staff, and families regarding program enrollment and expectations. Additionally, the coordinator will serve as a liaison between the school administration and the GATE community.
3. **Student Engagement and Support:** The GATE Coordinator will encourage a zest for learning, curiosity, and extended project exploration among GATE students. They will support students in sharing project updates and collaborating with peers, providing guidance for individual and group projects that align with students' interests and abilities.
4. **Professional Development and Collaboration:** The coordinator will provide support and training to teachers on best practices for teaching gifted students and collaborate with other departments to ensure comprehensive support for the GATE program.
5. **Community and Parent Involvement:** The coordinator will develop and maintain strong relationships with parents, ensuring their engagement and consent in the GATE program. They will also organize and facilitate parent advisory committees or utilize existing School Site Council (SSC) structures as needed.

## Other Duties

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Perform other related duties as assigned.

## Knowledge and Abilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

### Knowledge of

- Presentation preparation and delivery
- Effective teaching strategies, lesson planning and student support
- Effective training and leadership strategies
- Online learning platforms
- Teaching strategies for gifted and talented students

GATE Coordinator Stipend Job Description  
Board Approval: August 2024

- Core principles of a GATE program
- Principles, theories, practices, methods and techniques used in curriculum development, instruction and assessment
- Procedures and best practices that promote appropriate student conduct
- Educational research concerning extrinsic and intrinsic student motivation
- Guidance and special education practices and procedures
- Applicable sections of the Education Code and other applicable laws
- Research methods and report writing techniques

#### Ability to

- **Facilitate Enriching Educational Experiences:** Create and implement a variety of engaging and challenging projects that extend the curriculum for gifted students.
- **Support Student Growth:** Identify areas for improvement in student performance and develop effective strategies to enhance learning outcomes.
- **Inspire and Motivate:** Encourage and inspire students to pursue their interests and reach their full potential through innovative and stimulating educational activities.
- **Develop Norms for Productive Collaboration:** Establish norms that promote a cohesive and productive culture within the GATE program, ensuring that group projects and collaborations are meaningful and effective.
- **Collaborate with Educators:** Work with other educators to create opportunities that deepen student learning experiences in a variety of content areas at varying grade levels, assist in the identification of students for the GATE program, and provide updates on student progress.
- **Schedule and Facilitate Meetings:** Organize and facilitate regular meetings with GATE students, teachers, and parents to discuss program goals, progress, and expectations.
- **Effective Communication:** Provide clear and effective oral and written communication, ensuring correct grammar, spelling, and punctuation.
- **Stay Informed and Share Best Practices:** Continually research and learn best practices in gifted education, synthesizing information and sharing insights with students, teachers, and parents to enhance the GATE program.

#### Use of Computer Technology

To perform this job successfully, an individual must have the ability to use all online classroom technology, student information system software, use the Internet to find information and complete tasks, email usage, spreadsheet software, and word processing software.

#### Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery

GATE Coordinator Stipend Job Description  
Board Approval: August 2024

- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus

**Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

**Hazards**

- Contact with dissatisfied individuals

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**Employee Acknowledgement**

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

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Employee Signature	Printed Name	Date
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# California Pacific Charter Schools

## School Engagement Liaison - Bilingual (Spanish)

### Job Description

<b>Reports To:</b>	Assistant Superintendent Educational Services
<b>FLSA Status:</b>	Non-Exempt
<b>School Classification:</b>	Classified
<b>Pay Range:</b>	Grade 8
<b>Work Schedule:</b>	185 day work year calendar
<b>Location:</b>	Onsite Office

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**Position Summary:** *Under the direct supervision of the administrator establishes communication with parents and families of participating students to provide support and connect them with school resources. Promotes school participation and student attendance to improve student academic outcomes. May provide academic support to students. Provides required translation and interpretation services for the school as needed.*

**Minimum Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Two (2) years of experience and/or training in community development activities, working with multicultural and socioeconomically diverse populations.
- One (1) year of related clerical and records experience; charter school experience preferred.
- Possession of a secondary school diploma or its recognized equivalent and one of the following: 1) completion of at least two years of study (minimum 48 semester hours) at an institution of higher education; 2) possession of an associate's (or higher) degree; or 3) passing a rigorous assessment that demonstrates the knowledge of, and the ability to assist in instructing, reading, writing, and mathematics at a level meeting State and Federal requirements. A bachelor's degree in an educational or related field is highly desirable.
- College level coursework in the designated second language is desirable.
- Bilingual English/Spanish. Completion of a professional interpretation and translation certification in the designated second language is desirable.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

**General skills:**

- Team player

School Engagement Liaison - Bilingual (Spanish) Job Description  
Board Approval: August 2024

- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold the school's vision and mission by acting with integrity

#### **Essential Duties and Responsibilities:**

1. Regular interaction with students and families by telephone, email, during meetings, or through video conferencing to provide information and assistance regarding attendance, academic expectations, policies, and programs.
2. Serve as a resource to families to promote positive relations and clear channels of communication among home and school.
3. Assist staff and/or families in identifying student needs in the areas of health, welfare, academics, and guidance and refer students to the school social worker for additional support.
4. Disseminate school related information to students and parents; assist staff and families with facilitating and maintaining communication links with the school.
5. Use bilingual skills in various contacts with parents and others in the school environment and attend a variety of meetings to serve as an interpreter (i.e. admissions meetings, master agreements, IEP, SARB, ELAC, and parent conferences).
6. Translate written materials (i.e. communications, correspondence, flyers, newsletters, memos, emails, etc.) for accuracy, context, readability, style and appropriate cultural nuances for non-English speaking parents and students.
7. Keep student records updated in order to facilitate ongoing communication with students and their families.
8. May be assigned to work directly with students in the classroom to provide academic support as requested.
9. Promote parent participation and develop parents into school/community leaders by encouraging parent and community involvement in school advisory committees and community activities.
10. Perform clerical and administrative support duties including maintaining calendars and files; assist in planning, coordinating and organizing school activities and flow of communications; maintain confidentiality of privileged and sensitive information.

#### **Other Duties:**

- Support school's management in the documentation and reporting of all formal disciplinary actions, if needed; supporting management with addressing and resolving complaints from staff, students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Attend and represent the school at school and community events.
- Perform other duties as assigned.

*School Engagement Liaison - Bilingual (Spanish) Job Description  
Board Approval: August 2024*

## **Bilingual**

In addition to the above duties, bilingual positions also interpret orally and translate in writing between English and a designated language; interprets for student, parent, or teacher, as required; and may serve as interpreter and/or translator for staff in parent conferences or other meetings.

**Knowledge and Abilities:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

### Knowledge

- Community agencies that serve the needs of students and families.
- Cultural diversity and the needs of the community served.
- Child and adolescent behavior and development.
- Telephone techniques and etiquette.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Customer service and public relations techniques.

### Ability

- Communicate effectively both orally and in writing in English and Spanish with a wide range of people including school personnel, agency staff, professionals, business leaders, community members and families.
- Use initiative in recognizing community issues as well as students' academic and social needs and develop techniques, resources and materials to meet such needs.
- Understand and resolve issues, complaints or problems.
- Establish and revise priorities independently with little direction.
- Assure efficient and timely completion of projects and activities.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Operate a variety of office equipment including a computer and assigned software.
- Prepare and maintain clear and accurate records.
- Maintain confidentiality of privileged and sensitive information.
- Complete work with multiple interruptions.
- Participate as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices.

**Use of Computer Technology:** To perform this job successfully, an individual must be proficient utilizing assigned software, Google Suite applications, Microsoft Office applications, databases and a variety of web-based applications; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails and requests in a timely manner.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in an office setting
- Indoor varying in temperature

**Hazards:**

- Contact with dissatisfied individuals

**Employee Acknowledgement:**

The job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

*School Engagement Liaison - Bilingual (Spanish) Job Description  
Board Approval: August 2024*



**Certificated Specialist Salary Schedule**

Work Year	Speech Language Pathologist			School Counselor/School Social Worker			School Psychologist			Program Specialist		
	185			205			200			205		
	Hourly	Daily	Annual	Hourly	Daily	Annual	Hourly	Daily	Annual	Hourly	Daily	Annual
1	\$57.56	\$460.46	\$85,185.00	\$47.72	\$381.73	\$78,253.88	\$64.89	\$519.12	\$103,824.00	\$67.11	\$536.86	\$110,055.60
2	\$59.00	\$472.00	\$87,320.00	\$48.91	\$391.28	\$80,212.40	\$66.51	\$532.08	\$106,416.00	\$68.78	\$550.24	\$112,799.20
3	\$60.48	\$483.84	\$89,510.40	\$50.13	\$401.04	\$82,213.20	\$68.17	\$545.36	\$109,072.00	\$70.50	\$564.00	\$115,620.00
4	\$61.99	\$495.92	\$91,745.20	\$51.38	\$411.04	\$84,263.20	\$69.87	\$558.96	\$111,792.00	\$72.26	\$578.08	\$118,506.40
5	\$63.54	\$508.32	\$94,039.20	\$52.66	\$421.28	\$86,362.40	\$71.62	\$572.96	\$114,592.00	\$74.07	\$592.56	\$121,474.80
6	\$65.13	\$521.04	\$96,392.40	\$53.98	\$431.84	\$88,527.20	\$73.41	\$587.28	\$117,456.00	\$75.92	\$607.36	\$124,508.80
7	\$66.76	\$534.08	\$98,804.80	\$55.33	\$442.64	\$90,741.20	\$75.25	\$602.00	\$120,400.00	\$77.82	\$622.56	\$127,624.80
8	\$68.43	\$547.44	\$101,276.40	\$56.71	\$453.68	\$93,004.40	\$77.13	\$617.04	\$123,408.00	\$79.77	\$638.16	\$130,822.80
9	\$70.14	\$561.12	\$103,807.20	\$58.13	\$465.04	\$95,333.20	\$79.06	\$632.48	\$126,496.00	\$81.76	\$654.08	\$134,086.40
10	\$71.89	\$575.12	\$106,397.20	\$59.58	\$476.64	\$97,711.20	\$81.04	\$648.32	\$129,664.00	\$83.80	\$670.40	\$137,432.00
11	\$73.69	\$589.52	\$109,061.20	\$61.07	\$488.56	\$100,154.80	1.025			1.025		
12	\$75.53	\$604.24	\$111,784.40	\$62.60	\$500.80	\$102,664.00	School Psychologist Intern					
Step Factor	1.025			1.025			\$20.00/hr					

**Educational Stipend:**  
 Effective 7/1/19 certificated specialist personnel in possession of a educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of \$3,000.  
 Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

Eligibility for salary step advancement is reviewed on July 1 of each fiscal year and is based upon completion of at least 75% of the work year calendar, the School's budget solvency, employee performance, and any other relevant factors.

Board Approval: 5/9/23  
 5% COLA 6-13-23  
 Board Approved: 05/14/24  
 Board Revise 8/13/24: Program Specialist from 200 to 205 day calendar

**CALIFORNIA PACIFIC CHARTER SCHOOLS**

**Agenda Item:**

**Date:** August 13, 2024

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

**Item Requires Board Action:** \_\_\_\_\_ **Item is for Information Only:** \_\_\_\_\_

**Item:** Approve revisions to the Employee Handbook

**Background:**

Each year staff review changes in employment law and best practices in human resources in order to ensure the Employee Handbook and board policies are in compliance. Following review and approval from the Board of Directors, the revisions to the Handbook will be provided to each employee electronically through the internal human resources information system. The proposed changes to the Employee Handbook have been outlined in a revisions summary document for reference.

It is recommended the Board approve the revisions to the Employee Handbook and direct staff to provide the revisions to all employees for acknowledgement.

**Fiscal Impact:**

None

## CALIFORNIA PACIFIC CHARTER SCHOOLS - EMPLOYEE HANDBOOK REVISIONS August 13, 2024

Bold/Italics to indicate new text

Strikethrough to reflect text being removed

Location	Item
<p>Section I: A. Equal Employment Opportunity</p>	<p><b><i>Revise:</i></b></p> <p><b>A. Equal Employment Opportunity</b></p> <p>The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School’s mission, vision, and values.</p> <p>The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices regularly.</p> <p><del>California Pacific Charter Schools (CPCS) is committed to promoting a discrimination-free and harassment-free educational and work environment. CPCS prohibits discrimination and harassment regardless of age, ancestry, color, disability (mental and physical), exercising the right to family care and medical leave, gender, gender expression, gender identity, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, race, religious creed, sex (includes pregnancy, childbirth, breastfeeding and related medical conditions), and sexual orientation. CPCS also ensures equal opportunities for education and prohibits retaliation for reporting any violation of this policy. Additionally, reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities under this policy.</del></p> <p><del>Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School’s management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.</del></p>

~~The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws. Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.~~

~~In accordance with the School's Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:~~

~~Mrs. Corrie Amador  
Director of Human Resources  
California Pacific Charter Schools  
940 South Coast Drive, Suite 185  
Costa Mesa, CA 92626  
[camador@cal-pacs.org](mailto:camador@cal-pacs.org)  
(949) 996-4556~~

~~Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX Coordinator, or the CEO, or any person they feel comfortable going to who shall advise the employee or applicant about the School's procedures for filing, investigating, and resolving any such complaint.~~

~~Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School's policy and regulation. Individuals may use the School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the Title IX Coordinator or HR.~~

~~Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to~~



	<p><del>and including dismissal.</del></p>
<p>Section I: B. Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation</p>	<p><b><i>New: Due to changes in Title IX, it is recommended this become a stand alone section following the Equal Employment Opportunity section of the Handbook.</i></b></p> <p><b><i>Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation</i></b></p> <p><b><i>California Pacific Charter Schools (“CalPac” or “School”) is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CalPac’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person’s appearance or behavior, gender roles, gender expression, or gender identity, or about an individual’s ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual’s sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.</i></b></p> <p><b><i>Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.</i></b></p> <p><b><i>CalPac does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or Title IX Coordinator as appropriate.</i></b></p> <p><b><i>All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment</i></b></p>

*should be submitted to our Title IX Coordinator, who can be reached at:*

*Corrie Amador, Director of Human Resources  
940 South Coast Drive, Suite 185, Costa Mesa, CA 92626  
(949) 996-4556  
camador@cal-pacs.org*

*The Title IX Coordinator will determine whether the CalPac Title IX policy or another complaint policy applies. Title IX qualifying complaints will be addressed under the Title IX policy posted on the CalPac website and maintained by the Human Resources Department.*

*If the matter concerns sexual harassment, discrimination, and/or retaliation, but does not qualify under Title IX, the matter will be addressed in accordance with the California Fair Employment and Housing Act ("FEHA").*

**Non-Title IX Complaints**

*When CalPac receives allegations of unlawful harassment, discrimination, or retaliation under FEHA, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CalPac is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.*

**Prohibited Unlawful Harassment**

- *Verbal conduct such as epithets, derogatory jokes or comments or slurs;*
- *Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;*
- *Retaliation for reporting or threatening to report harassment; or*

- *Disparate treatment based on any of the protected classes above.*

**Prohibited Unlawful Sexual Harassment**

*CalPac is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.*

*Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.*

*It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.*

*All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.*

*Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate*

***action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."***

***Sexual harassment may include, but is not limited to:***

- ***Physical assaults of a sexual nature, such as:***
  - ***Rape, sexual battery, molestation or attempts to commit these assaults and***
  - ***Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.***
- ***Unwanted sexual advances, propositions or other sexual comments, such as:***
  - ***Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.***
  - ***Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.***
  - ***Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.***
- ***Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:***
  - ***Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;***
  - ***Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and***
  - ***Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).***

	<p><b><i>The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CalPac policy.</i></b></p>
<p>Section III: H. Professionalism</p>	<p>Employees may not bring their own children to school events (<del>learning period</del> <b>online</b> meetings, assessments, school meetings <b>or events</b>, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.</p>
<p>Section IV: D. Nonexempt Employees</p>	<p>Add: 4. Pay for Mandatory Meetings/Training</p> <p><b><i>Employees are not compensated for travel time outside of their regular work hours unless required to perform job duties while traveling.</i></b></p> <p><b><i>Examples of Compensated Time:</i></b>  <b><i>Employee travel time during their regular working hours.</i></b>  <b><i>Employee travel time between work locations. For example, employee arrives at the CalPac office and then travels to a meeting at another location.</i></b>  <b><i>Employee travel time to perform an errand on behalf of the school.</i></b></p> <p><b><i>Examples of Uncompensated Time:</i></b>  <b><i>Employee travel time outside of their regular working hours unless required to perform job duties. For example, time spent driving to the airport or flying on an airplane to attend a conference.</i></b></p>
<p>Section IV: J. Personnel Records</p>	<p><b><i>Revise:</i></b>  The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change. <b><i>Name changes will be updated across school systems once the school receives an updated legal identification document such as a social security card.</i></b></p>

<p>Section IV: N. Out of State Work Policy</p>	<p>Revise: Candidates for future employment will be selected <del>first</del> from those residing within the state of California and will be required to remain within the state of California as a condition of employment. Additionally, current employees seeking promotion, advancement, or reassignment will be subject to the same residency rules. <del>The Superintendent may authorize out of state employment on an emergency case by case basis where physical presence is not required and/or for specialized positions that are difficult to fill (i.e. shortage areas such as special education, math, and science instruction).</del> Employees <b>are asked to</b> <del>must</del> provide sixty (60) days' written notice to CalPac if they plan to <b>resign to</b> move out of state. <del>Employees who move out of state may be subject to termination from their at-will employment at the School.</del> Additionally, other than attending conferences or training, employees may not perform any work out of state without prior written approval from the School, as this may require the School to treat the employee as an out of state worker and subject the School to the employment laws of the out of state location.</p>
<p>Section VI: A. Telecommuting - Remote Work Policy</p>	<p>Revise handbook to include content from board policy 4130 and rescind policy <b><i>As an online school, CalPac has designated certain job classifications for remote work due to the nature of the duties. The ability to telecommute is a privilege that will be reviewed as needed, is never guaranteed, contingent upon the employee's positive evaluation, always up to the supervisor's discretion, and may be rescinded at any time with or without reason. Employees shall be notified at the time of hire if the position is designated as remote or in the School's administrative office. Employees working remotely are expected to adhere to CalPac's policies and performance expectations for the duration of the assignment.</i></b>  <b><i>Employees working remotely must be available for contact via telephone, chat, and email and complete their job duties during the assigned work hours. Additionally, staff are required to attend meetings via the School's video conference programs with camera on, engaged in the conversation, and prepared to respond as appropriate.</i></b>  <del>The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who work remotely may be required to attend in-person meetings at the office or other designated locations.</del></p>

~~Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office as part of their reasonable commute, when they are required to report to their work location.~~

~~Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.~~

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the CEO or designee. ***Employees must adhere to policies and procedures governing use of the School's electronic communications, computer systems and confidential information.***

***Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's timesheet. All telecommuting employees must request and obtain written approval for any leave taken. A remote working assignment is not a substitute for dependent care. Employees must be free from parental duties during their working hours.***

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the CEO or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the School timekeeping system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

~~Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's timesheet. Employees must request and obtain~~

~~written approval for any leave taken.~~

***The School will determine and approve, with information supplied by the employee and the supervisor, the appropriate equipment needed for each remote work arrangement. The human resources and information system departments will serve as resources in this matter. Equipment supplied by the School will be maintained by the School. Equipment supplied by the employee in their remote work environment, will be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. The School reserves the right to make determinations as to appropriate equipment, which are subject to change at any time. Equipment supplied by the School is to be used for business purposes only. The telecommuter must sign an inventory of all School property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all School property will be returned within five days of the employee's last day, unless other arrangements have been made.***

***The School may provide telecommuting employees with equipment or office furnishings for their remote offices to the extent that it supports a safe work environment or in response to an accommodation. Items purchased by the School remain the School's property. Employees are responsible for equipping and maintaining their remote offices so that they can accomplish their work in an efficient and expeditious manner.***

***The School will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary and reimburse the employee for business-related expenses that are reasonably incurred in carrying out the employee's job duties. Whenever practical, the employee should make every effort to utilize the School office and supplies to perform any duties that may incur additional expenses.***

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work. Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.



<p>Section VI: E. Employee Driving Policy</p>	<p>Add: Alternative Transportation All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the CEO or designee, the employee may be reimbursed the actual miles traveled using the Schools’ current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee’s personal vehicle is unavailable. <b><i>The standard tip reimbursement for rideshare services is 18%; however, employees will be reimbursed for a tip up to 22% of the total.</i></b></p>
<p>Section VII: A. Wages</p>	<p>Add: <b><i>Classified employees who perform certificated substitute duties will be compensated on the board approved certificated substitute salary schedule for time worked in the certificated assignment. In instances where the certificated substitute assignment is canceled with less than 24 hours notice, the classified employee will receive two hours of certificated substitute pay unless another substitute assignment is offered.</i></b></p>
<p>Section VII: B. Stipends</p>	<p>Add: <b><u>Education Stipend:</u></b> <b><i>Employees who work in a position at 60% or greater FTE (24 hours/week or greater) may be eligible for an education stipend based on their job classification. HR will add the appropriate education stipend to the employee’s pay starting the first of the month following receipt of proof of the degree. The education stipend is paid over the course of the work year calendar and will be prorated to the effective date.</i></b></p> <p style="padding-left: 40px;"><b><i>Example: A 12-month nonexempt employee obtains a bachelor’s degree on June 14. The employee provides proof of the degree to HR on July 5. The stipend will be added effective August 1 and will be paid starting in the employee’s first August paycheck prorated to the start date of August 1.</i></b></p> <p><b><i>Classified</i></b> <b><i>\$500 for a bachelor’s degree or \$1,500 for a master’s degree per year</i></b> <b><i>Certificated</i></b> <b><i>\$1,500 for a master’s degree or \$3,000 for a doctorate degree per year</i></b></p>

	<p><b><i>Certificated Specialist/Administration</i></b>  <b><i>\$3,000 for a doctorate degree per year</i></b></p>
<p>Section VII: H Expense Reimbursement</p>	<p>The reimbursement rates are:                  \$20 for breakfast, \$25 for lunch, \$35 for dinner plus service gratuity. <del>maximum of</del> <b><i>The standard tip for meals is 18% of the subtotal; however, employees will be reimbursed for a tip up to 22% of the subtotal.</i></b> The total amount reimbursed for meals per day will not exceed \$80. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report.</p>
<p>Section VIII: F. Bereavement Leave</p>	<p>Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments, <b><i>or as prorated to the employee's FTE. The leave must be used within three (3) months of the death of the individual.</i></b> If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days and/or vacation time (if applicable). Nonwork days or holidays will not count as bereavement leave. Employees may take the equivalent of one additional day of bereavement leave for the purpose of travel if the services are located out of state. The CEO or designee may approve additional unpaid time off with preapproval.</p>
<p>Section VIII: P. Employee Excessive Absenteeism</p>	<p>Add: <b><i>Employee Excessive Absence Policy:</i></b></p> <p><b><i>Definition of Excessive Absence: Excessive absence is defined as any absence from work that exceeds the School's established limits, including but not limited to unexcused absences, tardiness, and leaving work early without prior approval.</i></b></p> <p><b><i>Reporting Absences: Employees are required to report all absences to their immediate supervisor or the designated HR personnel as soon as possible, preferably before the start of their scheduled shift and to add a time off request in the School's HR system. Failure to do so may result in the absence being considered unexcused.</i></b></p>

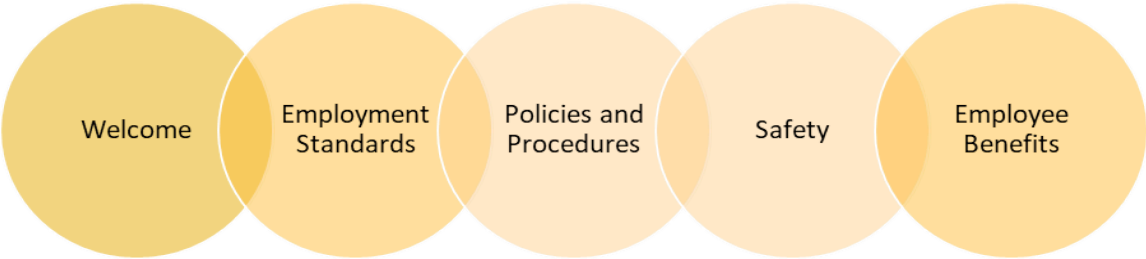
	<p><b><i>Documentation of Absences: Employees must provide appropriate documentation for any absences, such as a doctor's note for medical absences, court documents for jury duty, or other acceptable forms of verification as requested by the School.</i></b></p> <p><b><i>Consequences of Excessive Absence: Employee excessive absence has a negative effect on the School's students, staff, and operations; therefore, excessive absence may result in disciplinary action, up to and including termination of employment. The School reserves the right to determine what constitutes excessive absence and will make this determination based on a review of the individual circumstances as to whether the employee has engaged in abuse of the leave policies.</i></b></p> <p><b><i>Notification of Absence Policy: This policy will be communicated to all employees upon hiring and will be included in the employee handbook. Employees are responsible for familiarizing themselves with the policy and complying with its requirements.</i></b></p> <p><b><i>Accommodations for Medical Absences: The School recognizes that some absences may be due to medical reasons. Employees who require accommodations for medical absences should contact HR to discuss their needs and provide appropriate documentation from a healthcare provider.</i></b></p> <p><b><i>Request for Leave of Absence: Employees who anticipate the need for an extended absence should submit a request for a leave of absence in accordance with the School's leave policy. Approval of leave requests will be at the discretion of the supervisor.</i></b></p> <p><b><i>Compliance with School Policies: Employees are expected to comply with all School policies and procedures, including those related to attendance and punctuality. Failure to do so may result in disciplinary action.</i></b></p> <p><b><i>This policy is intended to ensure that employees understand the expectations regarding attendance and to maintain a productive work environment. Employees with questions or concerns about this policy should contact HR for clarification.</i></b></p>
<p>Section VIII: Q. Holidays</p>	<p><b><i>Revise:</i></b>                  Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time or part time (twenty four or more hours per week) classified employee in paid status on the working day immediately preceding and following the</p>

	<p>holiday. A holiday that falls during a classified employee's vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances. <b><i>Nonexempt employees may not work on a holiday without prior approval of the supervisor.</i></b> Employees required by their supervisor to work on a scheduled school holiday who are eligible for holiday pay, will in addition to holiday pay, receive compensation for the actual hours worked. Classified employees working at least 80% FTE will be compensated 8 hours for each observed school holiday falling within the employee's work year calendar. Classified employees working between 60% - 79% FTE will be compensated 4.8 hours for each observed school holiday falling within the employee's work year calendar.</p>
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# California Pacific Charter Schools

## Employee Handbook August 2024



The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

## Confirmation of Receipt of Handbook

I have received the School's revised Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the School's policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the CEO or Board of Directors, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing, signed by the CEO or the Director of Human Resources on behalf of the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

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Employee's Name

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Employee's Signature

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Date signed

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## Welcome to CalPac!

We are glad to have you on our team! You have joined an organization that focuses on the execution of high quality personalized learning using innovative delivery methods and technology to foster empowered, life-long learners. As an organization we seek to hire and retain high caliber individuals to meet our vision of extraordinary education.

The School complies with all federal and state employment laws, and this handbook generally reflects those laws. The School also complies with any applicable local laws, although there may not be an express written policy regarding those laws contained in the handbook.

The employment policies and/or benefits summaries in this handbook are written for all employees. Please take the time now to read this handbook carefully and sign the acknowledgement to show that you have read, understand, and agree to the contents of this handbook, which sets out the basic rules and guidelines concerning your employment. Please understand that no employee handbook can address every situation in the workplace.

We truly value our employees and have developed this handbook to assist you with understanding our policies, procedures, and performance expectations. Keep in mind that the employee is responsible for reading and understanding the handbook as well as any posted revisions; however, if anything is unclear to you, please discuss the matter with your supervisor or Human Resources (HR). As a team member we want you to have a long and successful career with us - where you can make an impact on student education. We sincerely hope that you will find your employment here to be one of enrichment, collaboration, and an overall professionally rewarding experience.

We wish you success in your employment here at California Pacific Charter Schools!

Sincerely,  
Christine Feher, Superintendent

## About CalPac

**Our Mission:** 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.

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

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

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

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

**Our Core Values:** CalPac CARES

Community, Accessible, Rigorous, Engaging, and Supportive

## Right to Revise

This handbook is the employee’s guide to understanding the provisions of their employment with California Pacific Charter Schools (“School”). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes to employment agreements must be in writing and must be signed by the CEO/Superintendent or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

## At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

## Section I: Nondiscrimination Policies

### A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values.

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices regularly.

### B. Policy Prohibiting Unlawful Harassment,

## Discrimination, and Retaliation

California Pacific Charter Schools (“CalPac” or “School”) is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CalPac’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person’s appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual’s sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CalPac does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or Title IX Coordinator as appropriate.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Corrie Amador, Director of Human Resources  
 940 South Coast Drive, Suite 185, Costa Mesa, CA 92626  
 (949) 996-4556  
 camador@cal-pacs.org

The Title IX Coordinator will determine whether the CalPac Title IX policy or another complaint policy applies. Title IX qualifying complaints will be addressed

under the Title IX policy posted on the CalPac website and maintained by the Human Resources Department.

If the matter concerns sexual harassment, discrimination, and/or retaliation, but does not qualify under Title IX, the matter will be addressed in accordance with the California Fair Employment and Housing Act ("FEHA").

### Non-Title IX Complaints

When CalPac receives allegations of unlawful harassment, discrimination, or retaliation under FEHA, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CalPac is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

CalPac is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:  
Rape, sexual battery, molestation or attempts to commit these assaults and

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:  
Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual



conduct.

Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CalPac policy.

## C. Disability Accommodation

To comply with the Americans with Disabilities Act and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job as outlined in the applicable job description should contact the HR department and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. The School will implement reasonable accommodations that do not impose undue

hardship.

## D. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
3. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;

4. Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
5. Retaliation for reporting or threatening to report harassment; and
6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted. Complaints made in good faith are protected from retaliation of any kind.

#### 1. Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.

2. Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

*"Verbal sexual harassment"* includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

*"Physical sexual harassment"* includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

*"Visual sexual harassment"* includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

*"Educational environment"* includes, but is not limited to, the following:

1. The main administration offices of the local agency.
2. Properties controlled or owned by the local agency.
3. Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences

between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, HR, the CEO or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

## 2. Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

The School encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, manager, HR, CEO, or person they feel most comfortable and may file a complaint. The Uniform Complaint Procedures may be used for this purpose. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued. The School recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation will normally require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

## 3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough investigation conducted by an impartial and qualified individual. If the investigation substantiates the accusations,

the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

#### *a. Informal Procedure*

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

#### *b. Formal Procedure*

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

#### 4. Retaliation

Employees will not be retaliated against for complaining or participating in an

investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

## 5. Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission.

## Section II: Employment Requirements

### A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency or local law enforcement such as the police or sheriff’s department. Employees are

advised to call the local Department of Family and Children's Services (DFCS) to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the DFCS is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
2. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
3. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
4. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

### Confidentiality

A mandated reporter is required to give their name to DFCS. The identity of all persons who report shall be kept confidential by the School. Violation of statutory confidentiality is a misdemeanor. DFCS may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

### Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or



neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1,000 or both.

## B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the CEO or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the CEO or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

## C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the CEO or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the CEO or designee. Under no circumstances may student information be used for an employee's personal use.

Employees may not remove any materials from any student's file. Files may not leave the office building without specific written authorization from the CEO or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

## D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

### 1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

(1) "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.

(2) "Financially interested" shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

### 2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board of Directors. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

### 3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of

the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

## E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in

employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

## F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

## G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

## H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal

history review through the Department of Justice. The review shall include a fingerprint submission to the DOJ and FBI. The School follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

## I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

## J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

## K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other commission approved document for the assignment held ("Certificated Employee"). In addition, teachers serving students identified as English Language (EL) Learners must possess the proper EL authorization.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the

Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

## L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

## Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to disciplinary action at the School's sole discretion, which management deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

### A. Freedom from Violence

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the

School's safety and health policy.

2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with customers, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions.
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
4. Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

Employees who display a tendency to engage in violent, abusive, or threatening behavior, as determined by the School, in its sole discretion, may be referred for counseling or other appropriate treatment.

In furtherance of this policy, employees have a "duty to warn" their supervisors or a HR representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious persons or activities to

the CEO or designee:

- a. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
  - b. Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
2. Employees should immediately notify the CEO or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
  3. Finally, those working in the School's office must also ensure that doors are locked and alarms are activated when applicable.

## B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records;
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
3. Falsifying any timesheet - recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
5. Removing or borrowing School property without prior authorization;
6. Unauthorized use or misuse of School equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on School property;
8. Participating in horseplay or practical jokes on School time or on School premises;
9. Carrying firearms or any other dangerous weapons on School premises at any time;
10. Engaging in criminal conduct whether or not related to job performance;
11. Causing, creating, or participating in a disruption of any kind during working hours on School property;
12. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use



- of abusive or threatening language toward a colleague;
13. Using abusive, threatening or intimidating language at any time on School premises;
  14. Initiating or participating in gossip or slander of other employees, parents, or students;
  15. Failing to notify a supervisor when unable to report to work;
  16. Unreported absence of three (3) days;
  17. Failing to obtain permission to leave work for any reason during normal working hours;
  18. Failing to observe working schedules, including rest breaks and meal periods;
  19. Failing to provide a physician's certificate when requested or required to do so;
  20. Sleeping or malingering on the job;
  21. Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
  22. Working overtime without authorization or refusing to work assigned overtime;
  23. Violation of dress standards;
  24. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
  25. Committing a fraudulent act or a breach of trust under any circumstances;
  26. Committing or involvement in any act of unlawful harassment of another individual;
  27. Failing to promptly report work-related injury or illness;
  28. Any other action or behavior, which could harm the School's, parents', or students' interest.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

## C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching, such as a pat on the shoulder, is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces
4. Kissing of any kind
5. Corporal punishment
6. Sitting student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas
10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in an offensive contact
18. Having a student in an employee's vehicle or transporting a student
19. Intentionally being alone with a student
20. Any touching that would lead a responsible person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

## D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law.

## E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community, and students. Though marijuana is legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,

4. Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;
2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

## F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all vape and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

## G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours. Employees who work remotely are required to ensure a stable internet connection and participation in school duties free from personal or environmental distractions.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) work days without notice, and missing required

deadlines or meetings constitutes abandonment of employment and voluntary resignation from CalPac.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

## H. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (online meetings, assessments, school meetings or events, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.

## I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the CEO or designee. The CEO or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the

minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that is exposes the employee inappropriately,
- Clothing with offensive or derogatory words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee’s ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate tattoos or remove any piercings that are not reflective of the school culture.

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes when appropriate.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

## J. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than \$50 are excluded from this policy.

## K. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the CEO or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the CEO or designee. Employees must obtain approval from the CEO prior to soliciting staff for donations or financial support for any outside event/activity.

## L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the CEO or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

## Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices periodically.

### A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.



## B. Employee Status

The School designates all employees as either exempt or nonexempt in compliance with applicable federal, state, and local law:

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.

The School also assigns each employee to one of the following categories:

- Regular Full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.
- Regular Part-Time Employees (Tier 1). Regular part-time employees are normally scheduled to work 24 -31.9 hours per workweek. Part-time employees are eligible for benefits as outlined in the handbook.
- Non-Regular Employees. (Hourly/Temporary/Seasonal) Hourly employees work less than 24 hours per week. Temporary employees are generally hired on a temporary or project-specific basis, with either full- or part-time hours. Seasonal employees are hired on a temporary basis during a time of year when extra work is available. Hourly/temporary/seasonal employees are not eligible for most School benefits.

You will be informed of your classification, status, and responsibilities at the time of hire and at any time your classification, status, or responsibilities change. If you have a question regarding this information, contact your supervisor or Human Resources. These classifications do not alter your employment at-will status.

Employee Status	Exempt	NonExempt (hours per week)	Benefit Tier
Regular Full Time	.80+ FTE	32+ hours	Tier 2
Regular Part Time	.60-.79 FTE	24-31 hours	Tier 1
Non-Regular (Hourly/Temporary/Seasonal)	.59 FTE or less	Less than 24 hours/week	Not eligible

### Student Counts

The teacher may indicate their desired student count with the School as a request. The leadership team will review the request to determine if an accommodation can be made. Final determination of student roster count will be made based on the needs of the School.

## C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description. On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

If you have any questions regarding your job description or the scope of your duties, please speak with the Director of Human Resources.

## D. Nonexempt Employees

### 1. Work Schedules

The School's business hours and employee work schedule shall be established by the CEO or designee. The CEO or designee will assign the staff's individual work schedule to ensure appropriate staffing throughout the workday to serve the business functions of the School. Employees are expected to be at their workstations at the start of their scheduled shifts, ready to work, free from personal or environmental distractions.

Employees may not work outside of their work schedule without the preapproval of their supervisor. Failure to obtain preapproval before working outside of the work schedule may subject the employee to disciplinary action up to and including termination. Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

### 2. Rest Breaks and Meal Periods

#### *a. Rest Breaks*

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

*b. Number of Rest Breaks*

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

*c. Timing of Rest Breaks*

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

*d. Meal Period*

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

*e. Timing of Meal Period*

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and

that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

*f. Second Meal Period*

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

*g. Timing of Second Meal Period*

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

*h. Recording Time*

California Pacific Charter Schools is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain employees. To ensure that the School has complete and accurate time records and that employees are paid for all hours worked, nonexempt employees are required to record all working time using the School's timekeeping application. The Payroll department will provide staff with specific instructions for using the online system.

You must accurately record all of your time to ensure you are paid for all hours

worked, and must follow established School procedures for recording your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work, before your meal period.
- Immediately before resuming work, after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.

Employees are required to clock in no more than five minutes before their start time and clock out no later than five minutes after the end of their shift.

Notify your supervisor or payroll of any pay discrepancies, unrecorded or misrecorded work hours, or any involuntarily missed meal or rest break periods.

#### *i. Missed Rest Breaks and Meal Periods*

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to their supervisor and payroll and document the reason for the missed rest break and meal period.

### 3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. Final timesheets in the payroll system are to be approved by the employee and the supervisor at the end of each pay period. Any errors on the timesheet should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next workday except in

the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their workday.

#### 4. Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. Unless otherwise noted, trainings and meetings are included as part of an exempt employee's regular pay.

Employees are not compensated for travel time outside of their regular work hours unless required to perform job duties while traveling.

##### *Examples of Compensated Time:*

Employee travel time during their regular working hours.

Employee travel time between work locations. For example, employee arrives at CalPac office and then travels to a meeting at another location.

Employee travel time to perform an errand on behalf of the school.

##### *Examples of Uncompensated Time:*

Employee travel time outside of their regular working hours unless required to perform job duties. For example, time spent driving to the airport or flying on an airplane to attend a conference.

#### 5. Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt employees may be directed to work overtime as necessary. Only actual hours worked each workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh

consecutive workday in a workweek shall be paid at double the regular rate of pay.

[See: [Make-Up Time](#)]

## E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days and vacation have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law.

Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

## F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The employee may return the overpayment in full through a cashier's check or money order or allow the School to deduct the overpayment from the next paycheck.

The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the full amount shall become due upon termination. A repayment plan may be offered to a terminated employee not to exceed three (3) months in duration.

## G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Successful job performance is a factor in consideration for salary step advancement. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Additional details on employee evaluations will be provided by HR upon hire and annually as appropriate.

## H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some, or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: any misconduct concerning a child/student, theft in any form, insubordinate behavior, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to



interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

## I. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Additionally, employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out upon the date of termination or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

## J. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request.

The employee may add comments to any disputed item in the file. Only HR, the CEO or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change. Name changes will be updated across the school's systems once the school receives an updated legal identification document such as a social security card

## K. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

## L. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to Federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to read all of the information provided in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

## M. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second job. Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

(1) Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally

performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

(2) Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

(3) In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:

- 1) involves working for a competing or similar model School;
- 2) occurs during work hours without the use of appropriate leave;
- 3) actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
- 4) involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
- 5) may adversely affect the School's image.

(4) Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

## N. Out of State Work Policy

California Pacific Charter Schools ("CalPac" or the "School") is a nonprofit corporation that operates charter schools serving students in the state of California. Due to the online nature of the work at CalPac, several employees have either moved out of the state or have been hired into positions at the School while residing out of the state of California. CalPac has attempted to support employees in this decision without termination; however, with employees working in several different states, it

has become increasingly costly and burdensome for the School to navigate the various rules, laws, and compliance requirements of each state.

For the purpose of this Policy, the term “out of state” refers to any work location outside the state of California. Employees who remain domiciled in California (i.e. military orders or transfers where residency is maintained in California) may not be considered to be out-of-state employees, subject to the laws of the state in which the employee resides.

Effective June 13, 2023, the following rules and procedures will apply regarding employees working out of state.

Employees who currently work out of state will not have their out-of-state status be a bar to their continued at-will employment provided they continue to reside in the same state as of the effective date of this policy or move back to California, the funding for the employee’s position is secure, and the employee meets performance expectations for their position.

Candidates for future employment will be selected from those residing within the state of California and will be required to remain within the state of California as a condition of employment. Additionally, current employees seeking promotion, advancement, or reassignment will be subject to the same residency rules. Employees are asked to provide sixty (60) days’ written notice to CalPac if they plan to resign to move out of state. Additionally, other than attending conferences or training, employees may not perform any work out of state without prior written approval from the School, as this may require the School to treat the employee as an out of state worker and subject the School to the employment laws of the out of state location.

This policy applies to all employees of CalPac regardless of classification. Nothing in this policy is intended to alter the at-will employment status or to provide a guarantee of continued employment as outlined in board policy 4010-CPCS or the employment agreement. Violation of this policy may result in discipline, up to and including termination of the at-will employment.

## O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and

correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

- 1) Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
- 2) Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
- 3) Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

- 1) Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
- 2) Retaliate against an employee who is a whistleblower;
- 3) Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
- 4) Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

## P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and

2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Human Resources manager or CEO, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequence to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.
3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

## Section V: Operational Considerations

### A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The

School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the CEO or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

## B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the CEO or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the CEO or designee.



## C. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

### General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the CEO or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting a student'(s)/co-worker'(s) picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any

Internet information is ultimately accessible to the world.

**Social Interaction With Students.** Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

**Contacting Students Off-Hours.** Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students.

**Be a positive role model.** Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

**School Logo.** The use of the School logo(s) on a social media site or elsewhere must be approved by the CEO or designee.

The School expects all who participate in social media to understand and follow these guidelines.

## D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees;

employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.
3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's CEO or designee. All media inquiries should be directed to the CEO or designee.

## E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property.

## F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Employees will be paid for any remaining portion of their work day for the first day of the declared emergency closing. If the office continues to be closed, office employees will be expected to transition to remote work. An employee who is unable to transition to remote work may utilize their available applicable leave to remain in paid status. Employees may not be retaliated against for leaving the office during emergency circumstances when their safety is in jeopardy.

Employees are encouraged to listen to local news and radio reports for status updates. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

## Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

## A. Telecommuting - Remote Work Policy

As an online school, CalPac has designated certain job classifications for remote work due to the nature of the duties. The ability to telecommute is a privilege that will be reviewed as needed, is never guaranteed, contingent upon the employee's positive evaluation, always up to the supervisor's discretion, and may be rescinded at any time with or without reason. Employees shall be notified at the time of hire if the position is designated as remote or in the School's administrative office. Employees working remotely are expected to adhere to CalPac's policies and performance expectations for the duration of the assignment.

Employees working remotely must be available for contact via telephone, chat, and email and complete their job duties during the assigned work hours. Additionally, staff are required to attend meetings via the School's video conference programs

with camera on, engaged in the conversation, and prepared to respond as appropriate.

Employees who work remotely may be required to attend in-person meetings at the office or other designated locations.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the CEO or designee. Employees must adhere to policies and procedures governing use of the School's electronic communications, computer systems and confidential information.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's timesheet. All telecommuting employees must request and obtain written approval for any leave taken. A remote working assignment is not a substitute for dependent care. Employees must be free from parental duties during their working hours.

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the CEO or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the School timekeeping system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

The School will determine and approve, with information supplied by the employee and the supervisor, the appropriate equipment needed for each remote work arrangement. The human resources and information system departments will serve as resources in this matter. Equipment supplied by the School will be maintained by the School. Equipment supplied by the employee in their remote work environment, will be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. The School reserves the right to make determinations as to appropriate equipment, which are subject to change at any time. Equipment supplied by the School is to be used for business purposes only. The telecommuter must sign an inventory of all School property received and agree

to take appropriate action to protect the items from damage or theft. Upon termination of employment, all School property will be returned within five days of the employee's last day, unless other arrangements have been made.

The School may provide telecommuting employees with equipment or office furnishings for their remote offices to the extent that it supports a safe work environment or in response to an accommodation. Items purchased by the School remain the School's property. Employees are responsible for equipping and maintaining their remote offices so that they can accomplish their work in an efficient and expeditious manner.

The School will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary and reimburse the employee for business-related expenses that are reasonably incurred in carrying out the employee's job duties. Whenever practical, the employee should make every effort to utilize the School office and supplies to perform any duties that may incur additional expenses.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work. Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.

## B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to ensure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Always ensure that online students are supervised and have another responsible adult present when they are in online classrooms.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Ensure Zoom settings are correct for student safety.
5. Strictly adhere to all stated policies of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

## C. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, CEO, or HR. When reporting the injury, the employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

## D. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian.

## E. Employee Driving Policy

CPCS must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties ("Driving Employees") meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver's license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School's policy is grounds for discipline up to and including termination.



### Driver's License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform CPCS business, Driving Employees must have a valid driver's license and automobile insurance meeting the minimum standards established in this policy at all times. Evidence of the Driving Employee's driver's license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver's license and automobile insurance certificate whenever it expires or upon request. The CEO or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.
2. CPCS requires that a Driving Employee carry the following insurance amounts and coverage:

Automobile Liability - \$100,000 per person; \$300,000 per occurrence

Property Damage - \$50,000 per occurrence

Medical Payments - \$5,000 per person

### Notification of Traffic Violations Resulting in Criminal Convictions

CPCS receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

### Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle, the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

### Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

#### Use of Electronic Devices While Operating a Vehicle

CPCS recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

#### Revocation of Driving Privilege

1. Human Resources will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on CPCS business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

#### Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the CEO or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable. The standard tip reimbursement for rideshare services is 18%; however, employees will be reimbursed for a tip up to 22% of the total.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. HR will ensure compliance in all matters pertaining to this policy.

## F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or vacation time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

1. Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
2. Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
3. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.

4. Avoid touching eyes, nose, or mouth.
5. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
6. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

## G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school. A copy of the restraining order is to be submitted to HR.

## Section VII: Employee Wages and Benefits

### A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience, with a maximum entry placement of step eight on the board approved salary schedule giving credit for seven years of prior experience. The CEO is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School’s budget solvency, successful employee performance, and any other relevant factors determined by management.

The employee’s performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

Classified employees who perform certificated substitute duties will be compensated on the board approved certificated substitute salary schedule for time worked in the certificated assignment. In instances where the certificated substitute assignment is canceled with less than 24 hours notice, the substitute will receive two hours of certificated substitute pay unless another substitute assignment is offered.

## B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee’s pay periods or issued at the time the services are rendered. All stipends will be reviewed regularly.

### Education Stipend:

Employees who work in a position at 60% or greater FTE (24 hours/week or greater) may be eligible for an education stipend based on their job classification. HR will add the appropriate education stipend to the employee’s pay starting the first of the month following receipt of proof of the degree. The education stipend is paid over the course of the work year calendar and will be prorated to the effective date.

Example: A 12-month nonexempt employee obtains a bachelor’s degree on June 14. The employee provides proof of the degree to HR on July 5. The stipend will be added effective August 1 and will be paid starting in the employee’s first August paycheck prorated to the start date of August 1.

Classified	\$500 for a bachelor’s degree or \$1,500 for a master’s degree per
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	year
Certificated	\$1,500 for a master’s degree or \$3,000 for a doctorate degree per year
Certificated Specialist/ Administration	\$3,000 for a doctorate degree per year

### C. Paydays

All salaried exempt employees are paid on the 26<sup>th</sup> of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Hourly and salaried nonexempt employees are paid on or about the 10<sup>th</sup> and 26<sup>th</sup> of each month. Hours worked from the 16<sup>th</sup> through the last day of each month will be paid on or before the 10<sup>th</sup> of the following month. Hours worked from the 1<sup>st</sup> through the 15<sup>th</sup> of the month will be paid on or before the 26<sup>th</sup> of each month. For more information on pay periods, please contact payroll.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained in the online HR system. Due to banking requirements it may take several weeks for activation of the direct deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

### D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee’s pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at [www.CalSTRS.com](http://www.CalSTRS.com).
6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. Please contact payroll if any deduction is unclear.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time

to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or question about their paycheck.

## E. Wage Attachments and Garnishments

When an employee’s wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee’s paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee’s paycheck.

## F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. All eligible employees will automatically be enrolled in the employer provided life insurance plan. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

### 1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (FTE)	Non-Exempt (Hours per Week)	<i>Eligible employees will have the option to choose one of the following offerings:</i>	
		<i>*Tiered Benefit Stipends (for Health, Dental, and/or Vision)</i>	<i>*Cash In Lieu of Benefits</i>
.80+ FTE	32+ hours	\$1,300/month \$15,600/year	\$200/month



.60 - .79 FTE	24-31 hours	\$780/month \$9,360/year	\$100/month
.59 FTE or less	23 hours or less	not eligible	not eligible
<i>Benefits go into effect the first of the month following benefit eligibility.</i>			

## 2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

## 3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

## 4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a "Cash in Lieu" (CIL) option. CIL is dependent upon employment status and full time equivalent. Please refer to the employment agreement for more information.

In order to be eligible for cash in lieu of health benefits, an employee must provide proof of enrollment in a qualifying group health plan, including their name and the effective date of coverage, on their spouse or parent's employer sponsored plan, State Medicaid, Medicare, or VA Benefits. Proof of enrollment must be provided at the time of benefit enrollment for new hires or during the open enrollment period in order for the cash in lieu of benefits to be paid. Individual Family Plans (IFP) and Covered California coverage plans are not eligible for cash in lieu of benefits. Payment of the appropriate CIL amount will occur on each pay period of the current school year.

If the employee should enroll part way through the plan year due to a Qualifying Life Event (QLE), or if hired after the start date for the position, the annual CIL will be adjusted at the next pay period.

## 5. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part,

any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

#### 6. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

#### 7. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a “qualifying event” would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee’s hours, leave of absence, divorce or legal separation, and a dependent child no longer meet eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee’s rights and obligations.

#### 8. Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 20 hours per week during that period. The initial measurement period begins on the first day of the calendar month following the employee’s start date. An administrative period of 60 days in addition to the initial measurement

period will be used to determine if an employee has satisfied the requirement of an average of 20 hours per week to be eligible for coverage.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

## G. Retirement Plan Offerings

The School is committed to providing retirement benefits to its employees. Plan details may be obtained through HR.

### 403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

#### Employer Contributions:

The School will contribute to a 457(b) for eligible classified employees. In order to receive employer contributions, the eligible employee must first open a 457(b) account. The employer will then provide a guaranteed contribution of an amount equivalent to 3% of the employee's base salary to the eligible employee's account starting with the first payroll in the month following the establishment of the account.

Additionally, the employer will provide a matching contribution to the classified employee's 457(b) account in an amount not to exceed up to 5% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions, however, seasonal employees are not eligible for employer contributions.

#### Eligible Employees:

To be eligible for an employer contribution, a classified employee must work at least 24 hours/week as part of the regular work schedule for the assignment.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 403(b) or 457(b) plan.

### California State Teachers Retirement System (CalSTRS)

The School offers a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at [www.calstrs.com](http://www.calstrs.com).

Sick leave hours may be applied as service credit through CalSTRS for retirement. Upon hire, HR will provide a certificated employee a verification of employment and transfer of sick leave form. Certificated new hires may submit this request to their former school if applicable to transfer their basic sick leave accrual balance as defined by CalSTRS. As excess sick accrual creates a financial burden for the school, only basic sick leave hours will be transferred and added to the employee's sick accrual with CalPac.

## H. Expense Reimbursement Process

The School receives public funds for its operations and must adhere to all laws, policies, and procedures in their use. As a steward of public funds, all staff will ensure that purchases and expense reimbursements follow the board approved policies and procedures. The School will only reimburse actual and necessary business expenditures for staff. Staff shall be held accountable for good judgment regarding expenditure of tax dollars.

### 1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Pre-approval by a supervisor is required in the event the employee wishes to purchase an item. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Expense reimbursement requests must be submitted within thirty (30) days of the date of the expense.

### 2. Travel

The School supports staff development and participation in meetings and training in person as necessary. Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement, regardless of the amount. The School shall not reimburse personal expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. Associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses. For Alternative Transportation (such as rental car, taxi, or rideshare), refer to Section V: Operational Considerations, E. Employee Driving Policy.

### 3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like,

with the request for reimbursement.

#### 4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. In most cases, the School will assist employees with hotel and travel arrangements. For employees making their own reservations, hotel rooms are reimbursed for employees traveling over 80 miles one way. Typically, a hotel stay for a distance less than 80 miles from the employee's home, will require prior approval.

#### 5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training.

The reimbursement rates are:

\$20 for breakfast, \$25 for lunch, \$35 for dinner plus service gratuity. The standard tip for meals is 18% of the subtotal; however, employees will be reimbursed for a tip up to 22% of the subtotal. The total amount reimbursed for meals per day will not exceed \$80. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report.

#### 6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get preapproval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

#### 7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement. Approval may be obtained by sending an email to the CEO or designee with a short description of what will be purchased.

Expense reimbursements must be submitted within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle.

## Section VIII: Leaves, Vacation, and Holidays

### A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

## B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, parent-in law, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surrounding domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closes due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than five (5) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Employees may use sick leave in thirty minute minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave. Certificated employees who separate from CalPac and whose sick leave was transferred to another school, will have their transfer sick leave applied once the sick leave transfer form has been returned by the former school.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

Certificated teaching staff are required to prepare and submit substitute lesson plans and other materials necessary in advance of any absence to ensure continuity of instruction during their absence. Teachers and certificated administrators may serve as substitute support to other teachers during absences by providing instruction for homeroom or content sessions.

1. Paid Sick Leave

The School provides sick pay for employees who regularly work a minimum of 24 hours per week. All full time employees (80% FTE or greater) accrue one (1) sick day per month in paid status. Employees paid semi-monthly will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120<sup>th</sup> day of employment and subsequent accrual years in accordance with State law. Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees will be paid at their regular hourly rate when they take paid sick leave.

Sick Leave Accrual					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.80 to 1.0 FTE	32+ hours	4/4	8	8
Tier 1	.60 to .79 FTE	24-31.9 hours	3/3	6	6

2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time (less than 60% FTE), per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 40 hours (5 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 40 hours (5 days) of paid sick leave in a year. Sick leave accrual will be capped at 80 hours (10 days), in compliance with both state and city ordinances.

Sick Accrual					
<i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
California Sick Leave Policy	.59 or less	23.6 or less	2/2	-	4

### C. California State Benefits (PFL)

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School’s policy. HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health condition.

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

### D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent



leave or a reduced work schedule may be taken.

#### Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

#### Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

#### Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "17 1/3 weeks" means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently.

#### 1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied

starting with the first day of absence until the leave is exhausted.

## 2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

## 3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

## 4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### 5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

#### 6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

#### 7. State Benefits

California State Disability Insurance (SDI) and California Paid Family Leave (PFL) are designed to provide eligible workers with partial wage replacement when taking time off work for their own serious medical condition, to care for a child, parent,

parent-in-law, grandparent, grandchild, sibling, spouse, registered domestic partner or to bond with a new child. Although it provides monetary benefits, it does not provide job protection rights. For more information or to file a SDI or PFL claim, please contact HR.

#### 9. Pregnancy Related Accommodation

California Pacific Charter Schools will provide reasonable accommodation to pregnant employees for known limitations related to pregnancy, childbirth, or other related medical conditions in accordance with the federal Pregnant Workers Fairness Act (PWFA).

If you require an accommodation, notify the Director of Human Resources. If the need for a particular accommodation is not obvious, you may be asked to include relevant information such as:

- The reason you need accommodation.
- A description of the proposed accommodation.
- How the accommodation will address limitations caused by pregnancy, childbirth, or related medical conditions.

The School will not require you to accept any accommodation without engaging in the interactive process to accurately understand your limitations and explore potential accommodations. The School is not required to make your specific requested accommodation and is not required to provide any accommodation that would constitute an undue hardship on the School.

If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by law. The School will comply with state or local laws that provide additional protections beyond the PWFA. The School will not retaliate against employees who request or receive an accommodation under this policy.

#### 10. Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal

period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact Human Resources.

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

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

### Calculating 12-Month Period for FMLA and CFRA

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

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

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

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

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

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

## 1) Family Medical Leave Act (FMLA)

### Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

### Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

## 2) California Family Rights Act (CFRA)

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

### Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury, or a designated person (person who is related to the employee by blood or whose association with the employee is equivalent to a family relationship). Employees are limited to the use of CFRA leave for one designated person per 12 month period. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

### Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

### 3) Process for Requesting FMLA/CFRA Leave

#### Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a



timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

#### Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- 1) Date of commencement of the serious health condition;
- 2) Probable duration of the condition; and
- 3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

#### 4) Pay and Benefits Under FMLA/CFRA

##### Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is

deemed to have “failed to return from leave” if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

#### Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee’s own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

#### Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

#### COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

#### 5) Reinstatement Upon Return from FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee’s job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee’s use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried “key” employees under the following conditions:

- 1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- 2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School’s operations;
- 3) The employee is notified of the School’s intent to refuse reinstatement at the time the School determines the refusal is necessary; and
- 4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate “key” employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

## F. Bereavement Leave

Employees are eligible for bereavement leave after 30 days of continuous employment. An employee requesting bereavement leave should notify their supervisor as soon as possible for support in ensuring release time and coverage of their duties. If an employee receives notice of the death of a family member while at work, the employee may be excused from their regularly scheduled duties for the remainder of the workday and that day will not count as bereavement leave. The employee will be paid for that day as if they had completed the full workday.

Paid bereavement leave will be granted according to the following schedule:

- Employees are allowed up to ten (10) consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee’s spouse, domestic partner, child, or stepchild.
- Employees are allowed up to five (5) consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee’s parent, stepparent, parent-in-law, grandparent, brother, sister, stepsibling, or an adult who stood in loco parentis to the employee during childhood. Additionally, an employee who experiences a reproductive loss through a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction may take up to five (5) consecutive days off with regular pay. This leave may be taken by any employee who would have been the parent. The leave must be completed within three months of the loss and days can be taken intermittently. This leave does not run concurrently with CFRA or PDL. For employees who experience multiple losses, this leave is

- capped at no more than 20 days in a 12 month-period.
- Employees are allowed one (1) day off from regularly scheduled duty with regular pay in the event of the death of the employee's extended family member (i.e. sister/brother-in-law, aunt, uncle, or cousin).
- Employees are allowed up to four (4) hours of bereavement leave to attend the funeral of a fellow CalPac employee or the employee's close personal friend.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments, or as prorated to the employee's FTE. The leave must be used within three (3) months of the death of the individual. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days and/or vacation time (if applicable). Nonwork days or holidays will not count as bereavement leave. Employees may take the equivalent of one additional day of bereavement leave for the purpose of travel if the services are located out of state. The CEO or designee may approve additional unpaid time off with preapproval.

Bereavement pay is calculated based on the base pay rate at the time of absence, and it will not include any special forms of compensation, such as incentives, commissions, bonuses, overtime, or shift differentials. Employees under discipline for attendance issues may be required to provide documentation with regard to their bereavement leave.

## G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

### Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

### Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

### Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

#### Pay While on Leave

Military leaves are without pay.

#### Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

#### Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

## H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted to HR. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

## I. Judicial Leave

The School encourages employees as part of their civic responsibilities to serve on jury duty when called. The School provides judicial leave to eligible employees who are called to serve as jurors or who are summoned to appear as witnesses in a judicial proceeding, pursuant to a subpoena, or a court order. Postponement to non-instructional or off-peak department times such as the start or end of the school year, during state testing windows, at the end of grading periods, or for departments during significant high volume periods is encouraged in order to minimize the impact to the School's operations.

- Seasonal and part-time employees working less than 24 hours per week will be provided unpaid time off to participate in jury duty.
- Regular classified and certificated employees will receive their full pay while serving up to seven (7) days of judicial leave. The seven days will be calculated as the equivalent to the employee's regular work schedule. For example, an employee who works six (6) hours per day would be eligible for a total of 42 hours of judicial leave.
- With pre approval from the supervisor, nonexempt employees may work an alternate schedule in coordination with their leave in order to maintain full or partial paid status for the duration of the leave in excess of seven (7) paid days if applicable.
- Exempt employees called for jury duty will receive full salary for the time spent on leave beyond the initial seven (7) days, unless they are on leave for an entire workday during which no work is performed. Exempt employees are expected to monitor and respond to any urgent communications within 24 business hours, perform any critical job duties, and must consult with their supervisor to ensure coverage of duties during their absence.

The employee must notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

## J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty. No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter.

## K. Victims of Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

## L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from

school and is summoned to the school to discuss the matter, the employee should alert the CEO or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

## M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

## N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related illness or injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and developed gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care through the Medical Provider Network if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the status of the employee's eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students equivalent to their roster prior to the leave. An employee returning from a workers' compensation leave has no greater



right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

## O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;
- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees up to ten (10) days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment. Employees may use available sick leave for the purpose of military spousal leave. Additionally, employees may be eligible for Paid Family Leave through the state of California or FMLA for this type of leave. Please contact HR for more information.
- Unpaid Personal Leave: An employee may need to take time off from work that is not covered by the available paid leave policies. In this case, the employee may submit a request to their supervisor for unpaid time off. Unpaid personal leave is limited to no more than four (4) days per fiscal year and must be preapproved by the supervisor. A day is calculated to mean the equivalent of the employee's workday. Except in emergency situations, unpaid leave will not be granted during the first two weeks of school, the last two weeks of school, during testing windows, or at other times deemed essential by the supervisor to ensure student instruction and/or school

operations.

## P. Employee Excessive Absenteeism

**Definition of Excessive Absence:** Excessive absence is defined as any absence from work that exceeds the School's established limits, including but not limited to unexcused absences, tardiness, and leaving work early without prior approval.

**Reporting Absences:** Employees are required to report all absences to their immediate supervisor or the designated HR personnel as soon as possible, preferably before the start of their scheduled shift and to add a time off request in the School's HR system. Failure to do so may result in the absence being considered unexcused.

**Documentation of Absences:** Employees must provide appropriate documentation for any absences, such as a doctor's note for medical absences, court documents for jury duty, or other acceptable forms of verification as requested by the School.

**Consequences of Excessive Absence:** Employee excessive absence has a negative effect on the School's students, staff, and operations; therefore, excessive absence may result in disciplinary action, up to and including termination of employment. The School reserves the right to determine what constitutes excessive absence and will make this determination based on a review of the individual circumstances as to whether the employee has engaged in abuse of the leave policies.

**Notification of Absence Policy:** This policy will be communicated to all employees upon hiring and will be included in the employee handbook. Employees are responsible for familiarizing themselves with the policy and complying with its requirements.

**Accommodations for Medical Absences:** The School recognizes that some absences may be due to medical reasons. Employees who require accommodations for medical absences should contact HR to discuss their needs and provide appropriate documentation from a healthcare provider.

**Request for Leave of Absence:** Employees who anticipate the need for an extended absence should submit a request for a leave of absence in accordance with the School's leave policy. Approval of leave requests will be at the discretion of the supervisor.

**Compliance with School Policies:** Employees are expected to comply with all School policies and procedures, including those related to attendance and punctuality. Failure to do so may result in disciplinary action.

This policy is intended to ensure that employees understand the expectations regarding attendance and to maintain a productive work environment. Employees with questions or concerns about this policy should contact HR for clarification.

## Q. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the CEO or designee.

Employees will be allowed with the approval of their supervisor and the CEO or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.

Employees may submit written requests for professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the CEO.

## R. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year's Eve (December 31st)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time or part time (twenty four or more hours per week) classified employee in paid status on the working day immediately preceding and following the holiday. A holiday that falls during a classified employee's vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances. Nonexempt employees may not work on a holiday without prior approval of their supervisor. Employees required by their supervisor to work on a scheduled school holiday who are eligible for holiday pay, will in addition to holiday pay, receive compensation for the actual hours worked. Classified employees working at least 80% FTE will be compensated eight (8) hours for each observed school holiday falling within the employee's work year calendar. Classified employees working between 60% - 79% FTE will be compensated four and eight tenths (4.8) hours for each observed school holiday falling within the employee's work year calendar.

## S. Vacation

The School's vacation policy is intended to provide eligible staff with time off from work for rest, recreation, or to attend to personal matters. This policy is subject to change at the discretion of the School.

Vacation days must be requested and approved in advance of the time off from work. Employees must submit their request to their supervisor or manager through the leave system at least two (2) weeks prior to the requested time off, except in cases of unforeseeable circumstances. Vacation may be used in increments of no less than one (1) hour. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Approval of vacation days are subject to the needs of the school. A requested vacation will be approved if the absence does not cause a disruption of service or result in issues of coverage. Failure to obtain pre-approval for vacation may result in disciplinary action.

Employees will become eligible for vacation accrual after completing three (3) months of continuous service. Vacation time may not be utilized before it is earned. Accrued and unused vacation hours will roll over from year to year, but are capped at one and a half times (1.5) the employee's annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Earned vacation accruals are displayed in the payroll system and on the employee's pay stub. Upon separation from the School, employees will be paid for any accrued, but

unused vacation days in accordance with applicable laws and School policy.

**(Certificated Employees)**

Certificated employees are entitled to vacation terms based upon date of hire, length of service, and status with the School. Certificated employees shall accrue three (3) days of paid vacation each year prorated based on FTE, length of employment, and percentage of time the employee was vacation eligible.

For certificated employees, requests for vacation will not be granted during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows. The supervisor may determine additional peak times in which vacations may not be approved.

Vacation Accrual <i>Certificated Staff</i>			
Eligibility Status	Full Time Equivalent (FTE)	Hours Worked Per Week	Total Annual Accrual
Full Time Tier 2	.80+	32+	24 hours
Part Time Tier 1	.60 - .79	24-31	18 hours

**(Classified Employees)**

Classified employees are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. The supervisor may determine peak times in which vacations may not be approved.

Vacation Accrual <i>Classified Staff</i>						
Eligibility Status	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Monthly Pay Period	Total Hours Accrued Per Month	Total Max Annual Accrual
Full Time Tier 2	.80+	32+	4 hours/4 hours	8 hours	8 hours	96 hours

Part Time Tier 1	.60-.79	24-31 hours	1 hour/1 hour	2 hours	2 hours	24 hours
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**(Classified Managers)**

Classified managers are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. The supervisor may determine peak times in which vacations may not be approved.

<b>Vacation Accrual</b> <i>Classified Manager</i>						
Eligibility Status	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Monthly Pay Period	Total Hours Accrued Per Month	Total Max Annual Accrual
Full Time Tier 2	.80+	32+	6 hours/6 hours	12 hours	12 hours	144 hours
Part Time Tier 1	.60-.79	24-31 hours	3 hour/3 hour	6 hours	6 hours	72 hours

**T. Work Year Calendars**

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

## U. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day (without prior approval), and the make up time must all be taken and used within the pay period. If an employee requests make-up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make up time must be submitted to the supervisor in advance.

## V. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

## Section IX: Arbitration Agreement

### Agreement to Arbitrate Disputes and Claims

As a condition of employment, the School and employee shall enter into an agreement to submit to binding arbitration any and all disputes or employment claims they could otherwise pursue in court, with the exception of those areas not covered in the agreement by law. For additional information, refer to the Employment Agreement and the Arbitration Agreement documents.

**SAN DIEGO COUNTY OFFICE OF EDUCATION  
AGREEMENT FOR CHARTER SCHOOL  
RETIREMENT REPORTING SERVICES**

This agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_ by and between the San Diego County Superintendent of Schools, hereinafter called "Superintendent," and the \_\_\_\_\_ California Pacific \_\_\_\_\_ Charter District, hereinafter called "Charter."

WITNESSETH:

WHEREAS, the Superintendent is required to process to STRS and/or PERS a uniform payroll/retirement reporting system.

WHEREAS, the Superintendent provides assistance to School Districts and Charter Schools in the utilization of the Payroll/Personnel System; and

WHEREAS, Charter School has determined that it has need to enter into this Agreement with Superintendent for the services described herein:

NOW THEREFORE, it is mutually agreed by the parties hereto as follows:

Services to be provided by the Superintendent

1. The Superintendent agrees to process STRS and/or PERS reporting for the Charter.
2. The Superintendent will serve as the contact agency in working with STRS and/or PERS in resolving problems and answering questions related to reporting and processing of retirement information.
3. The Superintendent will notify the Charter of retirement exceptions and recommendations of possible resolutions.
4. The Superintendent agrees to provide the Charter training (within San Diego County) and information necessary for completion of required reporting.
5. The Charter staff will be included in all workshops provided to School Districts for ongoing training and meetings related to payroll and retirement.
6. The Superintendent agrees to assist in tracking Charter employee earnings and hours for mandatory membership under California Government Code Section 20305 and California Education Code Sections 22500 through 22504.
7. Retroactive STRS and/or PERS Reporting: The Superintendent will assist the Charter payroll representative in preparing appropriate entries for past reporting that was not processed prior to the effect date of this agreement. The Charter shall pay the Administrative Fee published in the SDCOE Annual Fee Schedule.

Services to be Provided by the Charter

1. The Charter agrees to provide files of the required retirement and payroll information necessary for completing and implementing regular reporting and processing of STRS and/or PERS information. Reference Attachment.



The Charter agrees to provide all the payroll/retirement reporting file data and forms by the due dates established by the Superintendent to meet all retirement reporting schedules established by STRS and/or PERS.

2. The Charter shall maintain all payroll records for its employees and furnish the Superintendent a copy upon request.
3. The Charter will designate one of its employees to serve as the contact person between the Charter and the Superintendent for matters related to regular reporting and processing of retirement information.
4. Payment of STRS and/or PERS employee and employer contributions: (a) The Charter shall submit (fax, email, or BS Upload) the STRS C-118 three (3) banking days prior to the fifth and fifteenth day of each month and the PERS ACC-626 three (3) banking days prior to the fifteenth and thirtieth day. These due dates may be adjusted in an annual processing schedule issued by the Superintendent. (b) The Superintendent will prepare a Cash Transfer for these contributions from the charter granting district and remit the payment of contributions when due. It will be the responsibility of the Charter to reimburse the granting district.

#### Superintendent's Fee and Payment Thereof

1. The Charter agrees to pay the SDCOE for the services under this Agreement in accordance with the following amount:

**\$381.37** per month

Additionally, the Charter agrees to a processing fee of **\$255.10** for each file the payroll service agency produced that is not acceptable and has to be replaced and reprocessed.

2. The Charter agrees to reimburse the Superintendent for any retirement reporting fines levied by STRS and/or PERS on the Superintendent that were caused by the Charter which may be due to incomplete, inaccurate, or late reports, and/or inadequate or late deposits. Fines may also be levied for non-compliance with STRS and/or PERS membership enrollment rules and regulations.
3. The services fees of processing the Charter STRS and/or PERS retirement reporting by the Superintendent shall be transferred from the appropriate General Fund of the Charter to the County School Service Fund each month.
4. These service fees will be reviewed annually and published with the San Diego County Office of Education contracted Services Fee Schedule.
5. The Charter has contracted with \_\_\_\_\_ to process payroll and create retirement reporting files as specified in Attachment A. The Charter payroll service agency may only be changed when the replacement agency has demonstrated to the Superintendent that it can produce the acceptable disks listed in Attachment A. Additionally, the Charter will pay a **\$3,174.61** file testing fee to the Superintendent. This fee includes up to three test files, the fee for each additional test file will be **\$889.00**.

Duration of Agreement

1. The Agreement shall commence \_\_\_\_\_ and shall continue to be renewed for each fiscal year beginning July 1 and ending June 30.
2. Termination of this Agreement is automatic if the Charter contracts for the Superintendent's payroll services.

Termination Conditions

This agreement may be terminated with sixty (60) days notice prior to June 30th of the fiscal year. Notice shall be in writing and sent by registered mail to the Superintendent. In event of termination, the retirement reporting process will be evaluated for direct and indirect cost associated with closure of this agreement and settlement will be made thereafter.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers.

SUPERINTENDENT OF SCHOOLS

\_\_\_\_\_  
CHARTER SCHOOL DISTRICT

SAN DIEGO COUNTY

By \_\_\_\_\_

By \_\_\_\_\_

Title \_\_\_\_\_

Title Superintendent\_\_\_\_\_

Approved by the Charter Governing Board on \_\_\_\_\_  
Date

Revised for FY 2024-2025

## **ATTACHMENT A**

### **Agreement for Charter School Retirement Reporting Services**

**The following payroll/retirement reporting files are to be created by the Charter and sent to the Superintendent on a prescribed monthly schedule:**

**STRS - MR-87 Membership Data**

**STRS - Monthly Report of Contributions**

**STRS - Address Tape (four a year)**

**PERS - Monthly Report of Contributions**

**In addition to the files, a paper copy (or readable file) of the District's Payroll Register is to be provided that documents the data on the STRS and/or PERS Monthly Report of Contributions.**

# Coversheet

## Consent - Policy Development

**Section:** XI. Consent  
**Item:** D. Consent - Policy Development  
**Purpose:** Vote  
**Submitted by:**

**Related Material:**

- BUS Policy Review 1000, 5000, and 6000 Series - August 2024.pdf
- 1010 - CPCS Civility Policy.pdf
- 1025 - CPCS UCP Policy and Complaint Form.pdf
- 1025 - CPCS UCP Policy and Complaint Form\_redline\_August 13 2024.pdf
- 1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy.pdf
- 1030 - CPCS Safe Operation of Schools (Infectious Disease) Policy\_redline\_August 13 2024.pdf
- 1035 - CPCS Access to Public Records Policy.pdf
- 1035 - CPCS Access to Public Records Policy\_redline\_August 13 2024.pdf
- 4060 - CPCS Unlawful Harassment Discrimination Retaliation Policy and Complaint Form.pdf
- 4130 - CPCS Remote Work Policy.pdf
- 5015 - CPCS Title IX Policy.pdf
- 5015 - CPCS Title IX Harassment Intimidation Discrimination and Bullying Policy\_redline\_August 13 2024.pdf
- 5016 - CPCS Harassment, Intimidation, Discrimination and Bullying Policy.pdf
- 5115 - CPCS Pregnant and Parenting Students Policy.pdf
- 5115 - CPCS Pregnant and Parenting Students Policy\_redline\_August 13 2024.pdf
- 6005 - CPCS Parent and Family Engagement Policy.pdf
- 6010 - CPCS Independent Study Policy.pdf
- 6010 - CPCS Independent Study Policy\_redline\_August 13 2024.pdf
- 6015 - CPCS Comprehensive Sexual Health Education Policy.pdf
- 6020 - CPCS Education for Homeless Children and Youth Policy.pdf
- 6020 - CPCS Education for Homeless Children and Youth Policy\_redline\_August 13 2024.pdf
- 6025 - CPCS Section 504 Policy.pdf
- 6025 - CPCS Section 504 Policy\_redline\_August 13 2024.pdf
- 6030 - CPCS Education for Foster and Mobile Youth Policy.pdf
- 6030 - CPCS Education for Foster and Mobile Youth Policy\_redline\_August 13 2024.pdf
- 6035 - CPCS Math Placement Policy.pdf
- 6040 - CPCS Local Assessment Policy.pdf
- 6050 - CPCS Virtual Proctoring Policy.pdf
- 6050 - CPCS Virtual Proctoring Policy\_redline\_August 13 2024.pdf
- 6055 - CPCS Adequate Progress Policy.pdf
- 6060 - CPCS Special Education Assessment Request Policy.pdf
- 6060 - CPCS Special Education Assessment Request Policy\_redline\_August 13 2024.pdf
- 6070 - CPCS Special Education Independent Educational Evaluation Policy.pdf
- 6070 - CPCS Special Education Independent Educational Evaluation Policy\_redline\_August 13 2024.pdf
- 6075 - CPCS Special Education Certificate of Completion Policy.pdf
- 6075 - CPCS Special Education Certificate of Completion Policy\_redline\_August 13 2024.pdf
- 6095 - CPCS Repeated Courses Policy.pdf
- 6115 - CPCS Attendance Policy.pdf
- 6125 - CPCS TK-12th Grade Report Card Policy.pdf
- 6125 - CPCS TK-12th Grade Report Card Policy\_redline\_August 13 2024.pdf
- 6210 - CPCS Graduation Policy.pdf
- 6210 - CPCS Graduation Policy\_redline\_August 13 2024.pdf
- 6215 - CPCS Field Trips and Excursions.pdf
- 6215 - CPCS Field Trips and Excursions\_redline\_August 13 2024.pdf

**CALIFORNIA PACIFIC CHARTER SCHOOLS**

**Agenda Item:** 11.D

**Date:** August 13, 2024

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
X	Policy Development

**Item Requires Board Action:** X

**Item is for Information Only:** \_\_\_\_\_

**Item:** Approval of existing board policies reviewed and revised by staff for the 2024-2025 School Year.

**Background:**

It is recommended that the board approve the following policies as presented to ensure adherence to State and Federal laws related to community relations, instruction, and student services.

**REVIEWED**

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

***1000 Series - Community Relation***

1010 - CPCS Civility Policy

***6000 Series - Instruction***

- 6005 - CPCS Parent and Family Engagement Policy
- 6015 - CPCS Comprehensive Sexual Health Education
- 6035 - CPCS Math Placement Policy
- 6040 - CPCS Local Assessment Policy
- 6055 - CPCS Adequate Progress Policy
- 6095 - CPCS Policy on Repeating Courses
- 6115 - CPCS Attendance and Involuntary Removal Policy

**REVISED**

The following are current policies that have been revised to provide clarity or alignment with

changes in law or procedures.

### ***1000 Series - Community Relation***

1025 - CPCS Uniform Complaint Procedures Policy

- Revised to update Executive Director title to Superintendent and school contact information.

1030 - CPCS COVID-19 Safe Reopening and Operation of Schools Policy

- Revised Title to: CPCS Safe Operation of Schools (Infectious Disease) Policy
- Revised to remove specific references to COVID-19 and generalize best practices for any infectious disease.

1035 - CPCS Access to Public Records Policy

- Revised to update Executive Director title to Superintendent.

### ***5000 Series - Student Services***

5015 - CPCS Title IX Policy Prohibiting Discrimination on the Basis of Sex

- Revise policy to align with federal Title IX updates effective August 1, 2024.

5016 - CPCS Harassment, Intimidation, Discrimination, and Bullying Policy

- Recommendation to replace 4060 to remove content within the scope of the Title IX policy due to recent changes from the Department of Education. Additionally, this content is revised to incorporate definitions and directions related to cyberbullying.
- Renumber policy from 4060 to 5016 within the Student Services series.
- Rescind old policy 4060. Due to the significant changes, it is recommended this new document fully replace the old policy.

5115 - Pregnant and Parenting Students Policy

- Revised to include new provisions under Title IX that protect pregnancy and related conditions. Also updated Executive Director title to Superintendent.

### ***6000 Series - Instruction***

6010 - CPCS Independent Study Policy

- Revised to update Executive Director title to Superintendent.

6020 - CPCS Education for Homeless Youth

- Updated the title and contact information for the Homeless Youth liaison.

6025 - CPCS 504 Policy

- Changed 504 Coordinator and updated contact information.

6030 - CPCS Foster and Mobile Youth Policy

- Changed the Foster Youth Coordinator and updated the contact information.

6050 - CPCS Virtual Proctoring Policy

- Revise policy to reflect proctoring changes for local assessments to include other school monitoring systems along with secure browsers.

6060 - CPCS SPED Formal Assessment Request

- Revised to reflect current practice and updated titles.

6070 - CPCS SPED Independent Educational Evaluation Policy

- Revise policy to expand the types of assessment that can be requested under an Independent Educational Evaluation, as well as increase the allowable rates to reflect current market prices as compared to local LEAs and SELPAs.

6075 - CPCS SPED Certificate of Completion

- Revise policy to expand the graduation pathways to students who qualify for the California Alternative Assessment as per California Education Code (EC) Section 51225.31.

6125 - CPCS TK - 8 Grade Report Card Policy

- Revise policy to remove references to independent home study. Add clarifying language to change chapter tests to general assessments under the evaluation process. Revise TK-2 grade scale levels to match grade scale language in the online curriculum. Add clarifying language that credits only apply to high school courses.

6210 - CPCS Graduation Policy

- Revise policy to include the new alternative graduation pathway as per California Education Code (EC) Section 51225.31.

6215 - CPCS Field Trips and Excursion Policy

- Revised to reflect current practice.

**RESCIND:**

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

***4000 Series - Personnel Services***

4060 - CPCS Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy

- Content contained within revised policy 5016 as presented.

4130 - CPCS Remote Work Policy

- Content contained within the CPCS Employee Handbook

**Fiscal Impact:** None.



## COMMUNITY RELATIONS

**1010-CPCS**

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### CIVILITY POLICY

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct may include, but are not limited to:

- 1) using an inappropriately loud voice;
- 2) using profane, vulgar, or obscene words or gestures;
- 3) belittling, jeering, or taunting;
- 4) using personal epithets;
- 5) using violent or aggressive gestures or body-language;
- 6) repeatedly and inappropriately interrupting another speaker;
- 7) repeatedly demanding personal attention at inappropriate times;
- 8) purposefully and inappropriately invading personal space;
- 9) purposefully ignoring appropriate communications;
- 10) wrongfully interfering with another person's freedom of movement;
- 11) wrongfully invading another person's private possessions; or;
- 12) any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps may occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Consequence**- If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include student suspension or expulsion, parent/guardian removal from school events and activities, and/or may result in staff discipline possibly leading up to and resulting in termination.

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

It is the policy of California Pacific Charter Schools (“CPCS” or “School”) to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any School program or activity.
2. Complaints alleging a violation of state or federal law or regulations governing the following programs:
  - a. Accommodations for Pregnant, Parenting or Lactating Students;
  - b. Adult Education;
  - c. Career Technical and Technical Education;
  - d. Career Technical and Technical Training;
  - e. Child Care and Development Programs;
  - f. Consolidated Categorical Aid;
  - g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - h. Every Student Succeeds Act;
  - i. Migrant Education Programs;
  - j. Regional Occupational Centers and Programs; and/or
  - k. School Safety Plans.
3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If the School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”), LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential; however, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Director of Human Resources or designee on a case-by-case basis. The School shall ensure that complainants are protected from retaliation.

**Compliance Officer(s)**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the School's compliance with law:

Corrie Amador  
 Director of Human Resources  
 940 South Coast Drive, Suite 185  
 Costa Mesa, CA 92626

The Superintendent, or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent, or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the Board of Directors.

**Notifications**

The Superintendent or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the School's website.

The School shall annually provide written notification of the School's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the School is operating pursuant to Title 22 licensing requirements.
- (c) A statement that the School is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal the School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (k) A statement that copies of the School's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above The compliance

## COMMUNITY RELATIONS

**1025-CPCS**

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### UNIFORM COMPLAINT POLICY

officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Human Resources or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Human Resources or designee shall be made in writing. The period for filing may be extended by the Director of Human Resources or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Human Resources Manager shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School Board of Directors approved the LCAP or the annual update was adopted by the School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the School staff shall assist the complainant in the filing of the complaint.

#### Step 2: Mediation

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

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Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

**Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

**Step 4: Final Written Decision**

The School shall issue an investigation report (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the School's receipt unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

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1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the School is in compliance with the relevant law.
3. Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the School's Decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements..
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the CDE**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the School's Decision are not supported by substantial evidence.
4. The legal conclusion in the School's Decision is inconsistent with the law.
5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the School's Decision, the Director of Human Resources or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:



**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the

## COMMUNITY RELATIONS

1025-CPCS

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### UNIFORM COMPLAINT POLICY

CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint..

**COMMUNITY RELATIONS**

**1025-CPCS**

**UNIFORM COMPLAINT POLICY**

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Street Address/Apt. #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 School/Office of alleged violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act  | <input type="checkbox"/> School Plans for School Achievement        |
| <input type="checkbox"/> Child Care and Development   | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan  | <input type="checkbox"/> School Safety Plan                         |
| <input type="checkbox"/> Consolidated Categorical Aid Programs  | <input type="checkbox"/> Migrant Education Programs  | <input type="checkbox"/> Pupil Fees                                 |
|   |  | <input type="checkbox"/> Pregnant, Parenting or Lactating Students  |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Nationality/ National Origin                 | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     |  |
| <input type="checkbox"/> Medical Condition               |   |  |
| <input type="checkbox"/> Immigration Status/Citizenship  |   |  |



## COMMUNITY RELATIONS

1025-CPCS

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### UNIFORM COMPLAINT POLICY

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Corrie Amador  
Director of Human Resources  
940 South Coast Drive, Suite 185  
Costa Mesa, CA 92626

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

It is the policy of California Pacific Charter Schools (“CPCS” or “School”) to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any School program or activity.

2. Complaints alleging a violation of state or federal law or regulations governing the following programs:

- a. Accommodations for Pregnant, Parenting or Lactating Students;
- b. Adult Education;
- c. Career Technical and Technical Education;
- d. Career Technical and Technical Training;
- e. Child Care and Development Programs;
- f. Consolidated Categorical Aid;
- g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- h. Every Student Succeeds Act;
- i. Migrant Education Programs;
- j. Regional Occupational Centers and Programs; and/or
- k. School Safety Plans.

3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If the School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”), LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential; however, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Director of Human Resources or designee on a case-by-case basis. The School shall ensure that complainants are protected from retaliation.

**Compliance Officer(s)**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the School's compliance with law:

Corrie Amador  
 Director of Human Resources  
 940 South Coast Drive, Suite 185 100 E. San Marcos Blvd. Suite 350  
 Costa Mesa San Marcos, CA 92666

The ~~Superintendent~~ ~~Executive Director~~, or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the ~~Superintendent~~ ~~Executive Director~~, or designee.

Should a complaint be filed against the ~~Superintendent~~ ~~Executive Director~~, the compliance officer for that case shall be the President of the Board of Directors.

**Notifications**

The ~~Superintendent~~ ~~Executive Director~~ or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the School's website.

The School shall annually provide written notification of the School's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than



**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the School is operating pursuant to Title 22 licensing requirements.
- (c) A statement that the School is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal the School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (k) A statement that copies of the School's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above The compliance

## COMMUNITY RELATIONS

**1025-CPCS**

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### UNIFORM COMPLAINT POLICY

officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Human Resources or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Human Resources or designee shall be made in writing. The period for filing may be extended by the Director of Human Resources or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Human Resources Manager shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School Board of Directors approved the LCAP or the annual update was adopted by the School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the School staff shall assist the complainant in the filing of the complaint.

#### Step 2: Mediation

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

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Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

**Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

**Step 4: Final Written Decision**

The School shall issue an investigation report (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the School's receipt unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

**COMMUNITY RELATIONS****1025-CPCS****UNIFORM COMPLAINT POLICY**

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1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the School is in compliance with the relevant law.
3. Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the School's Decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements..
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the CDE**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the School's Decision are not supported by substantial evidence.
4. The legal conclusion in the School's Decision is inconsistent with the law.
5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the School's Decision, the Director of Human Resources or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

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1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the

## COMMUNITY RELATIONS

1025-CPCS

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### UNIFORM COMPLAINT POLICY

CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint..

**COMMUNITY RELATIONS**

**1025-CPCS**

**UNIFORM COMPLAINT POLICY**

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Street Address/Apt. #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 School/Office of alleged violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act  | <input type="checkbox"/> School Plans for School Achievement        |
| <input type="checkbox"/> Child Care and Development   | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan  | <input type="checkbox"/> School Safety Plan                         |
| <input type="checkbox"/> Consolidated Categorical Aid Programs  | <input type="checkbox"/> Migrant Education Programs  | <input type="checkbox"/> Pupil Fees                                 |
|   |  | <input type="checkbox"/> Pregnant, Parenting or Lactating Students  |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Nationality/ National Origin                 | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     |  |
| <input type="checkbox"/> Medical Condition               |   |  |
| <input type="checkbox"/> Immigration Status/Citizenship  |   |  |

**COMMUNITY RELATIONS**

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**UNIFORM COMPLAINT POLICY**

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

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## COMMUNITY RELATIONS

1025-CPCS

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### UNIFORM COMPLAINT POLICY

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Corrie Amador  
Director of Human Resources  
940 South Coast Drive, Suite 185 ~~100 E. San Marcos Blvd. Suite 350~~  
Costa Mesa ~~San Marcos~~, CA 92626 ~~069~~

**COMMUNITY RELATIONS****1030-CPCS****SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE) POLICY**

The health and safety of all students, teachers, staff, and the school community are of primary importance. The Board of Directors of California Pacific Charter Schools has broad authority to take all measures necessary to ensure the safe operation of schools, including, but not limited to, implementing safety measures, distance learning, and eliminating technological disparities.

California Pacific Charter Schools (“CPCS”) recognizes that the safe operation of schools must take into consideration health and safety measures provided by national, state, and local health officials, and will be largely dependent on local public health conditions. Decisions concerning school closure, whether full or partial, shall be made in consultation with local health officials and in accordance with state guidelines.

For schools to safely operate and allow students, teachers, and staff to convene in-person services, protective measures must be taken and all staff and offices shall be required to follow recommended sanitation protocols in accordance with published guidelines. Schools shall take measures to limit sources of infectious diseases.

Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH) and other local and state school guidelines. Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies and laws. Upon request, students shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

Students and staff who exhibit signs or symptoms or infectious disease shall self-quarantine for the prescribed number of days determined by health officials and are further prevented from participating in any in-person activity or meeting until it is medically safe for them to return. Students who are unable to meet with staff as a result of infectious disease shall continue to receive instruction and support remotely.

Annual notification shall be provided to parents advising them of health and safety requirements for students to return to in-person activities. Parents, teachers, and staff shall receive training and information on infectious disease and preventative practices.

It is the policy of the Board of Directors of California Pacific Charter Schools that all teachers and staff shall be responsible for ensuring adherence to the policies of the School for the safe operation consistent with all laws, regulations, and policies.

**Website Resources:**

California Department of Public Health: <https://covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education: [cde.ca.gov](https://cde.ca.gov)

California Department of Industrial Relations: [dir.ca.gov](https://dir.ca.gov)

**COMMUNITY RELATIONS****1030-CPCS****SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE) POLICY**

The health and safety of all students, teachers, staff, and the school community are of primary importance. The Board of Directors of California Pacific Charter Schools has broad authority to take all measures necessary to ensure the safe operation of schools, including, but not limited to, implementing safety measures, distance learning, and eliminating technological disparities.

California Pacific Charter Schools (“CPCS”) recognizes that the safe operation of schools must take into consideration health and safety measures provided by national, state, and local health officials, and will be largely dependent on local public health conditions. Decisions concerning school closure, whether full or partial, shall be made in consultation with local health officials and in accordance with state guidelines.

For schools to safely operate and allow students, teachers, and staff to convene in-person services, protective measures must be taken and all staff and offices shall be required to follow recommended sanitation protocols in accordance with published guidelines. Schools shall take measures to limit sources of ~~COVID-19 or other~~ infectious diseases.

Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH) and other local and state school guidelines. ~~It is recommended that staff wear face coverings when engaging with students, staff, or community members in most indoor settings for their own protection, and to protect the health and safety of students and other staff members.~~ Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies and laws. Upon request, students ~~who do not have personal face coverings~~ shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

Students and staff who exhibit signs or symptoms or **infectious disease COVID-19** shall self-quarantine for the prescribed number of days determined by health officials and are further prevented from participating in any in-person activity or meeting until it is medically safe for them to return. Students who are unable to meet with staff as a result of **infectious disease COVID-19** shall continue to receive instruction and support remotely.

Annual notification shall be provided to parents advising them of health and safety requirements for students to return to in-person activities. Parents, teachers, and staff shall receive training and information on **infectious disease COVID-19** and preventative practices.

It is the policy of the Board of Directors of California Pacific Charter Schools that all teachers and staff shall be responsible for ensuring adherence to the policies of the School for the safe operation consistent with all laws, regulations, and policies.

**Website Resources:**

California Department of Public Health: <https://covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education: [cde.ca.gov](https://cde.ca.gov)

California Department of Industrial Relations: [dir.ca.gov](https://dir.ca.gov)

**COMMUNITY RELATIONS****1035-CPCS****ACCESS TO PUBLIC RECORDS POLICY**

The California Pacific Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of the Superintendent. The Superintendent or designee may then determine the most appropriate employee of California Pacific Charter Schools (“CPCS”) to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Superintendent or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

California Pacific Charter Schools shall assist the requestor in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If the Superintendent or designee is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), this requirement will be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the California Public Records Act (Government Code Section 6250 *et seq.*) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

**COMMUNITY RELATIONS****1035-CPCS****ACCESS TO PUBLIC RECORDS POLICY**

CPCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at \$.10 per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

When a request requires data compilation, extraction, or programming to produce the record, the Requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Superintendent's Office.

In response to a request for public records sent or received on an employee's personal devices or accounts, CPCS shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. CPCS's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of CPCS may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the possession of CPCS, shall promptly inform the person making the request of CPCS's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the Superintendent may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of CPCS having substantial subject matter interest therein;

## COMMUNITY RELATIONS

1035-CPCS

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### ACCESS TO PUBLIC RECORDS POLICY

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, at a mutually agreeable time, during normal business hours, to the public records of California Pacific Charter Schools within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then California Pacific Charter Schools must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

**COMMUNITY RELATIONS****1035-CPCS****ACCESS TO PUBLIC RECORDS POLICY**

The California Pacific Charter Schools Board of ~~Executive~~ Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

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## COMMUNITY RELATIONS

1035-CPCS

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### ACCESS TO PUBLIC RECORDS POLICY

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**PERSONNEL SERVICES****4060-CPCS****PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY**

California Pacific Charter Schools (“School”) adopts this Prohibiting Unlawful Harassment, Discrimination, and Retaliation policy. The School prohibits unlawful harassment, discrimination, and retaliation based upon: race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists); color; actual or perceived gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious beliefs, observance or practice, including religious dress or grooming practices); marital/registered domestic partner status; sts as a victim of domestic violence, assault or stalking; age (forty (40) and over); ethnicity, national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law); citizenship; physical or mental disability (including HIV and AIDS); medical condition (including cancer, a record of or history of cancer, and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; political affiliation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or another person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Human Resources manager.

When the School receives allegations of unlawful harassment, discrimination, or retaliation, the Human Resources manager (or the Board President if a complaint is about the Human Resources manager or Superintendent) will conduct a fair, timely, and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The School is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

**Prohibited Unlawful Harassment**

1. Verbal conduct such as epithets, derogatory jokes or comments or slurs;
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis;

**California Pacific Charter Schools***Policy Adopted: April 30, 2019**Policy Reviewed: March 8, 2022**Policy Revised: March 5, 2024**Policy Rescinded: August 13, 2024**Page 1 of 5*

**PERSONNEL SERVICES****4060-CPCS****PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY**

3. Retaliation for reporting or threatening to report harassment; or
4. Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes, but is not limited to, repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action must be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Human Resources manager. See the "Harassment/Discrimination/Retaliation Complaint Form."

**PERSONNEL SERVICES****4060-CPCS****PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY**

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
  - a. Rape, sexual battery, molestation or attempts to commit these assaults and
  - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
  - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
  - b. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct; and
  - c. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct, or intentionally making the performance of the employee's job more difficult because of the employee's sex.
3. Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - a. Displaying pictures, cartoons, posters, calendars, graffiti, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - b. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
  - c. Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships may not be appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate School policy. Where there is a personal relationship that could result in a conflict of interest, the employee(s) must divulge the relationship to their supervisor who will report it to the Human Resources manager. Following an investigation, the Human Resources manager may make a reassignment to ensure compliance with this policy.

**PERSONNEL SERVICES**

**4060-CPCS**

**PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY**

**HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**

*It is the policy of the School that all individuals will be free from harassment, discrimination, and retaliation. This form is provided for all individuals to report what they believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate action when the facts show that there has been harassment, discrimination, or retaliation.*

*An individual may file this form with the Human Resources manager or designee, or the Board President if the complaint is against the Human Resources manager, or the Executive Director.*

*An individual should review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*The School will undertake every effort to handle the investigation of the complaint in a confidential manner. In that regard, the School will disclose the contents of the complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of the factual allegations to potential witnesses, including anyone that has been identified as having knowledge of the facts on which the complaint is based, as well as the alleged offender.*

*In signing this form below, the individual authorizes the School to disclose to others the information they have provided herein, and information they may provide in the future. Please note that the more detailed information provided, the more likely it is that the School will be able to address the complaint to the individual's satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that the facts are reported as accurately and completely as possible and that all individuals cooperate fully with the person or persons designated to investigate the complaint.*

**PERSONNEL SERVICES**

**4060-CPCS**

**PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY**

**HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School/Work Location: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Name of person(s) you believe harassed, discriminated, or retaliated against you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what you did to avoid the situation, etc.) Attach additional pages, if needed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

To be completed by School

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **REMOTE WORK POLICY**

California Pacific Charter Schools (“School”) adopts this Remote Work Policy to define the expectations and responsibilities of applicable parties throughout the span of a remote work arrangement. The School provides remote work arrangements to employees on an as-needed basis where it supports the School’s operations.

### **Definitions**

Remote work, working remotely, telework, telecommute, or work-from-home are defined as any work arrangement that allows employees to work outside of their primary worksite at an alternate location at least one day a week, pursuant to an approved remote work agreement.

### **Eligibility**

The School shall review position duties and determine those that are appropriate for remote work. Remote work arrangements may not cause any inconvenience or hardship to the School in performing its duties to educate students. Telecommuting might not be feasible within some departments or for certain positions within the School. The ability to telecommute is a privilege that will be reviewed as needed, is never guaranteed, contingent upon the employee’s positive evaluation, always up to the supervisor’s discretion, and may be rescinded at any time with or without reason.

Employees shall be permitted to work remotely under the following conditions:

- The nature of the work to be performed at the remote location is operationally feasible
- The overall quality and quantity of work performed remains within the School’s standards throughout the remote work arrangement
- The employee acknowledges that the remote work arrangement may be terminated at any time at the discretion of the School
- The employee agrees to adhere to all existing and future policies provided by the School throughout the duration of their remote work arrangement, including safety expectations and timekeeping expectations, and meal and rest breaks if applicable
- The employee acknowledges that failure to follow the School’s existing and future policies, rules, and procedures may result in termination of the remote work arrangement and/or disciplinary action up to termination

A complete list of expectations and eligibility criteria will be provided to the employee by the human resources department. Exceptions to these eligibility requirements may be made at the discretion of the supervisor under unique circumstances (pandemics, inclement weather, etc).

## **REMOTE WORK POLICY**

### **Equipment**

The School will determine and approve, with information supplied by the employee and the supervisor, the appropriate equipment needed for each remote work arrangement. The human resources and information system departments will serve as resources in this matter. Equipment supplied by the School will be maintained by the School. Equipment supplied by the employee in their remote work environment, will be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. The School reserves the right to make determinations as to appropriate equipment, which are subject to change at any time. Equipment supplied by the School is to be used for business purposes only. The telecommuter must sign an inventory of all School property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all School property will be returned within five days of the employee's last day, unless other arrangements have been made.

The School may provide telecommuting employees with equipment or office furnishings for their remote offices to the extent that it supports a safe work environment or in response to an accommodation. Items purchased by the School remain the School's property. Employees are responsible for equipping and maintaining their remote offices so that they can accomplish their work in an efficient and expeditious manner.

The School will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary and reimburse the employee for business-related expenses that are reasonably incurred in carrying out the employee's job duties. Whenever practical, the employee should make every effort to utilize the School office and supplies to perform any duties that may incur additional expenses.

### **Security**

Consistent with the School's expectations of information security for employees working at the School's administrative office, remote employees will be expected to ensure the protection of proprietary School and student information accessible from their remote office. Steps include the use of regular password maintenance and any other measures appropriate for the job and the environment.



**STUDENT SERVICES****5015-CPCS****TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of California Pacific Charter Schools (“CPCS” or the “Charter School” to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

CPCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.<sup>1</sup> CPCS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in CPCS’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom CPCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the CPCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

**Definitions****Prohibited Sex Discrimination**

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by CPCS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

**Prohibited Sex-Based Harassment**

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by CPCS to provide an aid, benefit, or service under CPCS’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.

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<sup>1</sup> CPCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

**STUDENT SERVICES****5015-CPCS****TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from CPCS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  - The degree to which the conduct affected the complainant's ability to access CPCS's education program or activity;
  - The type, frequency, and duration of the conduct;
  - The parties' ages, roles within CPCS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in CPCS's education program or activity.
  
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
  
- Dating violence, meaning violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.
  
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
  
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

**STUDENT SERVICES****5015-CPCS****TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through CPCS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

**STUDENT SERVICES****5015-CPCS****TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

**Complainant** means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in CPCS’s education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) CPCS’s Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in CPCS’s education program or activity at the time of the alleged sex discrimination.

**Complaint** means an oral or written request to CPCS that objectively can be understood as a request for CPCS to investigate and make a determination about alleged sex discrimination.

**Confidential Employee** means an employee of CPCS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom CPCS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination. The designated confidential employee

**Party** means a complainant or respondent.

**Respondent** means a person who is alleged to have violated CPCS’s prohibition on sex discrimination.

**Supportive Measures** are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party’s access to CPCS’s education program or activity, including measures that are designed to protect the safety of the parties or CPCS’s educational environment; or (2) provide support during CPCS’s grievance procedures or during an informal resolution process.

**Title IX Coordinator**

The Board of Directors of CPCS (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

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Ms. Corrie Amador, Director of Human Resources  
Title IX/Uniform Complaint Procedure Coordinator  
(949) 996-4556  
[camador@cal-pacs.org](mailto:camador@cal-pacs.org)  
940 South Coast Drive #185  
Costa Mesa, CA 92626

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Gretchen Chamberlain  
Director of Compliance and Accountability  
(949) 996-7694  
[gchamberlain@cal-pacs.org](mailto:gchamberlain@cal-pacs.org)  
940 South Coast Drive #185  
Costa Mesa, CA 92626

Danielle Carbonetta  
Assistant Director Guidance, Admissions, and Records  
(949) 328-6325  
[dcarbonetta@cal-pacs.org](mailto:dcarbonetta@cal-pacs.org)  
940 South Coast Drive #185  
Costa Mesa, CA 92626

The Coordinator is responsible for coordinating CPCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure CPCS's consistent compliance with Title IX.

**Reporting Sex Discrimination**

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination

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under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CPCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

**Privacy**

CPCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

**Retaliation**

CPCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes CPCS from requiring an employee or other person authorized by CPCS to provide aid, benefit, or service under CPCS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

**Confidential Employees**

Contact information for the confidential employees at CPCS, if any, can be found on the CPCS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which

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privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

**Coordinator's Response to Reports of Sex Discrimination**

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether CPCS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents CPCS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or

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designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within CPCS's education program or activity.

**Supportive Measures**

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or CPCS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Christine Feher, Superintendent, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of CPCS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

**Informal Resolution**

At any time prior to determining whether sex discrimination occurred under CPCS's Title IX grievance procedures, CPCS may offer an informal resolution process to the parties. CPCS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an



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employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by CPCS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. CPCS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

**Grievance Procedures****Scope and General Requirements**

CPCS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in CPCS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

CPCS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

CPCS will treat complainants and respondents equitably. CPCS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

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CPCS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

CPCS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

CPCS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

CPCS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.<sup>2</sup> Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student’s IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) throughout the grievance procedures.

**Dismissal**

In most cases, CPCS will determine whether a complaint is dismissed within thirty (30) business days of receipt of the complaint.

CPCS may dismiss a complaint if:

- CPCS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in CPCS’s education program or activity and is not employed by CPCS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and CPCS determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- CPCS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, CPCS will make reasonable efforts to clarify the allegations with the complainant.

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<sup>2</sup> Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within ten (10) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within ten (10) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable CPCS policy.

**Appeal of a Dismissal**

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within ten (10) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

**Notice of the Allegations**

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- CPCS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to CPCS;

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- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if CPCS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

**Emergency Removal**

CPCS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with CPCS's policies.

CPCS may remove a respondent from CPCS's education program or activity on an emergency basis, in accordance with CPCS's policies, provided that CPCS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

**Investigation**

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. CPCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by CPCS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless CPCS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply

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the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

CPCS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

**Determination of Responsibility**

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

**Appeal of the Determination of Responsibility**

Should a party find CPCS's determination unsatisfactory, the party may, within five (5) business days of notice of CPCS's determination, submit a written appeal to the Superintendent or the Interim Coordinator, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

**Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from CPCS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will

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coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by CPCS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within CPCS's education program or activity.

No party, witness, or other person participating in CPCS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on CPCS's determination whether sex discrimination occurred.

**Student Pregnancy and Related Conditions**

CPCS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the CPCS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to CPCS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of CPCS's obligations under:
  - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
  - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide CPCS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any CPCS leave policy for which the student

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qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

**Training**

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing CPCS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

**Recordkeeping**

CPCS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions CPCS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. CPCS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

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**TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize CPCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by CPCS:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_  
4865-0469-8049, v. 2

## STUDENT SERVICES

5015-CPCS

**TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Policy received a complete revision to align with federal Title IX updates effective August 1, 2024. Policy split between 5015 & 5016.**

~~Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.¶¶~~

~~¶¶ As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."¶¶~~

~~¶¶ To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.¶¶~~

~~¶¶ Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.¶¶~~

~~¶¶~~  
**Notification**¶¶

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~~When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this policy, and all notices, reports, and statements pertaining to this policy will be translated into the primary language and will be provided to the parent/guardian of any such students in their primary language.¶¶~~

~~This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page.¶¶~~

- ~~1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.¶¶~~
- ~~2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.¶¶~~
- ~~3. A description of how to file a complaint under Title IX, which must include all of the following.¶¶~~
  - ~~a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.¶¶~~
  - ~~b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site.¶¶~~
  - ~~c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.¶¶~~
- ~~4. The link to the CDE's Title IX information.¶¶~~

~~¶¶  
Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator  
("Coordinator").¶¶~~

~~¶¶  
Ms. Corrie Amador, Assistant Director of Human Resources¶¶  
Title IX/Uniform Complaint Procedure Coordinator¶¶  
(760) 494-9646; 207¶¶  
camador@cal-pacs.org¶¶  
940 South Coast Drive #185¶¶  
Costa Mesa, CA 92626¶¶~~

# STUDENT SERVICES

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~~¶  
¶  
¶~~

### ~~Definitions~~

~~¶~~

### ~~Prohibited Unlawful Harassment~~

- ~~1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.¶~~
- ~~2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.¶~~
- ~~3. Retaliation for reporting or threatening to report harassment.¶~~
- ~~4. Deferential or preferential treatment based on any of the protected characteristics listed above.¶~~

~~¶~~

### ~~Prohibited Unlawful Harassment under Title IX~~

~~Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.¶~~

~~¶~~

~~The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to an including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.¶~~

~~¶~~

~~Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: ¶~~

~~¶~~

- ~~1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; ¶~~
- ~~2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; ¶~~
- ~~3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or ¶~~
- ~~4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.¶~~

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~~¶~~

~~It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.¶~~

~~¶~~

~~Sexual harassment may include, but is not limited to:¶~~

~~¶~~

- ~~1. Physical assaults of a sexual nature, such as:¶~~
  - ~~a. Rape, sexual battery, molestation or attempts to commit these assaults.¶~~
  - ~~b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.¶~~
- ~~2. Unwanted sexual advances, propositions or other sexual comments, such as:¶~~
  - ~~a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.¶~~
  - ~~b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.¶~~
  - ~~c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student’s academic performance more difficult because of the student’s sex.¶~~
- ~~3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:¶~~
  - ~~a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.¶~~
  - ~~b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.¶~~
  - ~~c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).¶~~

~~¶~~

~~The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.¶~~

~~¶~~

#### **Prohibited Bullying¶**

~~¶~~

~~Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. ¶~~

~~¶~~

~~Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational~~

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~~environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:~~

- ~~1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.~~
- ~~2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.~~
- ~~3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.~~
- ~~4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.~~

~~¶~~

~~\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.~~

~~¶~~

~~Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.~~

~~¶~~

~~Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:~~

~~¶~~

- ~~1. A message, text, sound, video, or image.~~
- ~~2. A post on a social network Internet Website including, but not limited to:~~
  - ~~a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.~~
  - ~~b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.~~
  - ~~c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.~~
- ~~3. An act of "cyber sexual bullying" including, but not limited to:~~

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- ~~a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.¶¶~~
- ~~b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.¶¶~~
- ~~c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.¶¶~~

~~**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.¶¶~~

¶¶

~~**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.¶¶~~

¶¶

#### ~~**Bullying and Cyberbullying Prevention Procedures**¶¶~~

¶¶

~~Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.¶¶~~

¶¶

#### ~~**1. Cyberbullying Prevention Procedures**¶¶~~

¶¶

~~Charter School advises students:¶¶~~

- ~~a. To never share passwords, personal data, or private photos online.¶¶~~
- ~~b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.¶¶~~
- ~~c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.¶¶~~
- ~~d. To consider how it would feel receiving such comments before making comments about others online.¶¶~~

¶¶

~~Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School~~

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~~encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.~~¶

¶

**2. ~~Education~~**¶

¶

~~Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.~~¶

¶

~~Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.~~¶

¶

~~Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.~~¶

¶

~~Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.~~¶

¶

**3. ~~Professional Development~~**¶

¶

~~Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.~~¶

¶

~~Charter School informs certificated employees about the common signs that a student is a target of bullying including:~~¶

- ~~a. Physical cuts or injuries~~¶
- ~~b. Lost or broken personal items~~¶
- ~~c. Fear of going to school/practice/games~~¶
- ~~d. Loss of interest in school, activities, or friends~~¶
- ~~e. Trouble sleeping or eating~~¶
- ~~f. Anxious/sick/nervous behavior or distracted appearance~~¶



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- ~~g. Self-destructiveness or displays of odd behavior¶¶~~
- ~~h. Decreased self-esteem¶¶~~

¶¶

~~Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to: ¶¶~~

- ~~a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and ¶¶~~
- ~~b. Students with physical or learning disabilities.¶¶~~

¶¶

~~Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.¶¶~~

¶¶

#### Grievance Procedures¶¶

¶¶

#### Scope of Grievance Procedures¶¶

¶¶

~~Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that: ¶¶~~

- ~~a. Are written and signed; ¶¶~~
- ~~b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and¶¶~~
- ~~c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.¶¶~~

~~The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.¶¶~~

¶¶

#### Reporting¶¶

¶¶

~~All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is~~

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~~safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.~~

~~¶~~

~~Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.~~

~~¶~~

~~Ms. Corrie Amador, Assistant Director of Human Resources~~

~~Title IX/Uniform Complaint Procedure Coordinator~~

~~(760) 494-9646, 207~~

~~eamador@cal-pacs.org~~

~~940 South Coast Drive #185~~

~~Costa Mesa, CA 92626~~

~~¶~~

~~Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.~~

~~¶~~

~~While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.~~

~~¶~~

~~Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.~~

~~The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.~~

~~¶~~

~~The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.~~

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~~All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individuals designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.¶~~

~~¶~~~~**Supportive Measures**¶~~~~¶~~

~~Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.¶~~

~~¶~~

~~Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.¶~~

~~¶~~~~**Investigation and Response**¶~~~~¶~~

~~Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.¶~~

~~¶~~

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~~At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees. ¶~~

¶

~~For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply: ¶~~

¶

~~1. Notice of the Allegations ¶~~

- ~~a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include: ¶~~
- ~~b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, ¶~~
- ~~c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached, ¶~~
- ~~d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and ¶~~
- ~~e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process. ¶~~

~~2. Emergency Removal ¶~~

- ~~a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies. ¶~~
- ~~b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. ¶~~
- ~~c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA. ¶~~

~~3. Informal Resolution ¶~~

- ~~a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following: ¶~~
  - ~~i. Provide the parties with advance written notice of: ¶~~
    - ~~• The allegations; ¶~~

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- ~~The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations; ¶¶~~
  - ~~The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and ¶¶~~
  - ~~Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and ¶¶~~
  - ii. ~~Obtain the parties' advance voluntary, written consent to the informal resolution process. ¶¶~~
  - a. ~~Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. ¶¶~~
4. ~~Investigation Process ¶¶~~
- a. ~~The decision maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision makers and investigators do not have a conflict of interest or bias for or against complainants or respondents. ¶¶~~
  - b. ~~In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. ¶¶~~
  - c. ~~The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. ¶¶~~
  - d. ~~The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence. ¶¶~~
  - e. ~~A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate. ¶¶~~
  - f. ~~Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report. ¶¶~~
  - g. ~~The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility. ¶¶~~

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¶

**5. Dismissal of a Formal Complaint of Sexual Harassment**¶

- a. ~~If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.~~¶
- b. ~~Charter School may dismiss a formal complaint of sexual harassment if:~~
  - i. ~~The complainant provides a written withdrawal of the complaint to the Coordinator;~~¶
  - ii. ~~The respondent is no longer employed or enrolled at Charter School; or~~¶
  - iii. ~~The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.~~¶
- c. ~~If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.~~¶

**6. Determination of Responsibility**¶

- a. ~~The standard of evidence used to determine responsibility is the preponderance of the evidence standard.~~¶
- b. ~~Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:~~
  - i. ~~The allegations in the formal complaint of sexual harassment;~~¶
  - ii. ~~All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;~~¶
  - iii. ~~The findings of facts supporting the determination;~~¶
  - iv. ~~The conclusions about the application of Charter School's code of conduct to the facts;~~¶
  - v. ~~The decision and rationale for each allegation;~~¶
  - vi. ~~Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and~~¶
  - vii. ~~The procedures and permissible bases for appeals.~~¶

¶

**Consequences**¶

¶

~~Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.~~

¶

## STUDENT SERVICES

5015-CPCS

### ~~TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY~~

#### ~~Right of Appeal~~

~~Should the reporting individual find Charter School’s resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School’s decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.~~

~~The following appeal rights and procedures will also apply to formal complaints of sexual harassment:~~

- ~~a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.~~
- ~~b. Charter School will notify the other party in writing when an appeal is filed.~~
- ~~c. The decision maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.~~

#### ~~Recordkeeping~~

~~All records related to any investigation of complaints under this policy are maintained in a secure location.~~

~~Charter School will maintain the following records for at least seven (7) years:~~

- ~~a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.~~
- ~~b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.~~
- ~~c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.~~
- ~~d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.~~
- ~~e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.~~

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# STUDENT SERVICES

# 5015-CPCS

## ~~TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY~~



### ~~TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM~~

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

~~I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.~~



Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_



Print Name \_\_\_\_\_



~~To be completed by the Charter School:~~



Received by: \_\_\_\_\_ Date \_\_\_\_\_





**STUDENT SERVICES**

**5015-CPCS**

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**TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX,  
HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Follow up meeting with complainant held on: \_\_\_\_\_

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CPCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CPCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring at the school administrative office, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CPCS does business, and all acts of CPCS's Board of Directors ("Board") in enacting policies and procedures that govern CPCS.<sup>1</sup>

CPCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Definitions**

**Harassment** means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.

<sup>1</sup> This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student <sup>2</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CPCS.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation or transmission originated by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a

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<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Bullying and Cyberbullying Prevention Procedures**

CPCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

**Cyberbullying Prevention Procedures**

CPCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

CPCS informs its employees, students, and parents/guardians of CPCS’s policies regarding the use of technology in and out of the classroom. CPCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**Education**

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

CPCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CPCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CPCS and encourages students to practice compassion and respect each other.

CPCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

CPCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CPCS informs CPCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

**Professional Development**

CPCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CPCS employees who have regular interaction with students. Additionally, staff will complete cyberbullying training online through the School's annual program.

CPCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

CPCS also informs certificated employees about the groups of students determined by CPCS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. CPCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CPCS's students.

**Complaint Procedures**

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Scope of the Complaint Procedures**

CPCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CPCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

CPCS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of CPCS’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of CPCS’s Title IX Policy and UCP is available on the school’s website.

**Submitting a Report or Complaint**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Secretary of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and CPCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal

**STUDENT SERVICES****5016-CPCS****HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

disciplinary action cannot be based solely on an anonymous report. Reports and subsequent related documentation will be kept on file by CPCS for a minimum of one year.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CPCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by CPCS on a case-by-case basis.

CPCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

**Investigation and Response**

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than sixty days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at CPCS will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

**Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from CPCS or termination of employment.

**Right of Appeal**

Should a complainant find CPCS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of CPCS's decision or

## **STUDENT SERVICES**

**5016-CPCS**

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### **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

resolution, submit a written appeal to the Superintendent or the Chair of the CPCS Board if the complaint is against the Superintendent, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.



**STUDENT SERVICES**

**5016-CPCS**

**HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**



**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING  
COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize CPCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by CPCS:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

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**STUDENT SERVICES****5115-CPCS****PREGNANT AND PARENTING STUDENTS POLICY**

Pregnancy, or parenting and related responsibilities may disrupt a student's education. California Pacific Charter Schools (“CPCS” or “School”) adopts the following policy designed to provide needed support and accommodations to remove barriers to allow students access to the education process.

**Title IX**

When a student or their parent/guardian informs any school employee of the student’s pregnancy or related conditions, unless the employee believes that the Title IX Coordinator has already been notified, the employee must promptly provide the student or their parent/guardian with the Title IX Coordinator’s contact information and inform the student or parent/guardian that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student’s equal access to the education program or activity.

**Education and Support Services for Pregnant and Parenting Students**

Pregnant or parenting students or their parent/guardian retain the right to disclose their condition to the school or a school employee without the need to provide medical documentation. Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational program. The independent study setting shall be the preferred instructional strategy and program. Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other CPCS students. A student's participation in such programs shall be voluntary. As required for other students with physical or emotional conditions or temporary disabilities, the school’s Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician (Medical Doctor or Doctor of Osteopathy) indicating that the student is physically and emotionally able to participate in an extracurricular educational activity.

To the extent feasible, educational and related support services shall be provided to meet the needs of pregnant and parenting students. Such services may include, but are not limited to:

1. Academic and personal counseling
2. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
3. Career planning instruction
4. Counseling in regard to alternative diploma pathways including GED preparation

Teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

**Reasonable Accommodations**

## STUDENT SERVICES

5115-CPCS

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### **PREGNANT AND PARENTING STUDENTS POLICY**

The school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

#### **Absences**

Pregnant and parenting students will be encouraged to remain enrolled in the independent study program and access their academic courses. The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. Pregnant and parenting students will not receive truancy notifications or related contracts while on leave. Absences accrued by pregnant and parenting teens while on leave will be exempt from the school's attendance policy and involuntary removal policy.

**STUDENT SERVICES****5115-CPCS****PREGNANT AND PARENTING STUDENTS POLICY**

Pregnancy, or parenting and related responsibilities may disrupt a student's education. California Pacific Charter Schools (“CPCS” or “School”) adopts the following policy designed to provide needed support and accommodations to remove barriers to allow students access to the education process.

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When a student or their parent/guardian informs any school employee of the student’s pregnancy or related conditions, unless the employee believes that the Title IX Coordinator has already been notified, the employee must promptly provide the student or their parent/guardian with the Title IX Coordinator’s contact information and inform the student or parent/guardian that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student’s equal access to the education program or activity.

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To the extent feasible, educational and related support services shall be provided to meet the needs of pregnant and parenting students. Such services may include, but are not limited to:

1. Academic and personal counseling
2. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
3. Career planning instruction
4. Counseling in regard to alternative diploma pathways including GED preparation

~~As appropriate,~~ Teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

**Reasonable Accommodations**

~~When necessary,~~ The school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall

## STUDENT SERVICES

5115-CPCS

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### **PREGNANT AND PARENTING STUDENTS POLICY**

have access to any services available to other students with temporary disabilities or medical conditions.

#### **Absences**

Pregnant and parenting students will be encouraged to remain enrolled in the independent study program and access their academic courses. The ~~Executive Director~~ Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. Pregnant and parenting students will not receive truancy notifications or related contracts while on leave. Absences accrued by pregnant and parenting teens while on leave will be exempt from the school's attendance policy and involuntary removal policy.

**INSTRUCTION****6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. CPCS has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

**CPCS Expectations and Objectives**

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, CPCS has established the following practices:

1. CPCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
  - a. Community meetings
  - b. School Site Council
  - c. Education partner surveys
2. CPCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - a. Parent trainings and webinars
  - b. School-Parent/Guardian Compact
  - c. Local Control Accountability Plan
3. CPCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
  - a. ELAC
  - b. Title 1, Part A
  - c. Local Control Accountability Plan
4. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
  - a. Education partner surveys
  - b. Local Control Accountability Plan engagement
  - c. Revisiting the parent and family engagement policy annually
5. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited

**INSTRUCTION****6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

- English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- a. ELAC
  - b. Local Control Accountability Plan engagement
  - c. School Site Council
  - d. Education partner Surveys
6. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - a. Parent trainings and webinars
    - b. Education partner surveys
    - c. ELAC
    - d. School Site Council
    - e. Local Control Accountability Plan engagement
  7. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - a. Education partner surveys
    - b. ELAC
    - c. School Site Council
    - d. Local Control Accountability Plan engagement
  8. CPCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - a. Leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
      - i. Education partner surveys
      - ii. ELAC
      - iii. School Site Council
      - iv. Local Control Accountability Plan engagement
  9. CPCS involves parents in the activities of the Charter School to adequately represent the needs of the population.
    - a. School Site Council
    - b. ELAC

**Involvement of Parents in the Title I Program**

**INSTRUCTION****6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

To involve parents in the Title I program at CPCS, the following practices have been established:

1. CPCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - a. Title I information is covered in Master Agreement meetings, which are required for all new and returning students.
2. CPCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - a. Master Agreement meetings are scheduled at times that are mutually agreed upon between the school and parent, which may include morning and evening meetings.
3. CPCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
  - a. This is completed through the following:
    - i. Education partner surveys
    - ii. School Site Council
    - iii. Local Control Accountability Plan engagement
    - iv. Parent trainings and webinars
4. CPCS provides parents of Title I students with timely information about Title I programs.
  - a. Parent/Student Handbook
  - b. Parent trainings and webinars
5. CPCS provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - a. Parent/Student Handbook
  - b. California Pacific Charter School website
  - c. Parent trainings and webinars
  - d. Direct communication via email to parents of Title I students
  - e. Individual conferences between parents and staff
6. If requested by parents of Title I students, CPCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
  - a. Meeting will be held virtually with email invitations being sent out to all parents of Title I eligible students.
  - b. Local Control Accountability Program education partner information meeting
  - c. School Site Council



**INSTRUCTION****6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If CPCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**School-Parent Compact**

CPCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. CPCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's education; and regular communication between family members and school staff,

The Charter School developed the Compact with Title I parent input and the Charter School distributes the Compact to Title I parents electronically. [Title I School- Parent Compact](#)

**Building Capacity for Involvement**

CPCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, CPCS has established the following practices.

1. CPCS provides Title I parents with assistance in understanding state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
  - a. Parent/Student Handbook
  - b. California Pacific Charter School website
  - c. Parent trainings and webinars
  - d. Weekly communication emails from the teacher.
  - e. Virtual homeroom and progress report meetings with their homeroom teacher or learning period meetings with their teacher facilitator.

**INSTRUCTION****6005-CPCS****PARENT AND FAMILY ENGAGEMENT POLICY**

- f. California Pacific Charter School's MTSS program that provides support for students that are struggling academically
2. CPCS provides Title I parents with materials and training, as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
  - a. Parent trainings and webinars
  - b. California Pacific Charter School website
  - c. Direct communication via email to parents
3. With the assistance of Title I parents, CPCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
  - a. Staff professional development
  - b. Staff participation in family and student outreach events
4. CPCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
  - a. Parent trainings and webinars
  - b. School sponsored events, STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
5. CPCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - a. Meeting will be held virtually with email invitations being sent out to all parents of Title I eligible students.
  - b. Digital format that can be translated with the use of technology
  - c. Information is presented in a way that is understandable by parents
  - d. Information is presented visually and verbally, as applicable.
6. CPCS provides support for parental involvement activities requested by Title I parents.
  - a. Education partner surveys
  - b. Title I information and feedback meeting
  - c. School Site Council

**Accessibility**

CPCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

## INSTRUCTION

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### PARENT AND FAMILY ENGAGEMENT POLICY

1. Digital format that can be translated with the use of technology.
2. Information is presented in a way that is understandable by parents
3. Information is presented visually and verbally, as applicable.

**INSTRUCTION****6010-CPCS****INDEPENDENT STUDY POLICY**

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “Charter Schools”) offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
3. Regular attendance is critical to the success of all students. California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program.
4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
  - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.
  - b. In the event that a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.

**INSTRUCTION****6010-CPCS****INDEPENDENT STUDY POLICY**

- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- 5. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
  - a. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or;
  - b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c. Pupils who are in violation of the written agreement pursuant to subdivision (g).

These procedures shall include, local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. †
- e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.
- 6. The following plan shall be in place in accordance with Education Code Section 51747(e):
  - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live

**INSTRUCTION****6010-CPCS****INDEPENDENT STUDY POLICY**

interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: daily check in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
    - a. The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
    - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
    - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
    - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
      - i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.
    - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
    - g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917,

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the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

- h. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
  - i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.

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### **INDEPENDENT STUDY POLICY**

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Superintendent may establish regulations to implement these policies in accordance with the law.



**INSTRUCTION****6010-CPCS****INDEPENDENT STUDY POLICY**

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “Charter Schools”) offers independent study to meet the educational needs of students enrolled in the Charter Schools. Independent study is an optional alternative education program in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. CPCS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
3. Regular attendance is critical to the success of all students. California Pacific Charter School utilizes an Independent Study model, which is a non-classroom-based instructional program.
4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
  - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.
  - b. In the event that a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.

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- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- 5. CPCS has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
  - a. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or;
  - b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c. Pupils who are in violation of the written agreement pursuant to subdivision (g).

These procedures shall include, local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. †
- e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.
- 6. The following plan shall be in place in accordance with Education Code Section 51747(e):
  - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Daily synchronous activity will be in the online classroom with group or one-to-one instruction.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live

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interaction between the pupil and a certificated or non-certificated employee of CPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: daily check in through online classroom, phone, text message, or email. Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record shall be as follows: Weekly synchronous activity will be in the online classroom with group or one-to-one instruction.
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
    - a. The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
    - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
    - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
    - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement.
      - i. No independent study agreement shall be valid for any period longer than two semesters, or one year for a school on a year-round calendar.
    - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
    - g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917,

**INSTRUCTION****6010-CPCS****INDEPENDENT STUDY POLICY**

the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

- h. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
  - i. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
    - i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the parent or guardian of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, the charter school will prepare withdrawal documents (including exit grades) and send them to the parent/guardian or adult student.

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### INDEPENDENT STUDY POLICY

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The ~~Executive Director~~ **Superintendent** may establish regulations to implement these policies in accordance with the law.

**INSTRUCTION****6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

This Policy of the California Pacific Charter Schools and its programs (“CalPac” or the “Charter School”) has been adopted to meet the Legislative intent of the California Healthy Youth Act (“CHYA”) as follows:

1. to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus (“HIV”) and other sexually transmitted infections and unintended pregnancy;
2. to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. to promote understanding of sexuality as a normal part of human development;
4. to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

**Definitions**

1. **Age appropriate:** topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. **Comprehensive sexual health education:** education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
3. **English learner:** a student who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
4. **HIV prevention education:** instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
5. **Instructors trained in the appropriate courses:** instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
6. **Medically accurate:** verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

**INSTRUCTION****6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY****Instruction to Students**

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the Charter School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:

**INSTRUCTION****6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

- a. Parenting, adoption, and abortion.
  - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
  - c. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
    - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
    - b. Information on how social media and mobile device applications are used for human trafficking.
  11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
  12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, the Charter School shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
  - a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
  - b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided pursuant to applicable law.
  - c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
  - d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
  - e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
  - f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
  - g. Encourage a student to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.



**INSTRUCTION****6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

**In-Service Training**

1. The Charter School shall cooperatively plan and conduct in-service training for all the Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
2. In developing and providing in-service training, the Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.
3. In-service training shall be conducted periodically to enable the Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for the Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
4. The Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for the Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

**Guest Speakers**

1. The Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for the Charter School personnel.
2. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

**Parental Consent**

The Charter School encourages students to communicate with their parents/guardians about human sexuality and HIV and to respect the rights of parents/guardians to supervise their

**INSTRUCTION****6015-CPCS****COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY**

student's education on these subjects. The Charter School intends to create a streamlined process to make it easier for parents/guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The Charter School recognizes that while parents/guardians overwhelmingly support medically accurate, comprehensive sex education, parents/guardians have the ultimate responsibility for imparting values regarding human sexuality to their student.

A parent/guardian of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, may be administered to any student in grades 7 to 12, inclusive. A parent/guardian has the right to excuse their student from the test, questionnaire, or survey through a passive consent ("opt-out") process. The Charter School shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Parents/guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the Charter School.

**Annual Notice**

At the beginning of each school year, or, for a student who enrolls in a school after the beginning of the school year, at the time of that student's enrollment, the Charter School shall notify the parent/guardian of each student about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the coming year. The notice shall do all of the following:

1. Advise the parent/guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
2. Advise the parent/guardian whether the comprehensive sexual health education or HIV prevention education will be taught by the Charter School personnel or by outside consultants. The Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV

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prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

3. Include information explaining the parent's/guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent/guardian that the parent/guardian has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to the The Charter School.

**For Pupils Who Opt Out**

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent/guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents/guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Are migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Tiffany Cozzi  
 Guidance Counselor  
 (949) 427-6529  
 tcozzi@cal-pacs.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire completed annually for enrollment and re-enrollment.

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
4. Parents/guardians are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents/guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents/guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

**Enrollment**

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

CPCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

1. Transportation services
2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
3. Programs in vocational and technical education
4. Programs for gifted and talented students

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

5. Charter School nutrition programs

**Transportation**

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institute, and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do all of the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements;
2. Inform the student and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution;
3. Provide information to the student about transfer opportunities available through the California Community Colleges; and
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is eighteen (18) years of age or older, or, with the educational rights holder for the student, if the student is younger than eighteen years of age

**Professional Development**

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel



**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

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providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

**School Website Posting**

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The California Pacific Charter Schools (“CPCS” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Are migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Tiffany Cozzi ~~Jennifer Byus~~  
 Guidance ~~Intake~~ Counselor  
 (949) 427-6529 ~~855-225-7227 x102~~  
 tcozzi ~~jbyus~~@cal-pacs.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire completed annually for enrollment and re-enrollment.

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
4. Parents/guardians are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents/guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents/guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

**Enrollment**

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

CPCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth

**INSTRUCTION****6020-CPCS****EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. § 11432(g)(4)):

1. Transportation services
2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
3. Programs in vocational and technical education
4. Programs for gifted and talented students

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5. Charter School nutrition programs

**Transportation**

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institute, and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for

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which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do all of the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements;
2. Inform the student and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution;
3. Provide information to the student about transfer opportunities available through the California Community Colleges; and
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is eighteen (18) years of age or older, or, with the educational rights holder for the student, if the student is younger than eighteen years of age

**Professional Development**

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel

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providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

**School Website Posting**

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

**INSTRUCTION****6025-CPCS****SECTION 504 POLICY**

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The Board of Directors of the California Pacific Charter Schools (“School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily function, including functions of the immune system such as, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School’s Superintendent or designee shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the School does not assess a student after a parent/guardian has requested an assessment, the



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School shall provide notice of the parent's/guardian's procedural safeguards. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. School shall periodically review the student's progress and placement.

The School does not discriminate on the basis of disability or any other characteristic protected under law. The School will implement this policy through its corresponding procedures.

**SECTION 504 PROCEDURES****A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

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6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, neurological, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as learning disability/mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The parent/guardian may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means:
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less.

**B. Referral, Assessment and Evaluation Procedures**

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**SECTION 504 POLICY**

1. School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
  - 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
  - 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
  - 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
  - 10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
- 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the

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student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs,

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and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - i. Examine relevant records
  - ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - iii. Have the right to file a Uniform Complaint pursuant to school policy
  - iv. Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Jocelin Jones  
 Guidance Counselor  
 (949) 308-7812  
 jjones@cal-pacs.org

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Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the districts or county offices of education which authorize California Pacific Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - a. The specific decision or action with which the parent/guardian disagrees.
  - b. The changes to the 504 Plan the parent/guardian seeks.
  - c. Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
  - a. Mediation by a neutral third party.
  - b. Review of the 504 Plan by the School Superintendent or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the

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due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Superintendent.

8. The parent/guardian and the School shall be afforded the rights to:
  - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - b. Present written and oral evidence.
  - c. Question and cross-examine witnesses.
  - d. Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.
11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

**F. Suspension and Expulsion Special Procedures for Students with Disabilities**

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.



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1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the School, the parent/guardian, and relevant members of the 504 Team shall review all relevant information in the student's file, including the student's 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

If School, the parent/guardian, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then School may apply the relevant disciplinary procedures to student with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**3. Appeals**

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

**4. Special Circumstances**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

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The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the student.

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- c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Special Education or to other School supervisory personnel.

If School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA 2004-eligible student with disabilities, including the right to stay-put.

If School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by School pending the results of the evaluation.

School shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal

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- opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
  6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
  7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
  8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
  9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
  10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
  11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
  12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
  13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
  14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
  15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the Superintendent for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

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### SECTION 504 POLICY

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from School for exercising any of these rights.

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2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
  - 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
  - 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
  - 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
  - 10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
- 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the

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student receives FAPE.

2. The 504 Team responsible for making decisions shall include the parents/guardians and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
9. The 504 Plan shall include a schedule for annual review of the student's needs,

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and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. School shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, School shall schedule a 504 Team meeting to review the existing 504 Plan. School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.
- D. Review of the Student's Progress
1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
  2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.
- E. Procedural Safeguards
1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
    - i. Examine relevant records
    - ii. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
    - iii. Have the right to file a Uniform Complaint pursuant to school policy
    - iv. Seek review in federal court if the parents/guardians disagree with the hearing decision.
  2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Jocelin Jones ~~Jennifer Byus~~  
 Guidance ~~Intake~~ Counselor  
 (949) 308-7812 ~~855-225-7227 x102~~  
 jjonesjbyus@cal-pacs.org

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Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School ~~Superintendent~~**Director** or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with School or any district within the districts or county offices of education which authorize California Pacific Charter Schools in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
  - a. The specific decision or action with which the parent/guardian disagrees.
  - b. The changes to the 504 Plan the parent/guardian seeks.
  - c. Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
  - a. Mediation by a neutral third party.
  - b. Review of the 504 Plan by the School ~~Superintendent~~**Director** or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the ~~Executive-Superintendent~~**Director** or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School ~~Superintendent~~**Director**.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the

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due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School ~~Superintendent~~**Director**.

8. The parent/guardian and the School shall be afforded the rights to:
  - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - b. Present written and oral evidence.
  - c. Question and cross-examine witnesses.
  - d. Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified, or overturned by a court.
11. School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

**F. Suspension and Expulsion Special Procedures for Students with Disabilities**

School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

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1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the School, the parent/guardian, and relevant members of the 504 Team shall review all relevant information in the student's file, including the student's 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If School, the parent/guardian, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the student's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;



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- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student was removed, unless the parent/guardian and School agree to a change of placement as part of the modification of the behavioral intervention plan.

If School, the parent/guardian, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then School may apply the relevant disciplinary procedures to student with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**3. Appeals**

The parent/guardian of a student with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or School believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and School agree otherwise.

**4. Special Circumstances**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

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The ~~Executive-Superintendent~~**Director** or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEIA 2004 and who has violated School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if School had knowledge that the student was disabled before the behavior occurred.

School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the student.

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- c. The student's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Special Education or to other School supervisory personnel.

If School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA 2004-eligible student with disabilities, including the right to stay-put.

If School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by School pending the results of the evaluation.

School shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**C. PARENT/GUARDIAN/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your student take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your student.
4. Have your student receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have School make reasonable accommodations to allow your student an equal

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- opportunity to participate in school and school-related activities.
5. Have your student educated in facilities and receive services comparable to those provided to non-disabled students.
  6. Have your student receive special education and related services if they are found to be eligible under the (IDEIA 2004).
  7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
  8. Have your student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the School.
  9. Examine all relevant records relating to decisions regarding your student's Section 504 identification, evaluation, educational program, and placement.
  10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
  11. Obtain a response from School to reasonable requests for explanations and interpretations of your student's records.
  12. Request an amendment of your student's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your student. If School ~~refuses~~ this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
  13. Request mediation or file a grievance in accordance with School's Section 504 mediation grievance and hearing procedures, outline above.
  14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your student. You and the student may take part in the hearing and have an attorney represent you.
  15. File a formal complaint pursuant to School's Uniform Complaint Policy and Procedures. Please ask the ~~Executive Superintendent~~ **Director** for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

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### SECTION 504 POLICY

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from School for exercising any of these rights.

~~Please contact Jenifer Byus, Intake Counselor, [jbyus@cal-pacs.org](mailto:jbyus@cal-pacs.org) with any questions regarding the information contained herein.~~

**INSTRUCTION****6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

**Definitions**

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

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7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

**CHARTER SCHOOL LIAISON**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Yeni Sandoval  
 Social Worker  
 (949) 404-4705  
 ysandoval@cal-pacs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or money owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or money owed to the Charter School.

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4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School



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will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy).

3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
  - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
  - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.
8. If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

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**EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY****Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status.

**Effect of Absences on Grades**

The grades of foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school\*\*, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student’s ERH, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

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In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

\*\* For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

**Applicability of Graduation Requirements:**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court’s jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a foster youth is exempted from the Charter School’s additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student’s fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student’s fourth year of high school.

**INSTRUCTION****6030-CPCS**

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**EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

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The Superintendent or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Superintendent or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.

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3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

**Eligibility For Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

**Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office

**INSTRUCTION****6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

California Pacific Charter Schools (“CPCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

**Definitions**

1. **Foster youth:** Foster youth means a child who has been removed from the child’s home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. **Former juvenile court school pupil:** means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
3. **Child of a military family:** refers to a student who resides in the household of an active duty military member.
4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. **Educational Rights Holder (“ERH”):** means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
6. **School of origin:** School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

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7. **Best interest:** Best interest means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

**CHARTER SCHOOL LIAISON**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Yeni Sandoval ~~Jennifer Byus~~  
 Social Worker ~~Intake Counselor~~  
 (949) 404-4705 ~~855-225-7227 x102~~  
 ysandoval@cal-pacs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

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4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School's charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services.
7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the ~~Superintendent~~ ~~Director~~ or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

1. The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
2. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School



**INSTRUCTION****6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy.

3. A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
4. At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:
  - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
  - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
5. If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
7. Prior to making any recommendation to move a foster youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.
8. If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**INSTRUCTION****6030-CPCS**

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**EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

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**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status.

**Effect of Absences on Grades**

The grades of foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school\*\*, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student’s ERH, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

**INSTRUCTION****6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

\*\* For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

**Applicability of Graduation Requirements:**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court’s jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a foster youth is exempted from the Charter School’s additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student’s fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student’s fourth year of high school.

**INSTRUCTION****6030-CPCS****EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

The ~~Superintendent~~ ~~Director~~ or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the ~~Superintendent~~ ~~Director~~ or designee shall:

1. Inform the foster youth and the student's ERH of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the foster youth and the student's ERH how remaining in school for a fifth year will affect the foster youth's ability to gain admission to a postsecondary educational institution.

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3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if the foster youth is under 18 years of age, the ERH permits the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

**Eligibility For Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

**Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office

## INSTRUCTION

6035-CPCS

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### MATHEMATICS PLACEMENT POLICY

California Pacific Charter Schools and its programs (“CalPac”) adopts this Mathematics Placement Policy to apply to all students who wish to enroll in Algebra 1. CalPac, in accordance with the [Math Placement Act of 2015](#), will follow the 9th grade level mathematics course placement policy outlined below:

Students must meet two of the below indicators to demonstrate readiness for Algebra 1:

1. Score at grade level or show readiness according to a local diagnostic assessment.
2. Student’s CAASPP results indicate “standard met” for 8th grade math.
3. Grade of “C” or higher on directly preceding math course.
4. Teacher recommendation.
5. Lead counselor recommendation.

**INSTRUCTION****6040-CPCS**

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**LOCAL ASSESSMENT POLICY**

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

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

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

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

**Local Assessments**Overview

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

Purpose

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

**INSTRUCTION****6040-CPCS**

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**LOCAL ASSESSMENT POLICY**

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

Grade Levels Required to Test

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

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

**No Opt Out for Local Assessments**

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

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



**INSTRUCTION****6040-CPCS**

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**LOCAL ASSESSMENT POLICY****Local Assessment Schedule**

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

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

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

Late Enrollment Students

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

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

**INSTRUCTION****6040-CPCS**

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**LOCAL ASSESSMENT POLICY**

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

**Remote Administration Process of Local Assessments**

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

**Local Assessment Results Reporting**

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

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

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**LOCAL ASSESSMENT POLICY****Consequences for Not Completing the Local Assessments**

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

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

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

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

**Students with Special Education and 504 Plans**

Students with an Individual Education Program (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student's IEP

## INSTRUCTION

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### LOCAL ASSESSMENT POLICY

or 504. An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments.

**INSTRUCTION****6050-CPCS**

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**VIRTUAL PROCTORING POLICY**

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

CPCS adopts this Virtual Proctoring Policy to apply to all students enrolled in CPCS.

**METHODS OF VIRTUAL PROCTORING**

The use of virtual proctoring applies to local assessments, state assessments, and semester final exams under the following guidelines. Other school assessments do not require proctoring and are completed by the student independently unless otherwise specified. All proctoring at CPCS is done virtually unless otherwise required.

Virtual proctoring is administered via the school’s virtual proctoring rooms or system platforms, including the use of secure browsers on school supplied technology. Students will be informed in advance of the proctoring procedures and system platform to be used for the proctoring session. Students are required to use school supplied technology and appropriate login information to join virtual proctoring sessions.

Virtual proctoring must be facilitated by a qualified CPCS staff member. CPCS proctors consist of teachers, administrators, and other designated trained staff members exclusively. CPCS proctors complete all necessary and state required proctor training prior to administering assessments. Parents/guardians are prohibited from serving as proctors. The student’s teacher of record will arrange all proctoring and share proctoring information with the student and their parent/guardian in advance. The teacher of record may or may not be the session proctor during an assessment.

Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request an individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible.

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### VIRTUAL PROCTORING POLICY

#### Local Assessments

Students in grades 2-11 must have their local assessments proctored by a CPCS staff member using the local assessment designated secure browser or school approved student monitoring process. No outside materials or resources may be used on local assessments.

#### State Assessments

When permitted by the state, CPCS chooses to administer all required state assessments, such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), virtually. These assessments will be administered by a trained CPCS staff member using state required secure testing browsers. No outside materials or resources may be used on state assessments.

#### Final Exams

All A-G aligned and other school-specified course final exams for students in grades 9-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room platform with web camera functionality. Students may use course notes (digital and paper) on final exams.

### VIRTUAL PROCTORING PROCEDURES

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed within the student to adhere to all virtual proctoring procedures. Failure of students and/or parents or guardians to comply with these procedures will result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

#### Local Assessments

Prior to the Assessment Proctoring Session:

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

1. The proctor will follow all school directives to create their local assessment testing session with all scheduled tests within the local assessment testing system.
2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

**During the Assessment Proctoring Session:**

1. The proctor
  - a. will open the secure testing session or monitoring system, and generate the session password if applicable.
  - b. will email the session password and other pertinent information to the student.
  - c. will confirm the identity and authorized use of students as they join the testing session.
  - d. will actively monitor student engagement and completion of the assessment using the school's monitoring system, and test session tools, including rapid guessing monitoring.
  - e. will verify assessment completion in the testing system.
2. The student
  - a. will record the testing session password before opening the secure testing browser or test session.
  - b. will access the secure browser or monitored test session using the school-provided device and enter the testing session information at the scheduled assessment time.
  - c. will only use their school issued device to complete the assessment.
  - d. will have testing space and work area cleared, except for scratch paper.
  - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
  - f. may take breaks as needed.
  - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - h. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

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- i. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
3. The parent/guardian
  - a. may be present in the home/room student is in during testing.
  - b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
  - c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
  - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
  - e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

**State Assessments**Prior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
  - a. will launch the secure testing session using the state-required system platform.



**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

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- b. will confirm the identity and authorized use of students as they join the testing session.
  - c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
  - d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
  - e. will actively monitor student engagement and completion of the assessment using designated test session tools.
  - f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.
3. The student
- a. will record testing session access information prior to opening the secure testing browser.
  - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
  - c. will keep their webcam on and show their entire face for the entire duration of the test session.
  - d. will be fully dressed in school-appropriate attire.
  - e. will not have or use any paraphernalia or other inappropriate items while on camera.
  - f. will have testing space and work area cleared, except for scratch paper.
  - g. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
  - h. may take breaks as needed.
  - i. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - j. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
  - k. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
4. The parent/guardian

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

- a. may be present in the home/room student is in during testing.
- b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
- c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
- d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
- e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

**Final Exams**Prior to Assessment:

1. The teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
  - a. confirm that the student has accessed the proctoring room using their required school account credentials.
  - b. confirm the exam to be taken.
  - c. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
  - d. will monitor that the student remains on camera for the duration of the test.
  - e. will actively monitor the entire assessment and student engagement.
  - f. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
  - g. will remove student access to any assessment a student does not finish during that session.

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**VIRTUAL PROCTORING POLICY**

2. The student
  - a. will keep their webcam on and show their entire face for the entire duration of the test session.
  - b. will be fully dressed in school appropriate attire.
  - c. will not have or use any paraphernalia or other inappropriate items while on camera.
  - d. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
  - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
  - f. may take breaks as needed.
  - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - h. may not use a cell phone or other electronic devices other than their school provided authorized technology during the assessment.
  - i. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
  - j. will notify the proctor when they have completed the assessment for verification before leaving the virtual room proctoring room.
3. The parent/guardian
  - a. may be present in the home/room the student is in during proctoring.
  - b. may only provide technical assistance to support a student opening the proctoring meeting room.
  - c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
  - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
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### VIRTUAL PROCTORING POLICY

#### **Students with IEPs or 504 Plans**

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

#### **PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY**

CPCS expects all students to uphold academic integrity in the work they complete. Any violations of the virtual proctoring procedures outlined in this policy are considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

If academic dishonesty is expected during a proctoring session, the proctor will suspend the student's proctoring session and trigger an administrator evaluation as outlined in the Academic Integrity Policy.

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**VIRTUAL PROCTORING POLICY**

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Virtual proctoring is done in a group setting with multiple students virtually present in an online room or test session. Students may or may not see each other depending on the virtual platform used for proctoring. Students may request an individual proctoring room accommodation with their teacher of record. Individual accommodations are not guaranteed but will be made where appropriate and feasible.

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### VIRTUAL PROCTORING POLICY

#### Local Assessments

Students in grades 2-11 must have their local assessments proctored by a CPCS staff member using the local assessment designated secure browser or school approved student monitoring process. No outside materials or resources may be used on local assessments.

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#### Final Exams

All A-G aligned and other school-specified course final exams for students in grades 9-12 are required to be proctored by a CPCS staff member using the school's virtual meeting room platform with web camera functionality. Students may use course notes (digital and paper) on final exams.

### VIRTUAL PROCTORING PROCEDURES

The following procedures will be followed for all school virtual proctoring sessions to ensure academic integrity and honesty. Trust is placed within the student to adhere to all virtual proctoring procedures. Failure offer students and/or parents or guardians to comply with these procedures will result in a referral to school administration and will trigger the academic dishonesty process outlined in the Academic Integrity Policy. Questions regarding virtual proctoring or any of these procedures should be directed to the student's teacher of record for clarification.

#### Local Assessments

##### Prior to the Assessment Proctoring Session:

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

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2. The teacher of record will share with the student and parent/guardian the dates and times of the local assessment and expectations for participating.
3. The teacher of record will hold an information session with students on how to join and complete the local assessment, including how to use the secure browser and how to use assessment tools.

During the Assessment Proctoring Session:

1. The proctor
  - a. will open the secure testing session **or monitoring system**, and generate the session password **if applicable**.
  - b. will email the session password and other pertinent information to the student.
  - c. will confirm the identity and authorized use of students as they join the testing session.
  - d. will actively monitor student engagement and completion of the assessment using **the school's monitoring system**, and test session tools, including rapid guessing monitoring.
  - e. will verify assessment completion in the testing system.
2. The student
  - a. will record the testing session password before opening the secure testing browser **or test session**.
  - b. will access the secure browser **or monitored test session** using the school-provided device and enter the testing session information at the scheduled assessment time.
  - c. **will only use their school issued device to complete the assessment.**
  - d. will have testing space and work area cleared, except for scratch paper.
  - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
  - f. may take breaks as needed.
  - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - h. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.

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- i. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
3. The parent/guardian
  - a. may be present in the home/room student is in during testing.
  - b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
  - c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
  - d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
  - e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

**State Assessments**Prior to the Assessment Proctoring Session:

1. The proctor will follow all school and state directives to create their test session with all scheduled tests and generate their state assessment testing ID. The assessment ID will be recorded on the school's applicable state assessment tracking sheet.
2. The teacher of record or assessment proctor will share with the student and parent/guardian the dates and times of the state assessments and expectations for participating.
3. The teacher of record or assessment proctor will hold an information session with students on how to join and complete the state assessment, including how to use the secure browser and how to use assessment tools.
4. Designated school staff will confirm all necessary student supports and accommodations are correctly set and available as outlined in a student's IEP or 504 plan.

During the Assessment Proctoring Session:

1. The teacher of record will send a reminder with the student's test access information prior to the assessment start time on each designated testing day.
2. The proctor
  - a. will launch the secure testing session using the state-required system platform.



**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

- b. will confirm the identity and authorized use of students as they join the testing session.
  - c. will use the in-room communication tools to direct students to turn on webcams and prepare their testing space to begin the exam.
  - d. will ensure that the student's entire face and immediate surroundings are visible on camera prior to starting the assessment and will monitor that the student remains on camera for the duration of the test.
  - e. will actively monitor student engagement and completion of the assessment using designated test session tools.
  - f. will verify assessment completion in the testing system by documenting student attendance and completion on the school's applicable state assessment tracking sheet.
3. The student
- a. will record testing session access information prior to opening the secure testing browser.
  - b. will access the secure browser using the school-provided device and enter the testing session information at the scheduled assessment time.
  - c. will keep their webcam on and show their entire face for the entire duration of the test session.
  - d. will be fully dressed in school-appropriate attire.
  - e. will not have or use any paraphernalia or other inappropriate items while on camera.
  - f. will have testing space and work area cleared, except for scratch paper.
  - g. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session using the provided communication methods.
  - h. may take breaks as needed.
  - i. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the assessment, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - j. may not use a cell phone or other electronic devices other than their school-provided authorized technology during the assessment.
  - k. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
4. The parent/guardian

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

- a. may be present in the home/room student is in during testing.
- b. may only provide technical assistance to support a student opening the secure browser and joining the test session.
- c. may not assist with the content or completion of the assessment in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
- d. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
- e. may contact the proctor or teacher of record on behalf of the student during the assessment regarding all assessment concerns and support needs.

**Final Exams**Prior to Assessment:

1. The teacher of record will communicate with the student and parent/guardian to schedule the assessment dates and record on the school's proctoring sheet.
2. The teacher of record will send the virtual proctoring room link or other session joining information to the student and parent/guardian prior to the scheduled assessment date.

During the Assessment:

1. The proctor will
  - a. confirm that the student has accessed the proctoring room using their required school account credentials.
  - b. confirm the exam to be taken.
  - c. will direct the student to turn on their webcam and ensure that the student's entire face and immediate surroundings are visible on camera prior to unlocking the final exam.
  - d. will monitor that the student remains on camera for the duration of the test.
  - e. will actively monitor the entire assessment and student engagement.
  - f. will document and initial student attendance and completion of the assessment on the school's applicable proctoring sheet.
  - g. will remove student access to any assessment a student does not finish during that session.

**INSTRUCTION****6050-CPCS****VIRTUAL PROCTORING POLICY**

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2. The student
  - a. will keep their webcam on and show their entire face for the entire duration of the test session.
  - b. will be fully dressed in school appropriate attire.
  - c. will not have or use any paraphernalia or other inappropriate items while on camera.
  - d. will have testing space and work area cleared, except for scratch paper and paper notes on final exams.
  - e. will communicate only with their teacher of record or test proctor if they have a question regarding the testing session.
  - f. may take breaks as needed.
  - g. may not receive any outside assistance from a parent, guardian, sibling, or other individuals on the exam, including but not limited to testing device manipulation, reading of questions, help with sounding out words, hints on answer choices, spelling, etc.
  - h. may not use a cell phone or other electronic devices other than their school provided authorized technology ~~–~~during the assessment.
  - i. may not record, copy, transcribe, replicate, share, or in other ways misuse testing materials or questions.
  - j. will notify the proctor when they have completed the assessment for verification ~~before~~~~prior to~~ leaving the virtual room proctoring room.
3. The parent/guardian
  - a. may be present in the home/room ~~the~~ student is in during proctoring.
  - b. may only provide technical assistance to support a student opening the proctoring meeting room.
  - c. may not assist with the content or completion of the final exam in any way, including manipulation of the device for the student. Under no circumstances is a parent/guardian permitted to review, discuss or coach a student through the assessment questions. Such assistance is subject to the academic dishonesty process.
  - d. may not record, copy, transcribe, replicate, share, or in ~~other ways~~~~otherways~~ misuse testing materials or questions.
  - e. may contact the proctor or teacher of record on behalf of the student regarding all assessment concerns and support needs.
- 4.

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### VIRTUAL PROCTORING POLICY

#### Students with IEPs or 504 Plans

Additional accommodations and proctoring procedures will be implemented to support students with IEPs and 504 Plans. Any such accommodations must be deemed appropriate and documented in the student's IEP or 504 plan prior to that student accessing a proctored assessment. Questions regarding proctoring and assessment accommodations should be directed to the student's plan case manager for review.

#### PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY

CPCS expects all students to uphold academic integrity in the work they complete. Any violations ~~of~~ the virtual proctoring procedures outlined in this policy ~~are~~ considered academic dishonesty and will be addressed following the school's Academic Integrity Policy.

If academic dishonesty is expected during a proctoring session, the proctor will suspend the student's proctoring session and trigger an administrator evaluation as outlined in the Academic Integrity Policy.

**INSTRUCTION****6055-CPCS****ADEQUATE PROGRESS POLICY**

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**CalPac is committed to student success. Our program strives to support students in completion of course work for the purpose of making adequate academic progress toward earning a high school diploma within the established 4 year graduation cohort. In order to support students toward this goal, CalPac enlists and maintains the following adequate progress policy.**

**ADEQUATE PROGRESS OVERVIEW**

Each student will be evaluated for adequate progress by the student's homeroom teacher, according to the appropriate criteria, each learning period. Students found to not be making adequate academic progress toward completion of courses will receive a status of inadequate progress.

**LEARNING PERIOD EVALUATIONS**

Students will be evaluated each learning period by the homeroom teacher according to the appropriate adequate progress criteria. Students not making adequate academic progress will be notified each learning period.

**COMMUNICATION AND NOTIFICATIONS**

Students not making adequate academic progress will be notified by email from the school coordinator, by mail through the school office and will receive a phone call from the homeroom teacher.

**INADEQUATE PROGRESS CONTRACT**

Students achieving status of inadequate progress for two (2) learning periods will be placed on an inadequate progress contract.

**REQUIRED CONFERENCES/MEETINGS**

Students placed on inadequate progress contracts will be required to attend a meeting with the home room teacher within 2 weeks of the contract date. Failure of the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

**MTSS/PBIS**

Students not making adequate academic progress will be supported by a team of educational professionals through various tiers of academic supports and interventions.

**ACADEMIC PROBATION**

Students who maintain a status of inadequate progress through the duration of one semester will be placed on academic probation for the following semester.

**INSTRUCTION****6055-CPCS****ADEQUATE PROGRESS POLICY****INVOLUNTARY STUDENT REMOVAL/ WITHDRAW**

An evaluation will be conducted by school administration for students who are not able to show adequate academic progress by the end of the semester in which they are on academic probation to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that the student has failed to make adequate progress toward earning a high school diploma, despite efforts made by the school to support the student's academic success, the student may be **\*\*involuntarily removed** from the program. Student removal from the independent study program will be in accordance with the student involuntary withdrawal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

***\*\*AB 1360 (The Charter shall) "Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses."***

**APPEAL HEARING**

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil's removal.

The notice shall include the following:

1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Parent(s)/Guardians, or

**INSTRUCTION****6055-CPCS****ADEQUATE PROGRESS POLICY**

adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.

3. If Parent(s)/Guardian or adult student requests a hearing:
  - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved [charter document reference].
  - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

**ADEQUATE PROGRESS – STUDENT EXPECTATIONS**

All students are expected to meet the following requirements during each Learning Period:

**Traditional Program:** Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 20% of each actively assigned class approximately every 20 school days.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

**Credit Recovery Program:** Student expectations are as follows:

1. Complete 100% of assigned course work by the due date.
2. Attend all required classes, meetings, and in person state testing appointments, as determined by the program.
3. Make adequate progress towards graduation each learning period, as defined by completing a minimum of 1 actively assigned academic course for each established learning period.
4. Attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

Ade

**Students aged 19 years through 22 years:** In order to count towards average daily attendance and to count towards continued apportionment, a pupil over 19 years of age must meet the

**INSTRUCTION****6055-CPCS****ADEQUATE PROGRESS POLICY**

following conditions established within Ed Code:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program (IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP, consistent with the definition of satisfactory progress set forth in subdivision (h) of section 11965.

(B) The pupil is not over the age of 22 years. (5 C.C.R. § 11960(c)(1)(A)-(B).

For students who are 19 years of age through 22 years of age, satisfactory progress is to be determined by each student's team of educational professionals including, but not limited to credentialed teachers, counselors, administrators, SAI providers, or other specialized service providers.

**INADEQUATE PROGRESS PROCESS AND STEPS****Learning Period 1:**

Students with inadequate academic progress status at the end of the first learning period will receive an email notification from the school coordinator, a letter from the school office and a phone call from the homeroom teacher notifying the adult student or student and parent/guardian of the inadequate progress status.

Reaching status of inadequate academic progress for the first learning period will serve as a warning to increase student work rate and course completion rate. Students will be monitored through the MTSS (Multi-Tiered System of Supports) process by the homeroom teacher and given a second learning period to show that they can reach adequate progress status.

**Learning Period 2:**

Students not meeting the guidelines for adequate academic progress by the end of a second learning period will be notified and will be required to attend a student/parent conference with the student's homeroom teacher. Conferences should be scheduled with the homeroom teacher within 2 weeks time from the end of the second learning period. The purpose of the student/parent/teacher meeting is to review the student's academic progress and the school's policy on adequate academic progress.

Students will be placed on an inadequate progress contract. Additionally, MTSS Tier 2 interventions\* and best teaching practices will be discussed with the team in an attempt to support the student toward achieving academic success in the school program. Students will receive a mid-semester progress report before the end of the third learning period.

\*Examples of interventions may include more frequent progress monitoring, discussing of



**INSTRUCTION****6055-CPCS****ADEQUATE PROGRESS POLICY**

student's learning style and interests, discussion of academic supports such as use of graphic organizers, attending check-ins or extra tutoring with teachers, counselor referrals, or referrals to administration.

*\*An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated the ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).*

**Learning Period 3:**

At the end of the third learning period, if the student is still designated as having status of inadequate progress, the student and parent will receive a notification along with a warning that the student is in danger of being placed on academic probation. The student will have the fourth learning period to show that adequate academic progress can be achieved with supports and interventions.

**Learning Period 4: (End of Semester)**

If, at the end of a fourth learning period (also the end of a semester), the student has not made adequate academic progress, the student will be placed on academic probation for the following semester. Frequent progress monitoring and communication with the student and parents will continue throughout the second semester. MTSS Tier 3 interventions may be employed as deemed necessary by the team. The team may consist of students, parents, teachers, counselors, administrators or other school personnel. Subsequent inability for a student to achieve adequate academic progress status by way of responding to interventions and support may be referred to other school departments or programs. Students who are not able to show adequate academic progress in two (2) semesters time may be subject to **\*\*withdrawl** from the program citing that it is not in the best interest of the student to remain in the independent study program.

**Subsequent Semester of Academic Probation**

Students who have maintained a status of inadequate progress, for the duration of one semester, will be placed on academic probation for the subsequent semester. The student's educational team will continue to engage the student in best educational practices and interventions to work toward achieving academic progress each learning period. Students who are not able to make academic progress in a semester in which they are on academic probation may be involuntarily removed from the program.

**INADEQUATE PROGRESS-- CHECKLIST**

- Any student not making adequate progress for one learning period, as defined by their program criteria, will be notified by the program coordinator, the school office and the homeroom teacher.
- Any student who has two learning periods of inadequate progress status is required

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### ADEQUATE PROGRESS POLICY

to attend a meeting with the homeroom teacher and or other school personnel for the purpose of the student being placed on an academic contract and to discuss possible supports and or interventions to move the student toward academic progress.

- Students who maintain status of inadequate progress through an entire semester will be placed on academic probation by a school administrator for the duration of the following semester.
- Students who maintain a status of inadequate progress for two semesters may be involuntarily removed from the school.
- The homeroom teacher, along with other school personnel, will document all steps taken for a student in the adequate progress process. Homeroom teachers will document actions and communications in the student information system (SIS) and will oversee the steps and processes outlined by the adequate progress policy.

**INSTRUCTION****6060-CPCS****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY****Request for Initial Evaluation**

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

1. Such initial evaluation shall consist of assessment(s) to determine whether a student qualifies for special education services within 60 days of receiving parental/guardian consent for the evaluation and to determine the educational needs of the student.
2. Exception- The relevant time frame shall not apply to California Pacific Charter Schools (“CPCS”) if:
  - a. a student enrolls in CPCS after the relevant timeframe has begun and prior to a determination by the student’s previous local educational agency (“LEA”) as to whether the student qualifies for special education services but only if CPCS is making sufficient progress to ensure prompt completion of the evaluation, and the parent/guardian and CPCS agree to a specific time when the evaluation will be completed;
  - b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation.

When a teacher or staff member receives a written request from a parent/guardian for a formal special education assessment, the teacher or staff member should forward the request to the Director of Special Education or designee immediately.

Upon receipt of the request:

1. The Special Education Department t acknowledges receipt of formal assessment request in writing.
2. The Special Education Department develops and sends parent/guardian the Assessment Plan ("AP") for signature within 15 days of the date of the written request from the parent/guardian.
3. -Once the AP is signed by the parent/guardian and returned to the School, the Special Education Department has 60 calendar days to complete the assessment and hold an Individualized Education Plan (“IEP”) meeting.

The Special Education Department will contact the parent/guardian in accordance with the required timelines.

**INSTRUCTION****6060-CPCS****SPECIAL EDUCATION ASSESSMENT REQUEST POLICY****Request for Initial Evaluation**

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

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  - b. the parent/guardian of a student repeatedly fails or refuses to produce the student for the evaluation.

When a teacher or staff member receives a written request from a parent/guardian for a formal special education assessment, the teacher or staff member should forward the request to the ~~Assistant~~ Director of Special Education or ~~designee~~ immediately.

Upon receipt of the request:

1. The ~~Special Education Department (SPE)D department~~ acknowledges receipt of formal assessment request ~~in writing~~.
2. ~~The Special Education Department SPED department will communicate to the parent/guardian that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the Request for a Special Education Referral meeting.~~
3. ~~The parent/guardian will hear from the Special Education Department SPED department as to whether or not the Assessment Plan ("AP") will be developed within 15 days from the date of the written request from the parent/guardian. The Special Education Department develops and sends parent/guardian the Assessment Plan ("AP") for signature within 15 days of the date of the written request from the parent/guardian.~~
4. ~~If an AP is generated and~~ ~~Once the AP is signed by the parent/guardian and returned to the School SPED department, the Special Education Department SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan ("IEP") meeting.~~

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### SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

The **Special Education Department**~~SPED department~~ will contact the parent/guardian in accordance with the required timelines.

**INSTRUCTION****6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

The purpose of this policy is to outline the steps that will be taken by California Pacific Charter Schools (“CPCS”) Special Education (“SPED”) department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation (“IEE”) subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency (“LEA”) and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area (“SELPA”).

**Policy and Procedures**

Parent/guardian(s) of a student with a disability have the right to an IEE subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term “evaluation” includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to CPCS or inform CPCS at an Individualized Education Plan (“IEP”) meeting that they:

1. Disagree with the LEA’s evaluation, and
2. Are requesting an IEE at public expense, and
3. State which evaluations are in dispute.

CPCS may ask for the parent/guardian(s) reason(s) for disagreeing with CPCS’s evaluation, but the parent/guardian is not required to provide those reasons. CPCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by CPCS, this would not be considered an IEE, and CPCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by CPCS and to the withdrawal of the IEE request pending the completion of the new assessment completed by CPCS. CPCS should ask the parent/guardian to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by CPCS.

If the parent/guardian does not agree to another evaluation completed by CPCS, CPCS must respond to the parent/guardian’s request by ensuring an IEE is provided at public expense in a

**INSTRUCTION****6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

timely manner or promptly submit a request for a due process hearing in accordance with this policy. CPCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by CPCS.

**Responding to an IEE Request**

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by CPCS and requests an IEE at public expense in writing, the following procedures will be followed:

1. CPCS Director of Special Education or designee will be notified.
2. CPCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

- a. A staff member from another LEA in the SELPA
  - b. A staff member from another SELPA
  - c. A non-public agency provider
  - d. A provider on the SELPA IEE list
3. The parent/guardian(s) will communicate to CPCS, in writing, their preferred option; OR
  4. CPCS will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

If CPCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, CPCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If CPCS agrees to provide an IEE at public expense, CPCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively, the parent/guardian may provide, in writing, their preferred evaluator(s). CPCS and the

**INSTRUCTION****6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

parent/guardian may utilize the Agreement for IEE form and the parent/guardian will be required to sign a release and exchange of information authorizing CPCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: a CPCS assessment plan is NOT completed because CPCS is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

CPCS may directly contract with the independent evaluator for the IEE. Alternatively, CPCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or CPCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with CPCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian and not exceeding the maximum allowable cost criteria (See Table Below).

If CPCS initiates a due process hearing and the hearing officer issues a final decision finding that the CPCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at CPCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE will be at CPCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than CPCS and shares the IEE with CPCS, the results of the IEE:

1. Must be considered by CPCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

**LEA Criteria**

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that CPCS uses when it initiates an evaluation.

If CPCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the CPCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

CPCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and protect the privacy interests of



**INSTRUCTION****6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

other students. This may include but is not limited to, identifying the time constraints of such observation, CPCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

**Geographical Limitations for Evaluators**

Evaluators will be located within the counties that CalPac serves. If the evaluation is to take place in person, the evaluation will take place within the county of the student's residence. Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

**Minimum Qualifications for Evaluators**

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Adapted Physical Education	Adapted Physical Education Teacher
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Auditory Verbal Therapy	Licensed Auditory Verbal Therapist Credentialed Speech/Language Pathologist
Assistive Technology	Assistive Technology Specialist
Augmentative and Alternative Communication (AAC)	Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Board Certified Behavior Analyst (BCBA) Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Central Auditory Processing	Audiologist
Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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Deaf and Hard of Hearing	Credentialed Speech/Language Pathologist Licensed Deaf and Hard of Hearing Specialist
Educationally Related Mental Health Services	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Health	Licensed Physician Nurse
Functional Behavioral Assessment (FBA)	School Psychologist Behaviorist Board Certified Behavior Analyst
Functional Vision	Licensed Optometrist Licensed Ophthalmologist Credentialed Teacher of the Visually Impaired
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Neuro-psychological	Licensed Clinical Psychologist Licensed Neuropsychologist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Certified Orientation and Mobility Specialist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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	Licensed Psychiatrist
Transition	Credentialed Special Education Teacher
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Vision Perception	Credentialed Special Education Teacher School Psychologist

**Cost Containment Criteria for Evaluations**

The cost of an IEE shall be comparable to those costs that CPCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, communication and correspondence between the evaluator and parent or LEA, and attendance in person or by video at IEP team meetings where the report is being considered. If CPCS is reimbursing the costs to the parent/guardian, it will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	\$2600.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	\$1,500.00
Auditory Acuity or Perception	\$1,000.00
Auditory Verbal Therapy	\$1,500.00

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Augmentative and Alternative Communication (AAC)	\$1,800.00
Autism/Behavior (ABA) with observation/data collection	\$2,000.00
Central Auditory Processing- (CAPD)	\$1,500.00
Deaf and Hard of Hearing- (DHH)	\$2,500.00
Educationally Related Mental Health Services (ERMHS)	\$1500.00
Functional Behavioral Assessment (FBA)	\$2,500.00
Functional Vision	\$1,000.00
Health (nurse)	\$300.00
Neuro-psychological (cognitive and academic)	\$5,000.00
Occupational Therapy (fine/gross motor skills and sensory)	\$1,500.00
Orientation and Mobility	\$1,500.00
Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested, such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$5,500.00
Speech and Language	\$1,500.00
Transition	\$2,900.00
Visual Acuity & Perception	\$350.00

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Visual Processing	<b>\$350.00</b>
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Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable CPCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, CPCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s) including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy, or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent/guardian is willing to have CPCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide the written IEE assessment report to the LEA 5 days prior to the IEP meeting, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices, including dates of assessment, observations and hourly rates, if applicable, to CPCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student’s primary language or other modes of communication unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act (“IDEA”) and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control CPCS’s determinations and may not be considered if not completed by a qualified professional, as determined by CPCS. CPCS should consider contracting with a separate Nonpublic Nonsectarian (“NPA”) for assessment and services since using the same practitioner for both could compromise the reliability of the assessment performed.

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### SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY

#### References

##### *Legal Authority:*

*20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;*

*20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;*

*34 CFR 300.502-Independent Educational Evaluations;*

*Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327;*

*34 CFR 300.300 Parent Consent - Evaluation;*

*34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational*

*assessments;*

*Education Code 56381 Reassessments.*

*Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements*

*Education Code 56506(c) Due process rights of pupil and parent*

**INSTRUCTION****6070-CPCS****SPECIAL EDUCATION INDEPENDENT EDUCATIONAL EVALUATION POLICY**

The purpose of this policy is to outline the steps that will be taken by California Pacific Charter Schools (“CPCS”) Special Education (“SPED”) department when the parent/guardian of a student with a disability requests an Independent Educational Evaluation (“IEE”) subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency (“LEA”) and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. This policy is adapted from the Sonoma County Special Education Local Plan Area (“SELPA”).

**Policy and Procedures**

Parent/guardian(s) of a student with a disability have the right to an IEE subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term “evaluation” includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

Parent/guardians must indicate in writing to CPCS or inform CPCS at an Individualized Education Plan (“IEP”) meeting that they:

1. Disagree with the LEA’s evaluation, and
2. Are requesting an IEE at public expense, and
3. State which evaluations are in dispute.†

CPCS may ask for the parent/guardian(s) reason(s) for disagreeing with CPCS’s evaluation, but the parent/guardian is not required to provide those reasons. CPCS may offer to conduct another evaluation of its own with parent/guardian consent. If the parent/guardian agrees to another evaluation provided by CPCS, this would not be considered an IEE, and CPCS would work with the parent/guardian to appropriately document the agreement of the parent/guardian to both the new evaluation completed by CPCS and to the withdrawal of the IEE request pending the completion of the new assessment completed by CPCS. CPCS should ask the parent/guardian to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by CPCS.

If the parent/guardian does not agree to another evaluation completed by CPCS, CPCS must respond to the parent/guardian’s request by ensuring an IEE is provided at public expense in a



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timely manner or promptly submit a request for a due process hearing in accordance with this policy. CPCS may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime a parent/guardian requests an IEE. Parent/guardian(s) may only request one publicly funded IEE for each evaluation completed by CPCS.

**Responding to an IEE Request**

Once the parent/guardian communicates his/her disagreement with the evaluation(s) completed by CPCS and requests an IEE at public expense in writing ~~or at an IEP meeting~~, the following procedures will be followed:

1. ~~CPCS Executive Director and~~ CPCS Director of Special Education or designee ~~Program Specialist~~ will be notified.
2. CPCS will provide to the parent/guardian a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

- a. A staff member from another LEA in the SELPA
  - b. A staff member from another SELPA
  - c. A non-public agency provider
  - d. A provider on the SELPA IEE list
3. The parent/guardian(s) will communicate to CPCS, in writing, their preferred option; OR
  4. CPCS will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

If CPCS determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, CPCS will notify the parent/guardian of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If CPCS agrees to provide an IEE at public expense, CPCS will work collaboratively with the parent/guardian, at parent/guardian request, to identify potential IEE evaluator(s). Alternatively,

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the parent/guardian may provide, in writing, their preferred evaluator(s). CPCS and the parent/guardian may utilize the Agreement for IEE form and/or the parent/guardian will be required to sign a release and exchange of information authorizing CPCS to communicate directly with the parent/guardian(s) chosen independent evaluator. Please note: a CPCS assessment plan is NOT completed because CPCS is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

CPCS may directly contract with the independent evaluator for the IEE. Alternatively, CPCS may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or CPCS may reimburse the parent/guardian for the costs of a procured IEE in a timely manner in accordance with CPCS policies and procedures and in an amount no greater than the actual cost to the parent/guardian **and not exceeding the maximum allowable cost criteria (See Table Below)**.

If CPCS initiates a due process hearing and the hearing officer issues a final decision finding that the CPCS evaluation is appropriate, the parent/guardian will still have the right to obtain an IEE, but not at CPCS's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE **will must** be at CPCS's expense.

If the parent/guardian obtains an IEE at private expense or through an agency other than CPCS and shares the IEE with CPCS, the results of the IEE:

1. Must be considered by CPCS if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

**LEA Criteria**

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that CPCS uses when it initiates an evaluation.

If CPCS observes the student in conducting the evaluation with which the parent/guardian(s) disagree or if its assessment procedures allow in-class observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the CPCS proposed setting, if any. This opportunity shall also be provided if the parent/guardian(s) obtain an evaluation at private expense.

CPCS shall define the nature and scope of an independent evaluator's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its

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obligations to prevent unnecessary disruption in the class and protect the privacy interests of other students. This may include but is not limited to, identifying the time constraints of such observation, CPCS personnel who will participate in the observation, and restrictions on student/teacher interactions.

**Geographical Limitations for Evaluators**

Evaluators will be located within ~~the counties that CalPac serves. Orange, San Diego, Riverside, San Bernardino, Sonoma, or Los Angeles Counties.~~ **If the evaluation is to take place in person, the evaluation will take place within the county of the student's residence.** Evaluators outside of this area will be approved only on an exceptional basis, providing parent/guardian(s) can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

**Minimum Qualifications for Evaluators**

Evaluators with credentials other than those listed below will not be approved unless the parent/guardian can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
<b>Adapted Physical Education</b>	<b>Adapted Physical Education Teacher</b>
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Auditory Verbal Therapy	Licensed Auditory Verbal Therapist Credentialed Speech/Language Pathologist
Assistive Technology	Assistive Technology Specialist
Augmentative and Alternative Communication (AAC)	Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Board Certified Behavior Analyst (BCBA) Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Central Auditory Processing	Audiologist
Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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Deaf and Hard of Hearing	Credentialed Speech/Language Pathologist Licensed Deaf and Hard of Hearing Specialist
Educationally Related Mental Health Services	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist
Health ( <del>including neurological</del> )	Licensed Physician Nurse
Functional Behavioral Assessment (FBA)	School Psychologist Behaviorist Board Certified Behavior Analyst
Functional Vision	Licensed Optometrist Licensed Ophthalmologist Credentialed Teacher of the Visually Impaired
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Neuro-psychological	Licensed Clinical Psychologist Licensed Neuropsychologist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Certified Orientation and Mobility Specialist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist

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	Licensed Psychiatrist
Transition	Credentialed Special Education Teacher
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
<del>Functional Vision</del>	<del>Credentialed Teacher of the Visually Impaired</del>
Vision Perception	Credentialed Special Education Teacher School Psychologist

**Cost Containment Criteria for Evaluations**

The cost of an IEE shall be comparable to those costs that CPCS incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, communication and correspondence between the evaluator and parent or LEA, and attendance in person or by videophone at an IEP team meetings where the report is being considered. If CPCS is reimbursing the costs to the parent/guardian, it ~~Reimbursement~~ will be in an amount no greater than the actual cost to the parent/guardian and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	<del>\$2600</del> 800.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	<del>\$1,500</del> 000.00

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Auditory Acuity or Perception	\$1,000.00
Auditory Verbal Therapy	\$1,500.00
Augmentative and Alternative Communication (AAC)	\$1,800.00
Autism/Behavior (ABA) with observation/data collection	<del>\$21,050.00</del>
<del>Behavioral - functional behavior analysis (FBA) - Conducted by Board Certified Behavior Analyst (BCBA) all Costs Inclusive</del>	<del>\$2,500.00</del>
<del>Auditory Acuity or Perception</del>	<del>\$100350.00</del>
<del>Auditory Verbal Therapy</del>	<del>\$1,500.00</del>
<del>CAPD (Central Auditory Processing- (CAPD))</del>	<del>\$1,500.00</del>
<del>DHH (Deaf and Hard of Hearing- (DHH))</del>	<del>\$2,500.00</del>
Educationally Related Mental Health Services (ERMHS)	\$1500.00
Functional Behavioral Assessment (FBA)	\$2,500.00
Functional Vision	\$1,000.00
Health (nurse)	\$300.00
Neuro-psychological (cognitive and academic)	\$5,000.00
Occupational Therapy (fine/gross motor skills and sensory)	\$1,500.00
Orientation and Mobility	\$1,500.00

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Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested, such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$5,500.00 <del>\$54,500.00</del>
Speech and Language	\$1,500.00
<del>Social-emotional</del>	<del>\$750.00</del>
Transition	\$2,900.00
Visual Acuity & Perception	\$350.00
Visual Processing	\$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable CPCS employee hourly rate. Costs above these amounts will not be approved unless the parent/guardian can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, CPCS will request that the parent/guardian voluntarily have their insurance pay the IEE costs covered by their insurance. However, parent/guardian(s) will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parent/guardian(s) including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or discontinuance of the policy, or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent/guardian is willing to have CPCS reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide **the written IEE assessment report to the LEA 5 days** prior to the IEP meeting ~~a written IEE assessment report~~, submit copies of any and all assessment protocols utilized to conduct the IEE, and



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provide detailed invoices, including dates of assessment, observations and hourly rates, if applicable, to CPCS prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or ~~other modes~~ ~~other mode~~ of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control CPCS's determinations and may not be considered if not completed by a qualified professional, as determined by CPCS. CPCS should consider contracting with a separate Nonpublic Nonsectarian ("NPA") for assessment and services since using the same practitioner for both could compromise the reliability of the assessment performed.

**References***Legal Authority:*

*20 U.S.C. 1414(a) – (c) -Evaluations and reevaluations;*

*20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;*

*34 CFR 300.502-Independent Educational Evaluations;*

*Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327;*

*34 CFR 300.300 Parent Consent - Evaluation;*

*34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;*

*Education Code 56381 Reassessments.*

*Education Code 56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements*

*Education Code 56506(c) Due process rights of pupil and parent*

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The purpose of this policy is to develop a non-diploma pathway to graduation, allowing students with Individualized Education Plans (“IEP”) who have significant cognitive disabilities, to earn a Certificate of Completion (“COC”) from California Pacific Charter Schools (“CPCS”) based on federal and state mandates/legislation and California Department of Education (“CDE”) requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation-related activities. The U.S. Department of Education states, “...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class.”

Additionally, California Education Code (EC) Section 51225.31, included in Assembly Bill (AB) 181, which went into effect on June 30, 2022, and amended through Senate Bill (SB) 114 on July 10, 2023, and again through SB 141 on September 13, 2023, created an Alternative Diploma Pathway for students who qualify for the California Alternative Assessment. The Summary of Education Code 51225.31 is as follows:

Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma by meeting the following criteria as referenced in the student’s individualized education program:

- The student is eligible to take the California Alternate Assessment, and
- The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC* Section 51225.31.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. With this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school

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activity related to graduation in which a student of similar grade would be eligible to participate.

The award of the diploma of graduation under *EC* Section 51225.31 does not change or terminate an LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code* and Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*.

As a student's IEP team determines an individual student's eligibility to participate in an alternative assessment, CPCS will use the Alternate Assessment Decision Confirmation Worksheet as the tool provided by the California Department of Education to determine if an alternative assessment and/or the Alternative Diploma Pathway is appropriate for the student.

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)
3. Two courses/years in science, including biological and physical sciences
4. Three courses/years in social studies, including United States history and geography; world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of *EC Section 51241*
7. Other coursework adopted by the local governing board of the LEA

However, students and families who are considering opting for a COC should consider the following limitations that may and/or will apply:

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1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

CPCS will ensure that its COC pathway has an effective, research-based curriculum that includes life skills. The curriculum will be provided at a student's independent level with access to grade-level general education curriculum and standards. The total number of credits required for a student working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by CPCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

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Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education (“FAPE”) eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so until the age of 22. There are two events that end the school’s responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). The IEP team will issue notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.

Federal law requires schools to provide “specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability.” The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

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The purpose of this policy is to develop a non-diploma pathway to graduation, allowing students with Individualized Education Plans (“IEP”) who have significant cognitive disabilities, to earn a Certificate of Completion (“COC”) from California Pacific Charter Schools (“CPCS”) based on federal and state mandates/legislation and California Department of Education (“CDE”) requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation-related activities. 🏠

The U.S. Department of Education states, “...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class.”

Additionally, California Education Code (EC) Section 51225.31, included in Assembly Bill (AB) 181, which went into effect on June 30, 2022, and amended through Senate Bill (SB) 114 on July 10, 2023, and again through SB 141 on September 13, 2023, created an Alternative Diploma Pathway for students who qualify for the California Alternative Assessment. The Summary of Education Code 51225.31 is as follows:

Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma by meeting the following criteria as referenced in the student’s individualized education program:

- The student is eligible to take the California Alternate Assessment, and
- The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC* Section 51225.31.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. With this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar grade would be eligible to participate.

The award of the diploma of graduation under *EC* Section 51225.31 does not change or terminate an

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LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code* and Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*.

~~Additionally, state-defined alternate diplomas are permitted to be offered under the Every Student Succeeds Act (ESSA), Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). Guidance from the U.S. Department of Education concerning eligibility states: "Only a student with the most significant cognitive disabilities is eligible for a State-defined alternate diploma, and only if the student has taken the State's alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the Elementary and Secondary Education Act ("ESEA") and met any other State-defined requirements. (ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb); 34 C.F.R. § 200.34(e)(3))" As a student's IEP team determines an individual student's eligibility to participate in an alternative assessment, CPCS will use the Alternate Assessment Decision Confirmation Worksheet as the tool provided by the California Department of Education to determine if an alternative assessment and/or the Alternative Diploma Pathway is appropriate for the student.~~

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

1. Three courses/years in English
2. Two courses/years in mathematics, including one year of Algebra I (*EC Section 51224.5*)
3. Two courses/years in science, including biological and physical sciences
4. Three courses/years in social studies, including United States history and geography; world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics
5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
7. Other coursework adopted by the local governing board of the LEA

However, students and families who are considering opting for a COC should consider the following limitations that may and/or will apply:

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1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

CPCS will ensure that its COC pathway has an effective, research-based curriculum that includes life skills. The curriculum will be provided at a student's independent level with access to grade-level general education curriculum and standards. The total number of credits required for a student working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by CPCS if the student has completed the following requirements:

1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education ("FAPE") eligibility and does not serve to exit a student from special education.



**INSTRUCTION****6075-CPCS**

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**SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY**

Students who receive a COC may decide to return to high school and can do so until the age of 22. There are two events that end the school's responsibility to a student with a disability.

1. Student earns and receives a high school diploma
2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). The IEP team will issue notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.

Federal law requires schools to provide "specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability." The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

**INSTRUCTION****6095-CPCS**

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**REPEATED COURSES POLICY**

California Pacific Charter Schools (“CPCS”) adopt this Repeated courses Policy to apply to all students at CPCS.

California Pacific Charter Schools emphasize student achievement and success. There are times when students do not earn the grade they expect and they need or want to retake the course for a better grade. We allow students to repeat courses with certain provisions.

Students may repeat failed courses if they earned a grade of D or F. The previous lower grade and credits will be excluded from the grade point average (GPA) calculation. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Students may only earn credit for the course once. Courses that have earned a grade of C or better cannot be repeated for higher GPA. Repeated courses will be indicated on the transcript.

The guidelines above are used to calculate the CPCS official GPA. For students applying for college admission, financial aid and various scholarships, a GPA may be reported that is based on criteria different from that used to determine the CPCS Official GPA. Thus, the CPCS Official GPA may not be applicable.

**Special Requirements for Repeating Failed A Sections of Year Long Courses**

Students who fail the "A" section of the courses listed below cannot move on to the "B" section until the "A" section is passed. When students fail the "A" section, they will be switched to a different course or will retake the "A" section of the course the following semester.

1. All High School Mathematics Courses
2. All CTE courses
3. All Foreign Language Courses
4. Chemistry
5. Physics

**INSTRUCTION****6115-CPCS**

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**ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

**A strong correlation exists between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. California Pacific Charter Schools (CPCS) is committed to student success. In compliance with independent study law and in order to support all students in their academic achievement, CPCS maintains the following attendance policy.**

**ATTENDANCE OVERVIEW**

Attending a non-classroom based charter school can be an exciting educational adventure. However, without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

CPCS provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than a traditional school setting. However, as a provider of public school education, CPCS must comply with state attendance regulations for non-classroom based charter schools and schools who offer independent study programs.

**CONDUCTING AN EVALUATION**

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study in the following circumstances: in the event that 10 graded assignments are missed in a learning period (approximately 20 school days) or in the event that a student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

**ATTENDANCE MONITORING, COMMUNICATION, AND NOTIFICATIONS**

Online Independent Study Program: The program expectation is that students log-in to their online coursework and complete assignments or engage in educational activities each school day. A record of completed assignments/body of work is stored within the learning management system.

Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils who are in violation of the written agreement pursuant to subdivision (g) will receive a notification of non-participation. Additionally, failure to complete assignments or engage in

**INSTRUCTION****6115-CPCS****ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

educational activities for less than three (3) days in a week will result in a truancy notification.

The Charter School has adopted tiered reengagement strategies, outlined in the School's Independent Study Policy, for all pupils who are in violation of the school's attendance policy or independent study policy. Students who are not attending school in accordance with the Charter School's independent study policy will receive a notification by email from the school attendance coordinator and will be contacted by their teacher of record/homeroom teacher. Notification to parents or guardians of lack of participation or truancy will be provided within one school day of the recording of the absence(s) or lack of participation.

**REQUIRED CONFERENCES/MEETINGS**

Students placed on attendance contracts will be required to attend a meeting with the homeroom teacher. Failure by the student or parent/guardian to attend a meeting with the homeroom teacher will result in a referral for a meeting with school administration.

**ATTENDANCE CONTRACTS**

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations.

**ATTENDANCE CONTRACT VIOLATIONS**

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)** and involuntary removal\*\* from the school's independent study program. This may include an attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer arresting or assuming temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. EC 48263 and 48264.

**NO SHOW OR NO ATTENDANCE FOR 10 SCHOOL DAYS**

If a student enrolls in CPCS's independent study program but never attends, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program. Removal of the student will be expedited if the student is found enrolled in another school in CALPADS.

If a student enrolls in CPCS's independent study program, but at any point, fails to attend for 10 consecutive school days, the school will make a reasonable effort to contact the family inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family

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does not respond to the school's attempts for information, the school will proceed with removing the student from the independent study program.

**ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP**

Meetings may be held for pupils that have a section 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

1. Whether the truancies were a direct manifestation of the student's disability; or
2. Whether the truancies were the direct result of the school's failure to implement the section 504 Plan or IEP (as applicable).

If the answer to either (1) or (2), above, is yes, then the truancies are a manifestation of the pupil's disability and the school will continue to follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education (FAPE).

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

**INVOLUNTARY STUDENT REMOVAL/WITHDRAW**

An evaluation will be conducted by the school's **Student Attendance Review Board (SARB)** for students who are not able to meet expected program attendance or adequate progress requirements to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the evaluation determines that a student continues to not meet attendance requirements, despite efforts by the school to support the student's academic success, the student may be involuntarily removed\*\* from the program. The withdraw will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

The student will always be eligible to return to his/her local school district. The Charter School will assist with the transition of pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. The plan to transition pupils whose families wish to return to in-person instruction shall be as follows: provide parents with their district and county of residence's contact information.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the appeal process before the effective date of the action. If the pupil's parent,

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guardian, or educational rights holder initiates the procedures within the specified five days, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses.

**APPEAL HEARING**

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s)/Guardian, or adult student (pupil is over age 18) shall be notified in writing of the school’s intent to remove the pupil from the program. The notice shall be in the native language of the Parent(s)/Guardian, or adult student and provided no less than five (5) school days before the effective date of the pupil’s removal. The notice shall include the following:

1. The school’s intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as the school’s discipline hearing. Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
3. If Parent(s)/Guardian or adult student requests a hearing:
  - a. It will be scheduled following the school’s expulsion hearing procedures as outlined in the school’s charter.
  - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.
5. If a student is removed from the independent study program, a notice will be sent to the district of residence within 30 days.

**ATTENDANCE- STUDENT EXPECTATIONS\***

- a. Students are expected to complete 100% of assigned course work by the given due date(s).
- b. Students are required to log in and to work on assignments in their online courses each school day. \*\*
- c. Students are required to post in the learning log a brief summary of any work completed on or off line for the day.
- d. If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
- e. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.

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- f. Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
- g. Students must check in with their teachers on a weekly basis via phone, text message, online classroom, or email.
- h. Students are required to attend all state testing in person at a designated location.
- i. Students are expected to attend all required classes, meetings, and appointments, as determined by the program.
- j. Students are expected to attend all scheduled meetings with the student's homeroom teacher, counselor, SAI provider, administrator, or other specialized service providers.

*\*Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*

*\*\*Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).*

**ATTENDANCE PROCESS AND TIERED REENGAGEMENT STRATEGIES**

In accordance with Education Code Section 51747, CPCS has adopted the following tiered reengagement strategies for the following pupils:

1. Students not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar; or
2. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to subdivision (g).

In addition to the above mentioned required tiered reengagement strategies, CPCS also maintains the following attendance process and tiered reengagement strategies for students who generate attendance less than three (3) school days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity.

1. An initial violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a truancy warning notification. Notifications of lack of participation will be sent to parents, guardians or adult students within one school day of the recording of the absence or lack of participation.
2. A second violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a

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**ATTENDANCE AND INVOLUNTARY REMOVAL POLICY**

second truancy notification and warning of issuance of an academic contract.

3. A third violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in a third truancy notification and issuance of an attendance contract.

4. Students who are issued an attendance contract are required to meet with their homeroom teacher to discuss additional supports and interventions that can lead to expected school attendance in the independent study program.

5. Continued truancy and violation of an attendance contract will result in a fourth truancy notification and notification of violation of the attendance contract. A fourth truancy and violation of an attendance contract requires a meeting with a school administrator. This may lead to an evaluation by the school's **Student Attendance Review Board (SARB)**, which may result in an involuntary removal of the student from the independent study program.

6. A fifth violation of school attendance less than three (3) days in a week, as defined by completing a daily assignment or being engaged in a daily educational activity, will result in notification of an attendance evaluation by the school's **Student Attendance Review Board (SARB)**. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school. The purpose of the attendance evaluation is to determine whether it is in the student's best interest to remain enrolled in the school's independent study program. If the result of the school's attendance evaluation determines that the student has failed to meet program attendance expectations, despite efforts made by the school to support the student's academic success, the student may be involuntarily removed\*\* from the program. Student removal from the independent study program will be in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the independent study program.

7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP.



**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”) adopts this TK - 12th Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in California Education Code.

**California Education Code**

**ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

**METHODS OF EVALUATION****TK - 2nd Grade**

1. Student’s overall academic performance in each area (ELA, math, science, social studies and physical education) is evaluated using the following criteria:
  - a. Observation
  - b. Graded student work
  - c. Assessments and benchmarks, including lesson and unit quizzes and tests
  - d. Completion progress of online coursework
  - e. Professional judgement
2. Student’s overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:
  - 4 - Mastered:** Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student produces outstanding work with little help or reteaching.
  - 3 - Proficient\*:** Student consistently understands the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and can complete assignments with appropriate amount of instruction and assistance.

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

**2 - Approaching Proficiency:** Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

**1 - Non-proficient:** Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. Or there is insufficient data (work completed/progress made) to determine an understanding of the standards, concepts, and skills taught during this reporting period..

*\*A student who earns a “3” is considered at grade level. A student who earns a “4” is working above grade level and consistently provides excellent work in all areas of the course.*

3. Student’s overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

**3rd - 12th Grade**

1. Student’s overall academic performance in each area (ELA, math, science, social studies and high school specific courses ) is evaluated using the following criteria:
  - a. Observation
  - b. Graded student work
  - c. Assessments and benchmarks, including lesson and unit quizzes and tests, essays, and projects
  - d. Completion progress of online coursework
  - e. Professional judgement
2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

**Outstanding performance in mastering of the subject. Achievement of superior quality.**

**97 - 100 = A+**

**93 - 96 = A**

**90 - 92 = A-**

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

**Consistent performance in achievement beyond the usual requirement. Achievement of high quality.**

**87 - 89 = B+**

**83 - 86 = B**

**80 - 82 = B-**

**Performance meets grade level standards and expectations. Achievement suggests sufficient understanding of the subject/course.**

**77 - 79 = C+**

**73 - 76 = C**

**70 - 72 = C-**

**Minimally acceptable performance of course level material. Achievement suggests below average understanding.**

**67 - 69 = D+**

**63 - 66 = D**

**60 - 62 = D-**

**Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.**

**59 and below = F**

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

*\*CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

*\*\*Credits are only awarded to high school courses. Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses are weighted per UC/CSU policy.*

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY****CHALLENGING REPORT CARD GRADES/TRANSCRIPTS**

Grades represent a student’s mastery of concepts and skills at a given point in time. There are very few situations in which it is appropriate to change a student’s grade on their report card/transcript retroactively. A change to an existing grade can be made for the following reasons:

1. Grade calculation/entry error
2. Grade updated based on completion of outstanding coursework (marks of incomplete [“I”] only; this may not be used for credit recovery)

**California Education Code**

**ARTICLE 3. General Provisions [49062 - 49069.5] (*Article 3 enacted by Stats. 1976, Ch. 1010.*) 49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

**Appeal Process**

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised report card/transcript where it is deemed appropriate.

Any correction of a grade must take place within one year of the start date of the course in which the grade was assigned. Ex. The student receives an “I” for English 1 S1 on Jan 27, 2020, so the grade change must be requested by Jan 27, 2021 – exactly one year from the first day of class.

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

California Pacific Charter Schools (“CPCS” or “Charter School”) adopts this TK - 12<sup>th</sup> Grade Report Card Policy to apply to all report cards and grades maintained by CPCS.

Report cards are required for all students in grades TK - 12. In addition, the credentialed teacher is responsible for determining all final grades as indicated in California Education Code.

**California Education Code**

**ARTICLE 3. General Provisions [49062 - 49069.5] (Article 3 enacted by Stats. 1976, Ch. 1010.) 49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

**~~ONLINE PROGRAM METHODS OF EVALUATION~~****TK - 2nd Grade**

1. Student’s overall academic performance in each area (ELA, math, science, social studies and physical education) is evaluated using the following criteria:
  - a. Observation
  - b. Graded student work
  - c. ~~Assessments and benchmarks, including lesson and unit Chapter quizzes and tests~~
  - d. Completion progress of online coursework
  - e. Professional judgement
2. Student’s overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:
  - 4 - Mastered Exemplary:** Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. ~~Student produces outstanding work with little help or reteaching. Student is working above grade level and produces outstanding work with little help or reteaching.~~

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

**3 - Proficient\*:** Student consistently ~~understands~~~~demonstrates an understanding~~ of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and ~~can~~~~is able to~~ complete assignments with appropriate amount of instruction and assistance.

**2 - Approaching Proficiency:** Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade level expectations. Student requires tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

**1 - Non-proficient:** Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. Or there is insufficient data (work completed/progress made) to determine an understanding of the standards, concepts, and skills taught during this reporting period.~~OR there is insufficient data to make a determination on progress.~~

*\*A student who earns a "3" is ~~considered at grade level, and is where he/she needs to be working at this time.~~ A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.*

3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

**3rd - 12th Grade**

1. Student's overall academic performance in each area (ELA, math, science, social studies and high school specific courses ) is evaluated using the following criteria:
  - a. Observation
  - b. Graded student work
  - c. Assessments and benchmarks, including lesson and unit quizzes and tests, essays, and projects~~Lesson and unit Chapter quizzes/tests~~
  - d. Completion progress of online coursework
  - e. Professional judgement
2. Students in grades 3 through 12 will earn grades using the standard A-F scale (see below) for all classes but PE. Grades will be specific to the grading scale.

**Outstanding performance in mastering of the subject. Achievement of superior**

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## TK - 12TH GRADE REPORT CARD POLICY

quality.

97 - 100 = A+

93 - 96 = A

90 - 92 = A-

Consistent performance in achievement beyond the usual requirement.  
Achievement of high quality.

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

Performance meets grade level standards and expectations. Achievement suggests sufficient understanding of the subject/course.

~~Achievement suggests sufficient understanding of the subject/course.~~

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

Minimally acceptable performance of course level material. Achievement suggests below average understanding.

~~Achievement suggests below average understanding.~~

67 - 69 = D+

63 - 66 = D

60 - 62 = D-

Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.

~~of the basic elements of the course, and will not count towards graduation requirements.~~

59 and below = F

- Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.

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**TK - 12TH GRADE REPORT CARD POLICY**

*\*CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.*

*\*\*Credits are only awarded to high school courses. Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and Advanced Placement (AP) courses are weighted per UC/CSU policy.*

**~~INDEPENDENT HOME STUDY PROGRAM METHODS OF EVALUATION ¶¶~~**~~¶¶~~**~~TK - 5th Grade ¶¶~~**

- ~~1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, and electives) is evaluated using the following criteria:¶¶~~
  - ~~a. Observation¶¶~~
  - ~~b. Graded student work¶¶~~
  - ~~c. Chapter quizzes/tests¶¶~~
  - ~~d. Completion progress of online coursework¶¶~~
  - ~~e. Parent/guardian input from discussions at learning period meetings¶¶~~
  - ~~f. Professional judgement¶¶~~
- ~~2. Student's overall academic performance will be assigned a numeric value based on a 4-Point Grade Scale for ELA, math, science, and social studies. This grading scale gives parents a clear understanding of student performance and progress at the close of each semester. This 4-Point Grade Scale is as follows:¶¶~~
  - ~~**4 - Exemplary:** Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.¶¶~~
  - ~~**3 - Proficient\*:** Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student meets grade level expectations, and is able to complete assignments with appropriate amount of instruction and assistance.¶¶~~
  - ~~**2 - Approaching Proficiency:** Student is approaching an understanding of the standards, concepts and skills taught during this reporting period. Student is working towards grade level expectations. Student requires many tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.¶¶~~



## INSTRUCTION

6125-CPCS

## TK - 12TH GRADE REPORT CARD POLICY

~~1 - Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working below grade level expectations. Student may have difficulty understanding new concepts. OR there is insufficient data to make a determination on progress.~~

~~\*A student who earns a "3" is at grade level, and is where he/she needs to be working at this time. A student who earns a "4" is working above grade level and consistently provides excellent work in all areas of the course.~~

~~\*\*If a student is working on curriculum below the current grade level, the student will earn a 1 or 2.~~

- ~~3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.~~

¶

~~6th - 12th Grade~~ ¶

- ~~1. Student's overall academic performance in each area (ELA, math, science, social studies, physical education, electives, and high school specific courses) is evaluated using the following criteria:~~
- ~~a. Observation~~
  - ~~b. Graded student work, including required portfolio assignments~~
  - ~~c. Chapter quizzes/tests~~
  - ~~d. Completion progress of online coursework~~
  - ~~e. Parent/guardian input from discussions at learning period meetings~~
  - ~~f. Professional judgement~~
- ~~2. Students in grades 6 through 12 will earn grades using the standard A-F scale (see below). for all classes but PE. Grades will be specific to the grading scale.~~

¶

~~Outstanding performance in mastering of the subject. Achievement of superior quality.~~ ¶

¶

~~97 - 100 = A+~~ ¶

~~93 - 96 = A~~ ¶

~~90 - 92 = A-~~ ¶

¶

¶

~~Consistent performance in achievement beyond the usual requirement.~~

# INSTRUCTION

6125-CPCS

## TK - 12TH GRADE REPORT CARD POLICY

~~Achievement of high quality.~~

~~¶~~

~~87 - 89 = B+~~

~~83 - 86 = B~~

~~80 - 82 = B-~~

~~¶~~

~~¶~~

~~Performance meets grade level standards and expectations.~~

~~Achievement suggests sufficient understanding of the subject/course.~~

~~¶~~

~~77 - 79 = C+~~

~~73 - 76 = C~~

~~70 - 72 = C-~~

~~¶~~

~~Minimally acceptable performance of course level material.~~

~~Achievement suggests below average understanding.~~

~~¶~~

~~67 - 69 = D+~~

~~63 - 66 = D~~

~~60 - 62 = D-~~

~~¶~~

~~Achievement is at a level insufficient to demonstrate understanding of the basic elements of the course, and will not count towards graduation requirements.~~

~~¶~~

~~59 and below = F~~

~~¶~~

- ~~3. Student's overall academic performance will be graded Pass/Fail value for PE. A Pass (P) grade is awarded for work that achieves a minimum total grade of 60% based on the criteria above.~~

~~\*CPCS's policy is not to round grades. Students must earn the minimum required percentage at any bandwidth to be awarded the grade.~~

~~\*\*Credit is granted only for courses that earn a minimum of 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy.~~

~~\*\*\*Students taking online A-G courses or Community College courses will be graded by the instructor teaching the course~~

~~¶~~

## CHALLENGING REPORT CARD GRADES/TRANSCRIPTS

**INSTRUCTION****6125-CPCS****TK - 12TH GRADE REPORT CARD POLICY**

Grades represent a student’s mastery of concepts and skills at a given point in time. There are very few situations in which it is appropriate to change a student’s grade on their report card/transcript retroactively. A change to an existing grade can be made for the following reasons:

1. Grade calculation/entry error
2. Grade updated based on completion of outstanding coursework (marks of incomplete [“I”] only; this may not be used for credit recovery)

**California Education Code**

**ARTICLE 3. General Provisions [49062 - 49069.5] (*Article 3 enacted by Stats. 1976, Ch. 1010.*) 49066.**

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

**Appeal Process**

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the report card/transcript is materially inaccurate. A student with proof of a calculation or entry error can petition the teacher of record or an administrator for a transcript revision. The teacher of the course and administrator will then review the report card/transcript to determine its accuracy. An administrator must make final approval of all grade changes. The registrar will be responsible for issuing a revised report card/transcript where it is deemed appropriate.

Any correction of a grade must take place within one year of the start date of the course in which the grade was assigned. Ex. The student receives an “I” for English 1 S1 on Jan 27, 2020, so the grade change must be requested by Jan 27, 2021 – exactly one year from the first day of class.

i.

**INSTRUCTION****6210-CPCS****GRADUATION POLICY**

California Pacific Charter Schools and its schools: California Pacific Charter - Los Angeles, California Pacific Charter - San Diego, California Pacific Charter - Sonoma (“CPCS” or “Charter School”) adopt this Graduation Policy to apply to all high school students at CPCS.

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Charter School students are expected to meet the graduation requirements as stated below:

<b>Subject</b>	<b>Traditional</b>	<b>Credit Recovery (Reduced Credit)</b>	<b>AB167 (Homeless &amp; Foster Youth)</b>
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Physical Science	10	10	10
Visual/Performing Arts OR CTE OR Foreign Language	10	10	10
World History	10	10	10
American History	10	10	10
American Government	5	5	5
Economics	5	5	5
Physical Education	20	20	20
Electives	80	30	0
<b>TOTAL</b>	<b>220</b>	<b>160</b>	<b>130</b>

To determine whether students transferring into Charter School have met course requirements, Charter School’s Superintendent will establish procedures to evaluate the comparability of course and/or students’ understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

**Early Graduation**

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Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits.
2. Students must request early graduation in advance and sign the early graduation form along with a parent/guardian.
3. Students met the requirements to be deemed “Prepared” by the College/Career Indicators in one of the six following manners:
  - a. Smarter Balanced Summative Assessments: Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
  - b. Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
  - c. Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
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    - i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
    - ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
    - iii. Score of 3 on one AP exam
    - iv. Completion of CTE Pathway
  - e. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course plus one of the Additional Criteria from the options below:
    - i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
    - ii. Level 3 or higher on mathematics and at least a Level 2 in ELA
    - iii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
    - iv. Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

**Reduced Requirements for Credit Deficient Students**

California Pacific Charter Schools serve a number of students who are credit deficient. Charter School employs the use of the Credit Recovery and Foundations programs to remediate credits with the goal of all students completing the traditional diploma program (220 credits). There are some students who are so behind in credits that they are unable to achieve 220 credits in four years of high school. The California minimum graduation requirement is 130 credits. Charter

**INSTRUCTION****6210-CPCS****GRADUATION POLICY**

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School has a 160 credit, reduced credit pathway for students who are entering their 12th grade year and have 120 credits or less. This also applies to any 5th year senior. An administrator can also approve the reduced credit pathway for students with extraordinary circumstances that will impede them from earning 220 credits in four years of high school. Students must be identified prior to entering their senior year, or immediately upon enrollment in Charter School.

If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

**Reduced Requirements for Foster and Highly Mobile Students**

Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies Education for Homeless Youth and Education for Foster Youth are available upon request at the main office.

**Differential Graduation and Competency for Students with Disabilities**

## INSTRUCTION

**6210-CPCS**

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### GRADUATION POLICY

Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (“FAPE”) and that modifications to Charter School’s regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (“IEP”) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student’s ability to complete the Charter School’s prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities.

#### Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.
2. Satisfactorily met the student’s IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student’s IEP, and met the objectives of the statement of transition services.

Additionally, California Education Code (EC) Section 51225.31, created an Alternative Diploma Pathway for students who qualify for the California Alternative Assessment. Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, can graduate from high school through a newly defined diploma by meeting the following criteria as referenced in the student’s individualized education program:

- The student is eligible to take the California Alternate Assessment, and
- The student is required to complete state standards-aligned coursework to meet statewide course requirements.

CPCS will assist parents with selecting a graduation pathway that best suits their child’s needs through the IEP process.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any

## INSTRUCTION

**6210-CPCS**

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### GRADUATION POLICY

Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets the Charter School's criteria to receive a high school diploma or until age 22.

Whether a student receives a certificate of completion, or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

#### **California High School Proficiency Exam**

The California High School Proficiency Examination ("CHSPE") is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.

People who are sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is administered may take the test. There is no upper age limit to take the test and current enrollment in high school is not required to take the exam. The CHSPE is given twice each year at many sites throughout the state. In addition to regular examinations, the examinations may also be conducted for all eligible persons at least once during each summer recess and may be conducted at any other time that the California Department of Education ("CDE") deems necessary to accommodate eligible persons whose religious convictions or physical handicaps prevent their attending one of the regular examinations. The test covers three subjects: language, reading, and mathematics. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination.

Charter School will distribute an announcement to each student in grades eleven and twelve explaining the CHSPE. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

#### **Honorary Diploma**

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by Charter School.



**INSTRUCTION****6210-CPCS****GRADUATION POLICY**

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**Retroactive Diploma**

Charter School may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

1. The student was in their senior year of high school during the 2019–20 school year;
2. in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

**Extended Opportunities for High School Coursework Completion**

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school, Charter School shall:

1. Exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements.
2. Provide the opportunity to complete the statewide coursework required for graduation, if the student is not on track to graduate. This may include, among other opportunities for completion of the coursework, a 5th year of instruction.

For students graduating in subsequent years, students may continue at Charter School for a 5th academic year providing that they are making adequate academic progress and have been continuously enrolled after their 19th birthday in accordance with the law. Students in their 5th year will transition to the reduced credit pathway as a means to expedite graduation.

**Withholding a Diploma**

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

**Graduation Ceremony**

Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

## INSTRUCTION

**6210-CPCS**

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### GRADUATION POLICY

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.
2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.
3. Eligibility for a Certificate of Completion, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

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## INSTRUCTION

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## INSTRUCTION

**6210-CPCS**

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#### **California High School Proficiency Exam**

The California High School Proficiency Examination ("CHSPE") is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.

People who are sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is administered may take the test. There is no upper age limit to take the test and current enrollment in high school is not required to take the exam. The CHSPE is given twice each year at many sites throughout the state. In addition to regular examinations, the examinations may also be conducted for all eligible persons at least once during each summer recess and may be conducted at any other time that the California Department of Education ("CDE") deems necessary to accommodate eligible persons whose religious convictions or physical handicaps prevent their attending one of the regular examinations. The test covers three subjects: language, reading, and mathematics. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination.

Charter School will distribute an announcement to each student in grades eleven and twelve explaining the CHSPE. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

#### **Honorary Diploma**

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by Charter School.

**INSTRUCTION****6210-CPCS****GRADUATION POLICY**

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**Retroactive Diploma**

Charter School may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

1. The student was in their senior year of high school during the 2019–20 school year;
2. in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

**Extended Opportunities for High School Coursework Completion**

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school, Charter School shall:

1. Exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements.
2. Provide the opportunity to complete the statewide coursework required for graduation, if the student is not on track to graduate. This may include, among other opportunities for completion of the coursework, a 5th year of instruction.

For students graduating in subsequent years, students may continue at Charter School for a 5th academic year providing that they are making adequate academic progress and have been continuously enrolled after their 19th birthday in accordance with the law. Students in their 5th year will transition to the reduced credit pathway as a means to expedite graduation.

**Withholding a Diploma**

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

**Graduation Ceremony**

Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.



**INSTRUCTION****6210-CPCS**

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**GRADUATION POLICY**

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.
2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.
3. Eligibility for a Certificate of Completion, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

## INSTRUCTION

**6215-CPCS**

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### **FIELD TRIPS AND EXCURSIONS POLICY**

The Board of Directors of California Pacific Charter Schools (“Charter School”) recognizes that field trips and excursions are important components of a student’s overall education and growth. Such activities supplement and enrich learning, encourage new interests among students, increase awareness of community resources, and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the charter school’s educational program and the social development of its students. The Board encourages staff to plan and implement field trips to reinforce and increase learning opportunities for all students.

#### Field Trips and Excursion Planning and Approval

Field trips shall be conducted in connection with the school’s course of student or school-related social, educational, cultural, athletic, or other extracurricular or co-curricular activities. The Superintendent shall develop and oversee the approval process to ensure their effectiveness and alignment with the charter school’s educational goals and objectives. All field trips and excursions that take place during school hours must receive prior written approval by the Superintendent or designee. Field trips and excursions lasting longer than the school day require pre approval by the Board of Directors.

The Superintendent may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk. Additionally, the Superintendent shall not approve activities that are considered to be inherently dangerous for students. Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the charter school’s legal liability and financial cost.

#### Permission Slips

No minor student will be permitted to go on a field trip or excursion without a permission slip signed by the student’s parent or guardian. The permission slip shall include a waiver of all claims against the charter school, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medical information necessary to ensure the student’s safety; and a request for media release.

#### Accident and Medical Insurance

The charter school does not provide student accident or medical insurance. The student’s own medical insurance, if available, will be billed in the event of any necessary medical treatment. The parent or guardian assumes the full cost of any medical treatment provided to their child for any injury or illness sustained while participating on a field trip.

#### Supervision of Field Trips and Excursions

**INSTRUCTION****6215-CPCS****FIELD TRIPS AND EXCURSIONS POLICY**

The sponsoring teacher must be present to supervise the field trip or excursion. The Superintendent or designee shall be designated as the emergency contact for the group on the field trip or excursion.

The sponsoring teacher or school employee must complete the Staff Responsibility Form provided to them before each field trip or excursion. A first aid kit shall be accessible to the sponsoring teacher or accompanying school employee at all times during the field trip or excursion.

Employees and adult chaperones shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Expectations of Participants

Adult/student supervision ratio must be observed at all times during the field trip or excursion. For grades K-6, the ratio is 15 students to 1 adult and for grades 7-12, the ratio is 20 students to 1 adult. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the group shall receive clear information regarding their responsibilities from the sponsoring teacher.

Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion. Parents/guardians and volunteers participating in field trips and excursions are required to pass a criminal background check, such as Megan's Law, and a tuberculosis screening in advance of the field trip/excursion. Certificated staff must remain reasonably proximate to volunteer chaperones at all times.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

If transportation for the field trip or excursion is provided by parents/guardians, parents/guardians may only transport their own child to and from the field trip. Under no circumstances shall students transport other students except siblings with parental permission.

## INSTRUCTION

6215-CPCS

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### FIELD TRIPS AND EXCURSIONS POLICY

#### Defraying Expenses of Field Trips and Excursions

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The school will not assume any expenses for non-student participation in field trips and excursions; these costs must be borne by the individual.

## INSTRUCTION

**6215-CPCS**

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The sponsoring teacher must be present to supervise the field trip or excursion. The Superintendent or designee shall be designated as the emergency contact for the group on the field trip or excursion.

~~The sponsoring teacher or school employee accompanying the group shall have completed a first aid course which is certified by the American Red Cross.~~ The sponsoring teacher or school employee must complete the Staff Responsibility Form provided to them before each field trip or excursion. A first aid kit shall be accessible to the sponsoring teacher or accompanying school employee at all times during the field trip or excursion.

Employees and adult chaperones shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

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## INSTRUCTION

6215-CPCS

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# Coversheet

## Approval of Funds for Charter Impact Special Project STRS Review

**Section:** XII. Business/Financial Services  
**Item:** A. Approval of Funds for Charter Impact Special Project STRS Review  
**Purpose:** Vote  
**Submitted by:** Shannon Green

**BACKGROUND:**

As part of the STRS annual audit process, CalPac-LA and CalPac-SD were randomly selected for routine STRS audits. These audits are standard procedure, and not indicative of any noncompliance or other issues.

The audit for CalPac-SD during 2023-2024 has been substantially completed, pending final confirmation from STRS.

The approval of funds primarily represents work to complete the CalPac-LA audit. Charter Impact is providing support and service to ensure a thorough and accurate response to the audits, including calculating impacted STRS amounts and correcting impacted reporting. The team at Charter Impact has extensive knowledge and experience in STRS reporting and compliance. This project is expected to be completed before the end of the 2024-2025 school year, with the majority of the work related specifically to CalPac-LA.

It is recommended the Board approve the additional expense for Charter Impact to conduct a multi-year STRS Review special project.

Year-to-date totals through June 30, 2024: \$26,650.00  
 California Pacific Charter - Los Angeles (#1751) \$13,325.00  
 California Pacific Charter - San Diego (#1758) \$11,561.00  
 California Pacific Charter - Sonoma (#2037) \$ 1,764.00

Fiscal Impact for 2024-2025: \$33,350.00

*(Estimated; total expenses dependent on actual hours based on a bill rate of \$200 per hour.)*  
 California Pacific Charter - Los Angeles (#1751) \$33,075.00  
 California Pacific Charter - San Diego (#1758) \$ 275.00  
 California Pacific Charter - Sonoma (#2037) \$ 0.00

Total Project Estimated Fiscal Impact: \$60,000.00

*(Estimated; total expenses dependent on actual hours based on a bill rate of \$200 per hour.)*  
 California Pacific Charter - Los Angeles (#1751) \$46,400.00  
 California Pacific Charter - San Diego (#1758) \$11,836.00  
 California Pacific Charter - Sonoma (#2037) \$ 1,764.00



RECOMMENDATION:

It is recommended the Board approve additional funds for the completion of the special project STRS review with Charter Impact for the 2024-2025 school year, as presented.

# Coversheet

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

**Section:** XIII. Education/Student Services  
**Item:** A. Approval of Local Control & Accountability Plan (LCAP) 2024-2025  
Revision  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024 LCAP Combined CPC-Los Angeles.pdf  
2024 LCAP Combined CPC-San Diego.pdf  
2024 LCAP Combined CPC-Sonoma.pdf

### BACKGROUND:

The Local Control and Accountability Plan (LCAP) is a living document that reflects our ongoing commitment to meeting the evolving needs of our students and community. We are requesting board approval for updates to the LCAP, including revisions to align the LCAP budget from actuals to date with estimated annual actuals. This adjustment ensures that no unspent funds are reflected, promoting more accurate financial planning and accountability. Additionally, we have made a few revisions to enhance the robustness of our planned actions, further aligning our strategies with our educational goals.



## 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

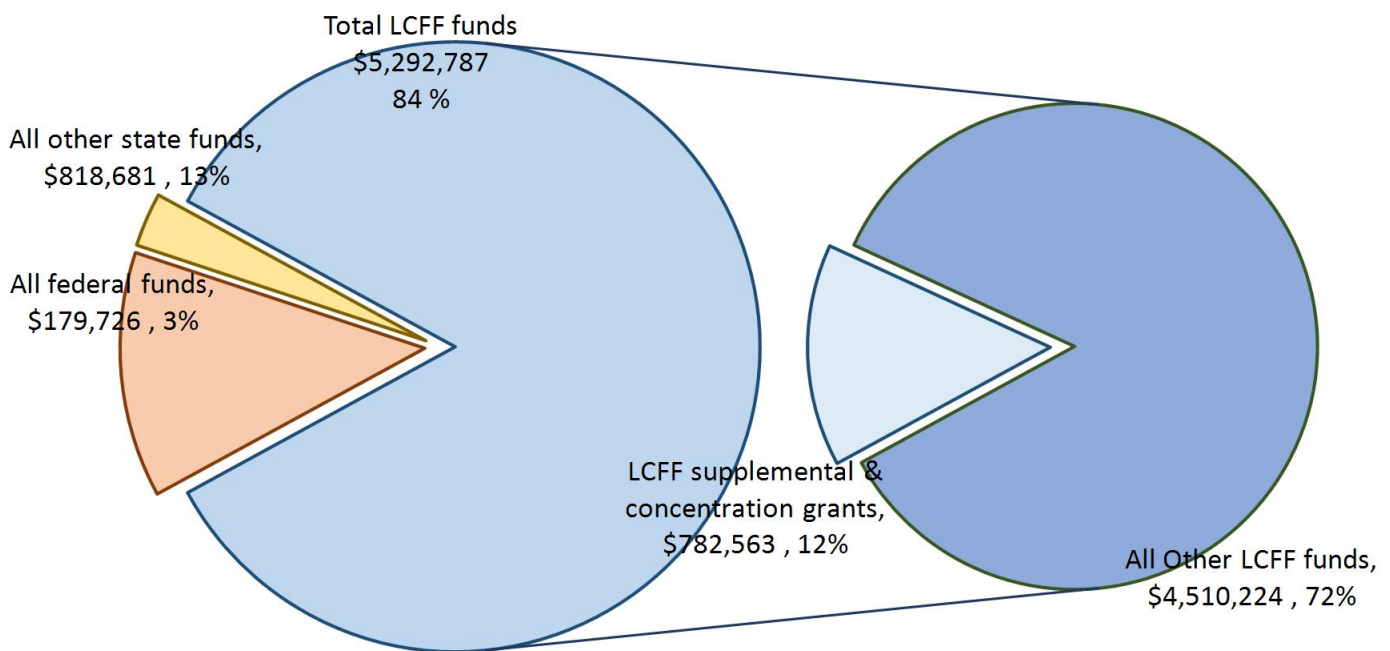
Superintendent

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



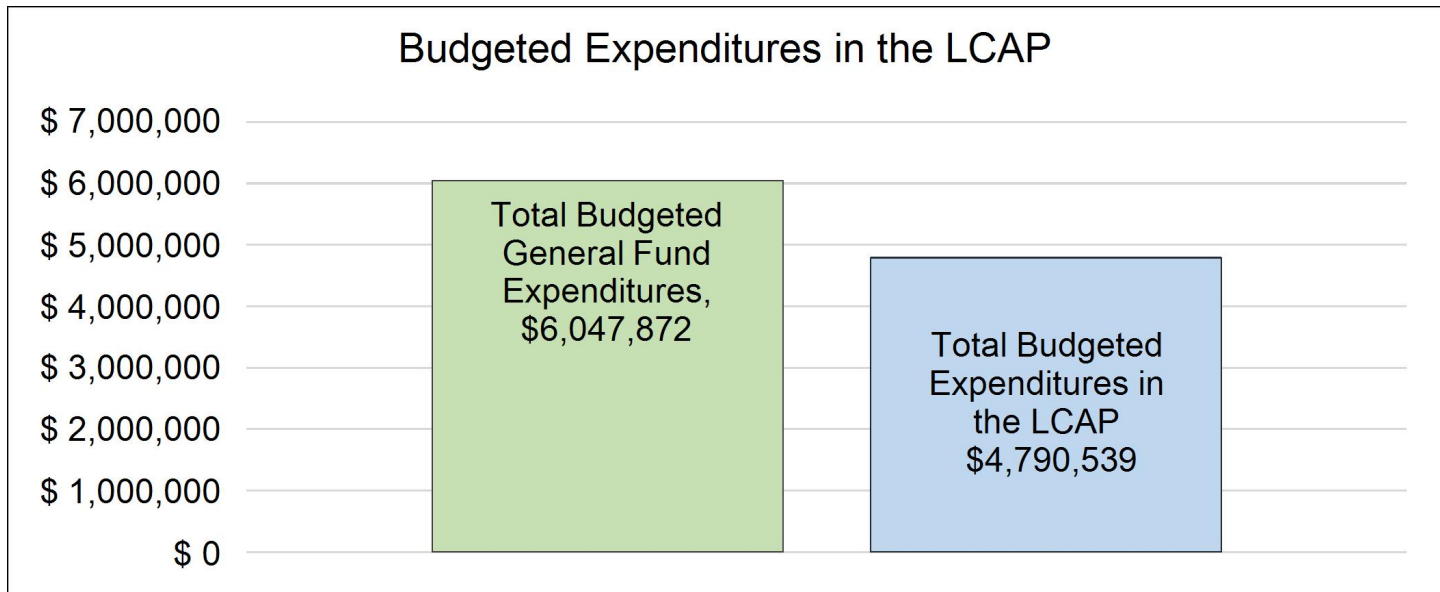
This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

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:

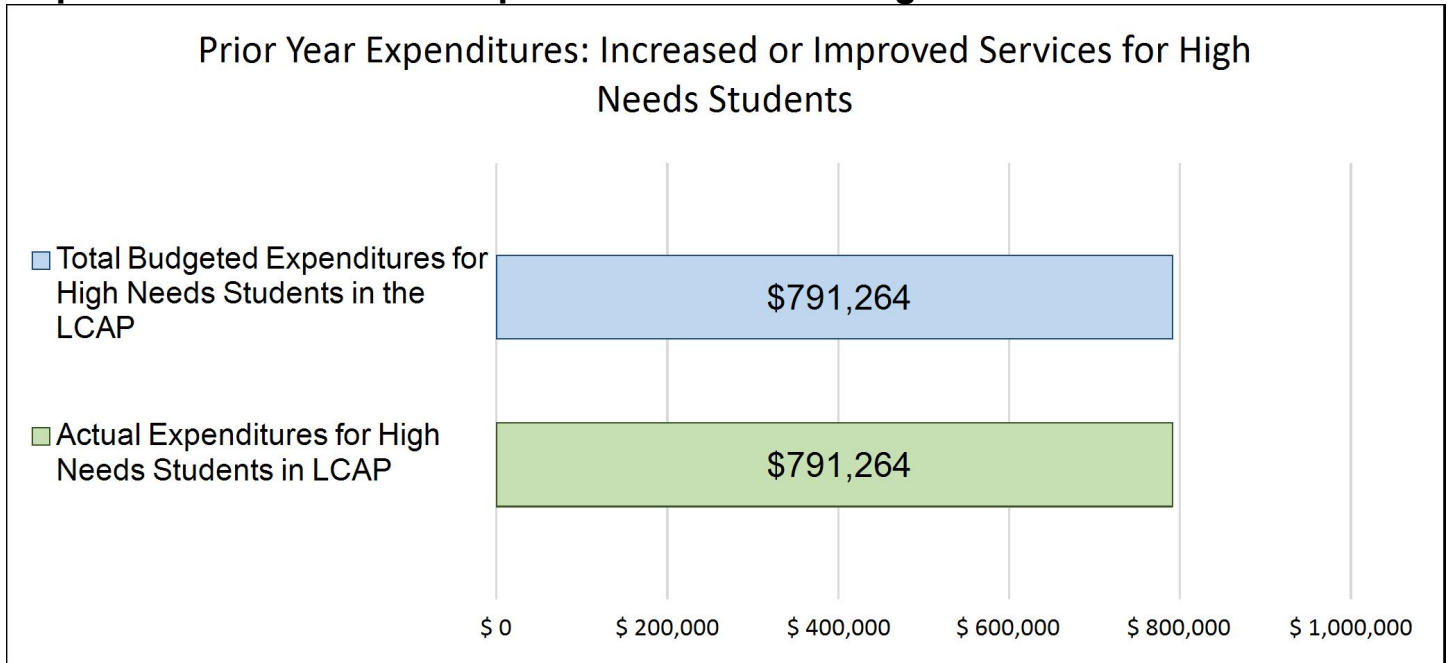
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

### 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 \$791,264 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent \$791,264 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.	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
	<p>Exceeded the standard (0%), Standard met (16.7%) and 83.3% of students tested below grade level. CPCS-LA saw increases at the achievement bands. There was an increase of 23.3% in students that moved from not met to met the standard.</p>	<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>	
<p>Disaggregated local assessment data to support student groups</p>	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level</p>	<p>NWEA MAPS 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 42.8% meet or exceed the standard</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 38.8% meet or exceed the standard 20.7% exceeding the standard</p>	<p>Renasissance STAR Fall 2023 (baseline) ELA ALL STUDENTS: 53.3% met or exceeded the standard Standard Exceeded- 25.2%</p>	<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs 66.7% at or above grade level EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level Hispanic 38.5% at or above grade level White 43.9% at or above grade level  Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level Socio Econ 11.3% at or above grade level SWD Not available Homeless Youth 0% at or above grade level	19.4% exceeding the standard 23.4% meeting the standard 19.8% approaching the standard 15.5% below 21.8% far below  MATH All Students: 36.1% meet or exceed the standard 16.9% exceeding the standard 19.2% meeting the standard 18.4% approaching the standard 18.8% below 26.8% far below	18.1% meeting the standard 19.8% approaching the standard 16.4% below 25% far below  MATH All Students: 36.4% meet or exceed the standard 19.9% exceeding the standard 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	Standard Met- 28.1% 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	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 0% at or above grade level Hispanic 9.3% at or above grade level White 20.9% at or above grade level		MATH All Students: 44% meet or exceed the standard 22.7% exceeding the standard 21.3% meeting the standard 13.7% approaching the standard 16.2% below 26% far below	Hispanic- 33.6% met or exceeded 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	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher	Completion Rates SPRING 2022 Elementary School 92% completion at grade of 60% or higher	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>who were able to complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.</p>	<p>(14.44% increase from Fall 2020) 88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 73.83% completion at 60% or higher (5.69% increase from Fall 2020) 62.62% completion at 70% or higher (11.15% increase from Fall 2020) High School Traditional Program 93.47% completion at grade of 60% or higher 86.02% completion rate at 70% or higher Credit Recovery Program 84.36% completion at grade of 60% or higher 77.59% completion at grade of 70% or higher Foundations Program 99.15% completion at grade of 70% or higher</p>	<p>(2% increase from Spring 2021) 85% completion at grade of 70% or higher (2% increase from Spring 2021) Middle School 79% completion at 60% or higher (4% increase from Spring 2021) 62% completion at 70% or higher (~stayed the same) High School 94% of students are completing classes with grade of 60% or higher (~stayed the same) 79% of students are completing classes with a score of 70% or higher (increase of 5%)  Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021)</p>	<p>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)</p>	<p>classes with a grade of 70% or higher by 2% each year to support A-G completion.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>82% completion at grade of 70% or higher (6% decrease from Fall 2021)</p> <p>Middle School 80% completion at 60% or higher (16% increase from Fall 2021)</p> <p>63% completion at 70% or higher (9% increase from Fall 2021)</p> <p>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</p>		
<p>LCFF Evaluation Rubric levels</p>	<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>Programs and services will enable English learners to access the CCSS and</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>Status of "Met" for all Local Indicators in the CA Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the ELD standards for purposes of gaining academic content knowledge and English language proficiency  Broad course of study  Facilities in good repair  Percentage of properly credentialed teachers  Student access to standards-aligned instructional materials				

## 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 Skakeholder Survey Results	<p>Participants</p> <p>101 parent responses.</p> <p>98 student responses.</p> <p>Survey Results</p> <p>99% of parents feel satisfied with opportunities to provide input and participate intheir child's education.</p> <p>96% of parents indicate that they feel their input is valued and respected.</p> <p>96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about</p>	<p>Participants</p> <p>88 parent responses.</p> <p>38 student responses.</p> <p>Survey Results</p> <p>96.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <p>94.3% of parents indicate that they feel their input is valued.</p> <p>97.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about</p>	<p>Participants</p> <p>60 parent responses.</p> <p>182 student responses.</p> <p>Survey Results</p> <p>98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <p>98.3% of parents indicate that they feel their input is valued.</p> <p>99.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>99.3% of students agree that their teacher cares about</p>	<p>Participants</p> <p>102 parent responses.</p> <p>293 student responses.</p> <p>Survey Results</p> <p>97.1% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <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</p>	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% 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                      White 22.9% Prepared, 23.9% Approaching Prepared,                      Socioeconomic Disadvantaged 29.1% Prepared, 50% Approaching Prepared</p>	<p>Additional Data not displayed</p>	<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</p>	<p>Very low- 0- student groups                      Low- Hispanic, SED                      Medium- 0 student groups                      High- 0 student groups                      Very High- 0 student groups</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			scored a 3 or higher 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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 4 will be included in the new plan but will move locations under a different goal area. For example, the graduation rate and dropout rate metrics will be included in Goal 3 in the new plan. Action 4.1 will become Action 1.5 in the 2024-25 plan. Action 4.3 will become Action 2.2 in the 2024-25 plan. Action 4.6 will become Action 1.6 in the new plan. Action 4.6 will become Action 3.9 in the new plan. As a result of this, Goal 4 will be discontinued in the 2024-25 plan.

**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](mailto: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 annual 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	Renaissance 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%  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  SED- 52% met or exceeded			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	Renaissance 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%  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  SED- 30% met or exceeded EL- 14% met or exceeded SWD- 17% met or exceeded  Renaissance STAR Spring 2024			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	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained)			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
		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)				
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	College and Career Indicators ALL (78 students) 17.9% Prepared- LOW  Very low- 0- student groups Low- Hispanic, SED Medium- 0 student groups High- 0 student groups Very High- 0 student groups  number of pupils participating in CTE- 56			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
<b>1.3</b>	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
<b>1.4</b>	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
<b>1.5</b>	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
<b>1.6</b>	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:                      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</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.                      ELA- 5 Full Implementation and Sustainability                      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).</p> <p>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:                      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</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"> <li>Identifying the professional learning needs of groups of teachers or staff as a</li> </ul>				

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"> <li>• Identifying the professional learning needs of individual teachers (4 Full Implementation)</li> <li>• Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)</li> </ul>				
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		
<b>2.3</b>	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
<b>2.4</b>	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
<b>2.5</b>	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 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 educator partners will be provided in primarily languages when required or as needed.		
<b>3.3</b>	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 comminuty.	\$0.00	No
<b>3.4</b>	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
<b>3.5</b>	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	\$0.00	No
<b>3.6</b>	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
<b>3.7</b>	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
<b>3.8</b>	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
<b>3.9</b>	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%	0.000%	\$0.00	17.437%

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
<b>2.3</b>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> 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><b>Scope:</b></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
<b>1.3</b>	<p><b>Action:</b> Academic Support for Student Groups</p> <p><b>Need:</b> 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><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Targeted academic tutoring will be provided through small group class instruction and academic tutors.	CAASPP summative assessment scores
<b>1.4</b>	<p><b>Action:</b> EL Progress</p> <p><b>Need:</b> Support for newcomers, LTELs, and reclassification.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	ELD coordinators will monitor progress and provide designated language support and ELPAC test readiness.	ELPAC
<b>1.6</b>	<p><b>Action:</b> Access to AP Exams</p>	With a high population of low-income 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><b>Need:</b> Access to a broad course of study for low income students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	accessible to students by covering the cost when needed.	
3.2	<p><b>Action:</b> Communication and Accessibility</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Mental Health Support</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Student Group Engagement</p> <p><b>Need:</b> 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><b>Scope:</b> 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		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		

# 2024-25 Total Expenditures Table

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%	0.000%	17.437%

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	\$0.00	\$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 with Disabilities	No			All Schools		\$78,676.00	\$0.00	\$78,676.00	\$0.00	\$0.00	\$0.00	\$78,676.00	
1	1.2	Professional Development	All	No			All Schools		\$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 Learners Low 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			All Schools		\$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			All Schools		\$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			All Schools		\$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	School wide	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			All Schools		\$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			All Schools		\$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			All Schools		\$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			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No			All Schools		\$0.00	\$63,679.00	\$63,679.00	\$0.00	\$0.00	\$0.00	\$63,679.00	
3	3.5	Professional Development	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		\$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 Learners Foster Youth Low 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			All Schools		\$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%	0.000%	17.437%	\$810,097.00	0.000%	18.050 %	<b>Total:</b>	\$810,097.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$712,177.00
								<b>Schoolwide Total:</b>	\$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	\$3,752,032.00	\$3,816,174.00
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	\$703,814.00	\$762,165.00
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	\$791,264.00	\$791,264.00	\$0.00	0.000%	0.000%	0.000%

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		
3	3.6	Accessibility of Communication	Yes	\$703,814.00	\$703,814.00		
4	4.5	State Testing Preparation	Yes	\$0.00			
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00			

# 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%	\$791,264.00	0.000%	17.137%	\$0.00	0.000%

# 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](mailto: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

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- 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 #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ 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</li> </ul> </li> </ul> </li> </ul>

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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 of 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 - San Diego

CDS Code: 37-75416-0132472

School Year: 2024-25

LEA contact information:

Christine Feher

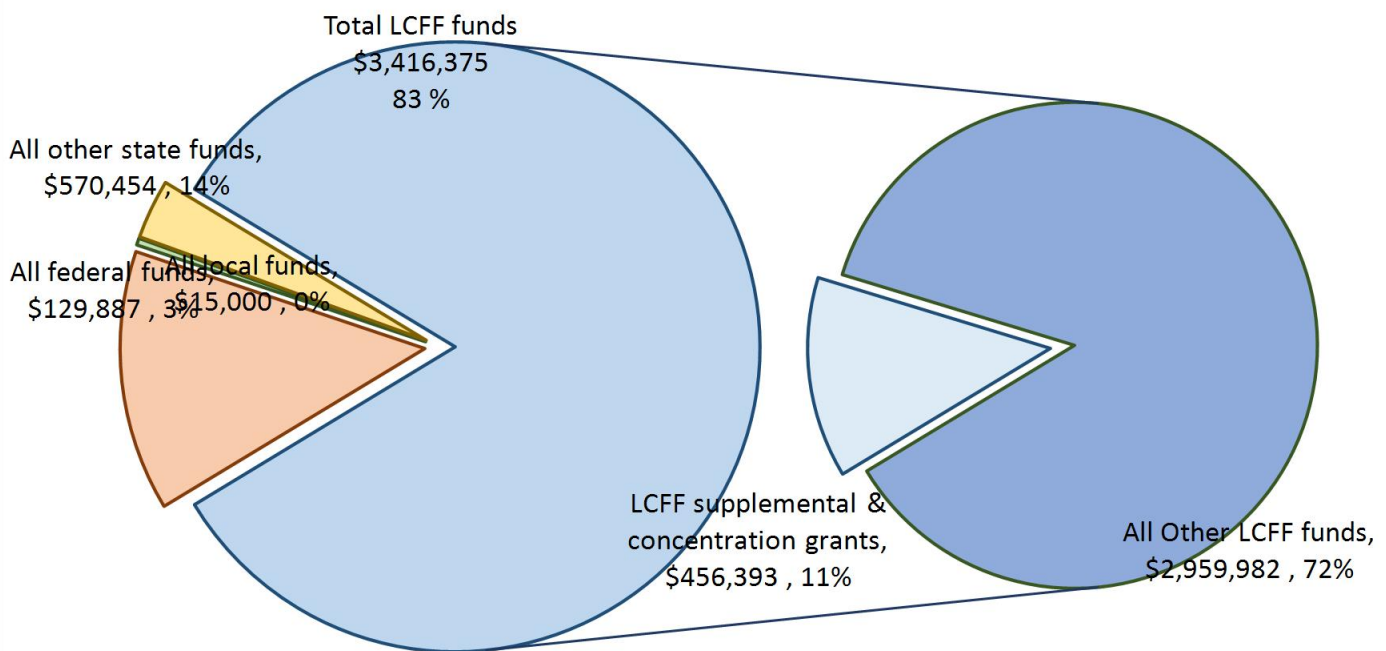
Superintendent

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.

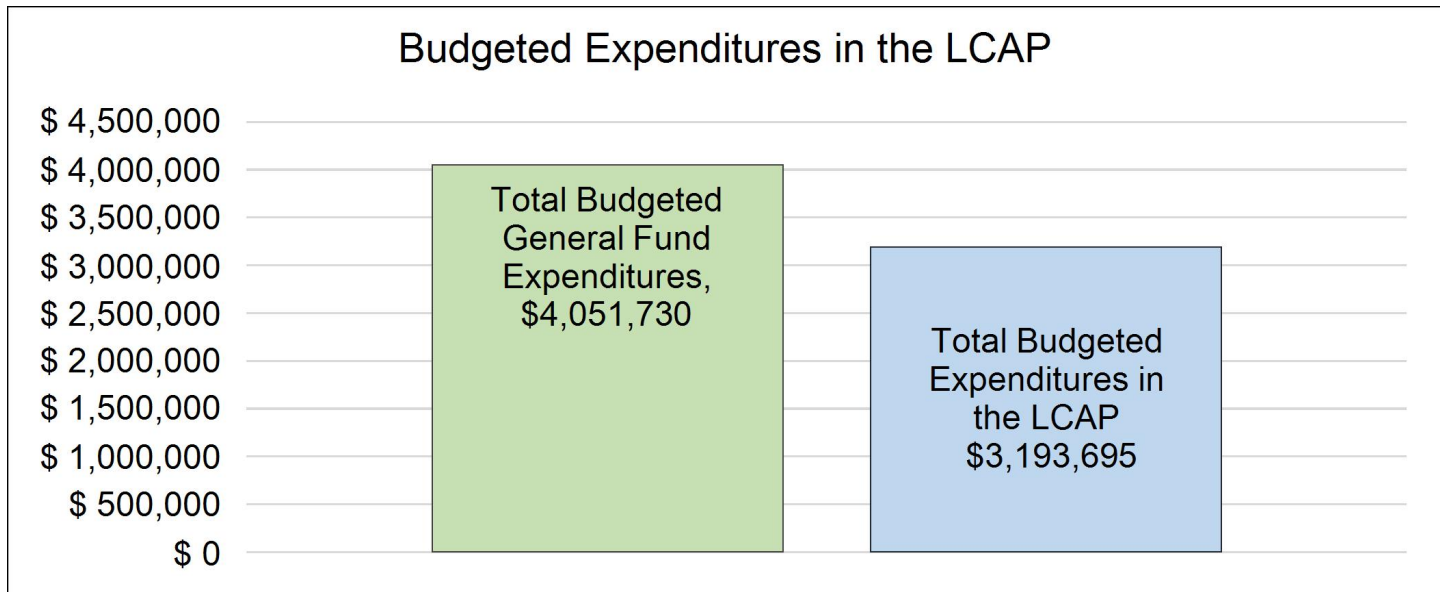
The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is \$4,131,716, of which \$3,416,375 is Local Control Funding Formula (LCFF), \$570,454 is other state funds, \$15,000 is local funds, and \$129,887 is federal funds. Of the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

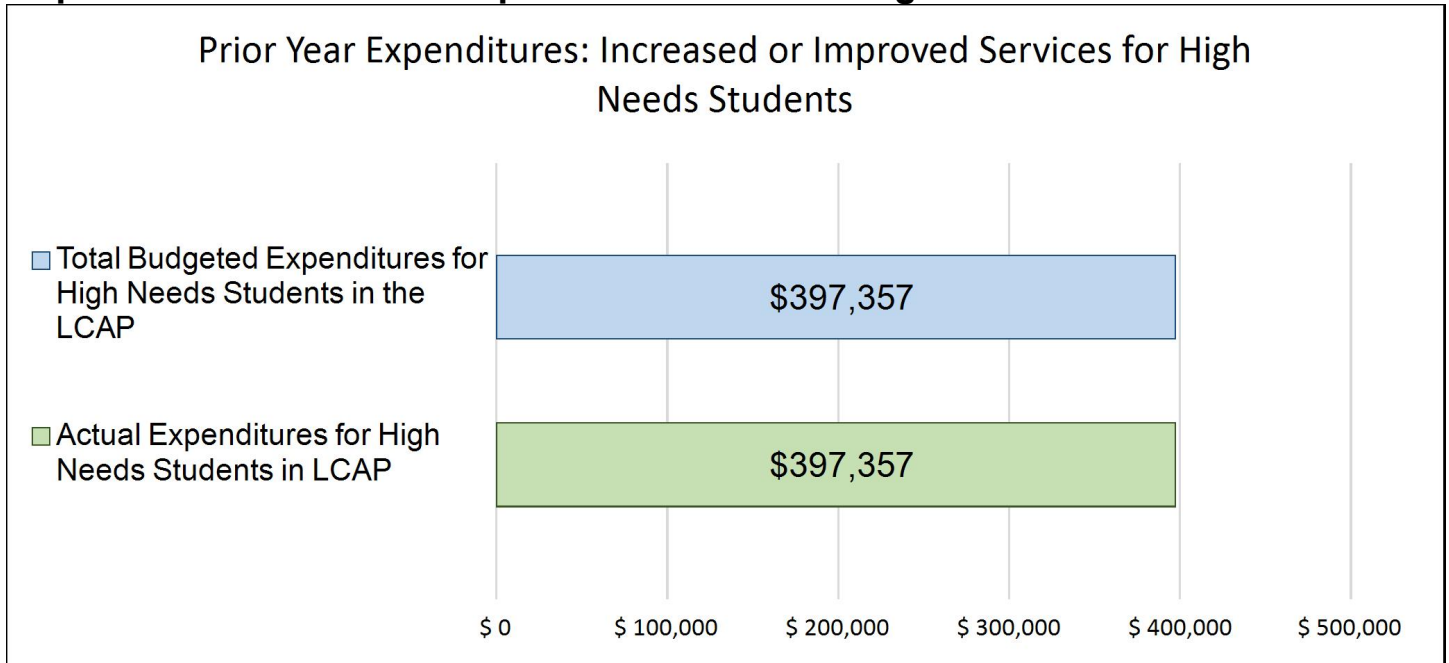
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions like the Computer Support Technician and Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

### 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 \$397,357 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent \$397,357 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>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CAASPP Math (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Math) 2019-20 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>CAASPP Math 2020-21 (Baseline) All Students: 22% of students met or exceeded the standard. 6.9% exceeded the standard 15.3% met the standard 26% nearly met 51.9% standard not met</p> <p>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</p>	<p>CAASPP MATH 2021-22 All Students: 29% of students met or exceeded the standard. 12.1% exceeded the standard 16.8% met the standard 25.2% nearly met 45.8% standard not met</p> <p>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</p>	<p>CAASPP MATH 2022-23 All Students: 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</p>	<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Asian- 0% met or exceeded the standard Two or more- 27% met or exceeded the standard	Two or more- 27% met or exceeded the standard	Two or more- 14.3% met or exceeded the standard	
Disaggregated local assessment data to support student groups	2019-20: local assessment data  Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level ELs 66.7% at or above grade level EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level Hispanic 38.5% at or above grade level White 43.9% at or above grade level	NWEA 2021-22 (Baseline)  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  MATH All Students: 47.9% meet or exceed the standard 22.9% exceeding the standard 25% meeting the standard 16.5% approaching the standard	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  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	Renaissance 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%  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	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
	Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level Socio Econ 11.3% at or above grade level SWD Not available Homeless Youth 0% at or above grade level African American 0% at or above grade level Hispanic 9.3% at or above grade level White 20.9% at or above grade level	16.5% below 19.1% far below	27% far below  NWEA 2022-23 FALL administration ELA All Students: 47.1% meet or exceed the standard 27.2% exceeding the standard 19.9% meeting the standard 17.6% approaching the standard 12.6% below 22.5% far below  MATH All Students: 42.2% meet or exceed the standard 26.6% exceeding the standard 15.6% meeting the standard 16.1% approaching the standard 18.2% below 23.4% far below	Two or more- 50% met or exceeded the standard  MATH ALL STUDENTS: 26.3% met or exceeded the standard Standard Exceeded- 12.7% Standard Met- 13.6% Standard Nearly Met- 20.8% Standard Not met- 52.9%  White- 27.9% met or exceeded Hispanic- 30.8% met or exceeded African American- 29.7% met or exceeded Asian- 45.5% met or exceeded the standard Two or more- 26.9% met or exceeded the standard	
English Language Proficiency	Baseline will be developed from 20-21 results	ELPAC Baseline 2020-21	ELPAC 2021-22 Out of 10 students tested:	ELPAC 2022-23 Level 1- (9.1%)	50% of students improve in at least 1 ELPI level each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California (ELPAC)		Out of 15 students tested: Level 1- 1 (6.6%) Level 2- 2 (13.3%) Level 3- 3 (20%) Level 4 -9 (60%)	Level 1- 0 Level 2- 3 (30%) Level 3- 4 (40%) Level 4 -3 (30%)  54% of students progressed at least 1 ELPI level.	Level 2- (27.3%) Level 3- (27.3%) Level 4- (36.4%)	Increase rate of stuents RFEP by 2% each year.
Course Completion Rates (% of students passing classes with a grade of 60% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The 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%.	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	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	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained) 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	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>95.94% completion at grade of 60% or higher</p> <p>93.54% completion rate at 70% or higher</p> <p>Credit Recovery Program</p> <p>88.93% completion at grade of 60% or higher</p> <p>74.25% completion at grade of 70% or higher</p> <p>Foundations Program</p> <p>100% completion at grade of 70% or higher</p>	<p>higher (~stayed the same)</p> <p>79% of students are completing classes with a score of 70% or higher (increase of 5%)</p> <p>Fall 2022</p> <p>Elementary School</p> <p>89.7% completion at grade of 60% or higher</p> <p>(1.5% increase from Fall 2021)</p> <p>82% completion at grade of 70% or higher</p> <p>(6% decrease from Fall 2021)</p> <p>Middle School</p> <p>80% completion at 60% or higher</p> <p>(16% increase from Fall 2021)</p> <p>63% completion at 70% or higher</p> <p>(9% increase from Fall 2021)</p> <p>High School</p> <p>87% of students are completing classes with grade of 60% or</p>	<p>(maintained)</p> <p>71% completion at grade of 70% or higher</p> <p>(1% increase)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>higher (2% increase from Fall 2021)                      80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)</p>		
<p>LCFF Evaluation Rubric levels</p>	<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>Broad course of study</p> <p>Facilities in good repair</p> <p>Percentage of properly credentialed teachers</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>Status of "Met" for all Local Indicators in the CA Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student access to standards-aligned instructional materials				

## 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	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	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
	<p>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</p>	<p>Additional Data not displayed</p>	<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- 93.17%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission- 17.95%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission- 18 (24%)</p> <p>Number of Pupils Participating in CTE - 49</p> <p>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%</p> <p>AP Exams- number and percent of</p>	<p>Very low- 0- student groups                      Low- 0 student groups                      Medium- SED                      High- 0 student groups                      Very High- 0 student groups</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			graduates who scored 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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 4 will be included in the new plan but will move locations under a different goal area. For example, the graduation rate and dropout rate metrics will be included in Goal 3 in the new plan. Action 4.1 will become Action 1.5 in the 2024-25 plan. Action 4.3 will become Action 2.2 in the 2024-25 plan. Action 4.6 will become Action 1.6 in the new plan. Action 4.6 will become Action 3.9 in the new plan. As a result of this, Goal 4 will be discontinued in the 2024-25 plan.

**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](mailto: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: Successes

**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
------------------------	------------------------

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	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%  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  SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceeded			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
		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%  White- 61% met or exceeded Hispanic- 55% met or exceeded African American- 18% met or exceeded Asian- 100% met or exceeded the standard Two or more- not enough students  SED- 54% met or exceeded EL- 20% met or exceeded SWD- 28% met or exceeded				
1.6	Renaissance STAR MATH	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation			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>			<p>standard by at least 2% each year</p>	



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 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
<b>1.5</b>	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
<b>1.6</b>	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:                      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</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.                      ELA- 5 Full Implementation and Sustainability                      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).</p> <p>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:                      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</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"> <li>Identifying the professional learning needs of groups of teachers or staff as a</li> </ul>				

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"> <li>• Identifying the professional learning needs of individual teachers (4 Full Implementation)</li> <li>• Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)</li> </ul>				
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		
<b>2.3</b>	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
<b>2.4</b>	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
<b>2.5</b>	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 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%	0.000%	\$0.00	15.462%

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
<b>2.3</b>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> 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><b>Scope:</b></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
<b>1.3</b>	<p><b>Action:</b> Academic Support for Student Groups</p> <p><b>Need:</b> 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><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Targeted academic tutoring will be provided through small group class instruction and academic tutors.	CAASPP summative assessment scores
<b>1.4</b>	<p><b>Action:</b> EL Progress</p> <p><b>Need:</b> Support for newcomers, LTELs, and reclassification.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	ELD coordinators will monitor progress and provide designated language support and ELPAC test readiness.	ELPAC
<b>1.6</b>	<p><b>Action:</b> Access to AP Exams</p>	with a high population of low-income 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><b>Need:</b> Access to a broad course of study for low income students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	accessible to students by covering the cost when needed.	
3.2	<p><b>Action:</b> Communication and Accessibility</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Mental Health Support</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Student Group Engagement</p> <p><b>Need:</b> 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><b>Scope:</b> 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		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		



# 2024-25 Total Expenditures Table

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%	0.000%	15.462%

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	\$0.00	\$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			All Schools		\$52,451.00	\$0.00	\$52,451.00	\$0.00	\$0.00	\$0.00	\$52,451.00	
1	1.2	Professional Development	All	No			All Schools		\$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 Learners Low 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			All Schools		\$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			All Schools		\$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			All Schools		\$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	School wide	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			All Schools		\$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			All Schools		\$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			All Schools		\$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			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No			All Schools		\$0.00	\$42,453.00	\$42,453.00	\$0.00	\$0.00	\$0.00	\$42,453.00	
3	3.5	Professional Development	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		\$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		\$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 Learners Foster Youth Low 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			All Schools		\$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%	0.000%	15.462%	\$540,066.00	0.000%	18.297 %	<b>Total:</b>	\$540,066.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$474,786.00
								<b>Schoolwide Total:</b>	\$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	\$2,511,418.00	\$2,597,375.00
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	\$340,322.00	\$389,178.00
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	\$397,357.00	\$397,357.00	\$0.00	0.000%	0.000%	0.000%

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		
3	3.6	Accessibility of communication	Yes	\$340,322.00	\$340,322.00		
4	4.5	State Testing Preparation	Yes	\$0.00	\$0.00		
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	\$0.00		



# 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%	\$397,357.00	0.000%	13.627%	\$0.00	0.000%

# 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](mailto: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

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- 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 #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ 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</li> </ul> </li> </ul> </li> </ul>

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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 of 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

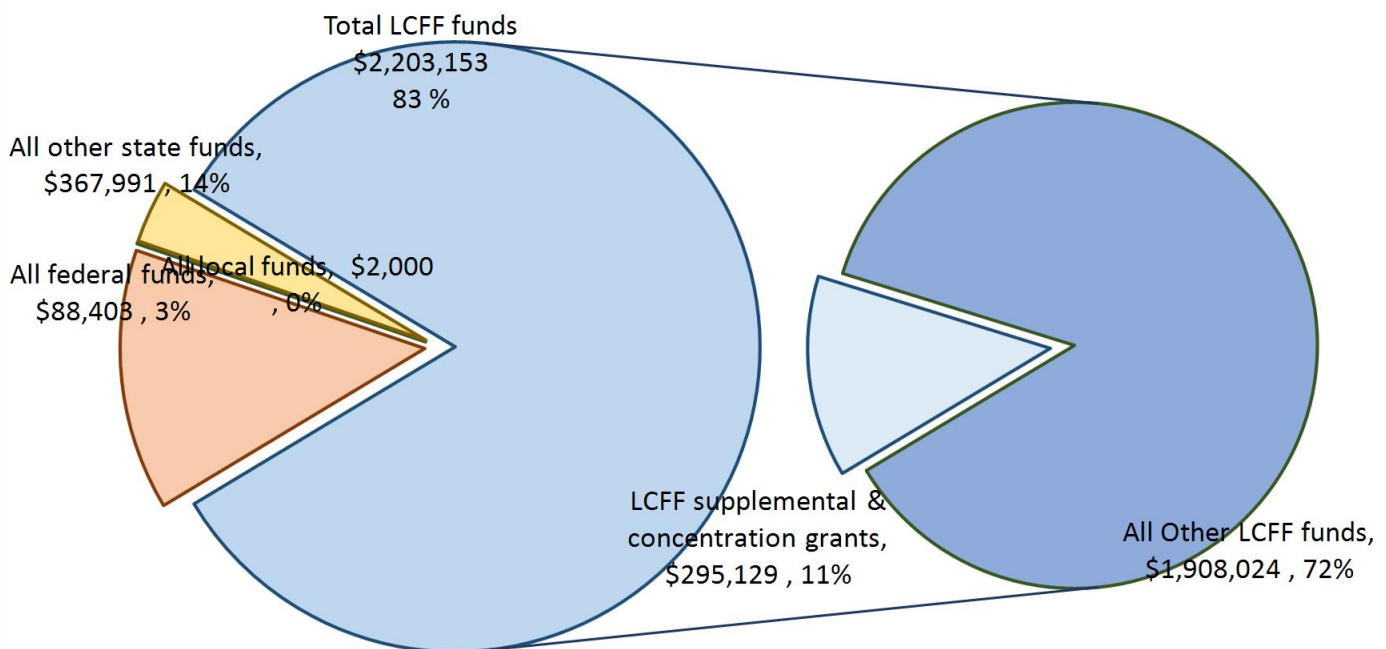
Superintendent

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



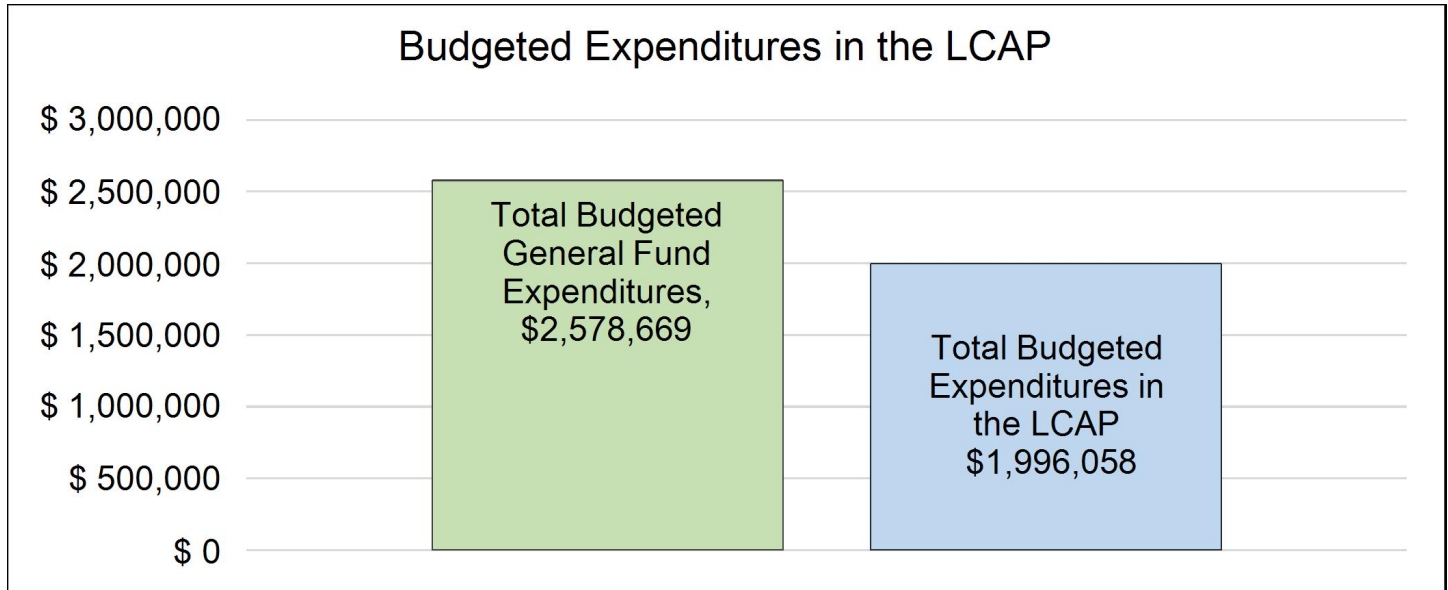
This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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 \$2,578,669 for the 2024-25 school year. Of that amount, \$1,996,058 is tied to actions/services in the LCAP and \$582,611 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.

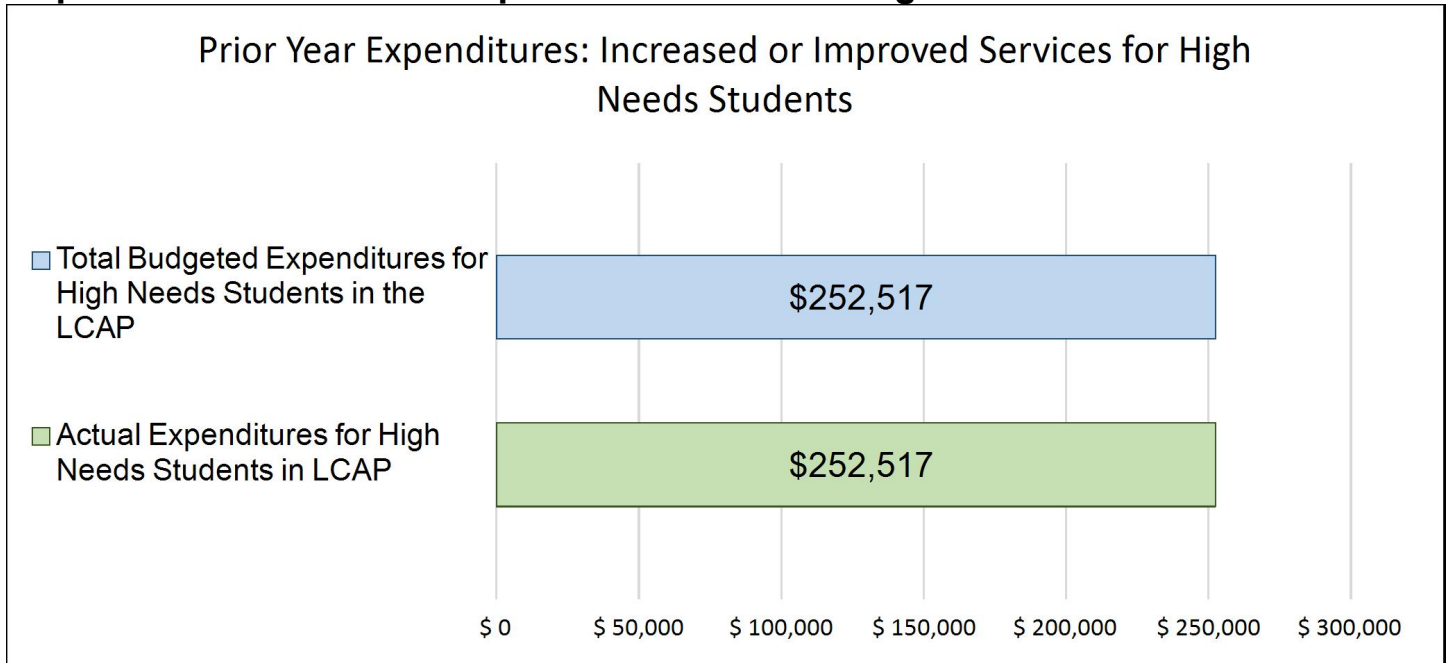
### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

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 \$252,517 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent \$252,517 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>	
<p>CAASPP Math (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p>	<p>CAASPP Math 2020-21 (Baseline) All Students: 17% of students met or exceeded the standard. 7.6% exceeded the standard</p>	<p>CAASPP MATH 2021-22 All Students: 34% of students met or exceeded the standard. 17.9% exceeded the standard</p>	<p>CAASPP MATH 2022-23 All Students: 27.7% of students met or exceeded the standard. 4.8% exceeded the standard</p>	<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Local assessment data</p> <p>Edmentum Diagnostic Results (Math) 2019-20 Fall Results 18.7% of students tested at or above grade level. Exceeded the standard (10.7%), Standard met (8%) and 81.3% of students tested below grade level.</p> <p>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</p>	<p>9.2% met the standard 28.2% nearly met 55% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 0% met or exceeded the standard HY- 0% met or exceeded the standard SED- 16% met or exceeded the standard</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>16.4% met the standard 31.3% nearly met 34.3% standard not met</p> <p>ELs- 33.3% met or exceeded the standard (3 students) SWD-11% met or exceeded the standard (9 students) HY- 0% (1 student) 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</p>	<p>22.9% met the standard 30.1% nearly met 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:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students from not met to met the standard.		Level 4- 8.3% Level 3- 16.7% Level 2- 33.3% Level 1- 41.7%	Math- 20% of 11th grade students met or exceeded the standard	
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)</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>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>	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>ALL students 29% tested at or above grade level                      ELs 0% at or above grade level                      EO 30.6% at or above grade level                      Socio Econ 20.6% at or above grade level                      SWD Not available                      Homeless Youth 20% at or above grade level                      African American 25% at or above grade level                      Hispanic 18.2% at or above grade level                      White 32.8% at or above grade level</p>		<p>NWEA 2022-23                      FALL administration                      ELA                      All Students: 50.4% meet or exceed the standard                      35.2% exceeding the standard                      15.2% meeting the standard                      17.1% approaching the standard                      18.1% below                      14.3% far below</p> <p>MATH                      All Students: 43.2% meet or exceed the standard                      24% exceeding the standard                      19.2% meeting the standard                      11.5% approaching the standard                      23.1% below                      22.1% far below</p>	<p>MATH                      ALL STUDENTS:                      38.4% met or exceeded the standard                      Standard Exceeded- 20.5%                      Standard Met- 17.9%                      Standard Nearly Met- 15.2%                      Standard Not met- 46.4%</p> <p>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</p>	
<p>English Language Proficiency Assessments for California (ELPAC)</p>	<p>Due to the COVID-19 pandemic, no ELPAC testing was administered in the 2019-20 SY. Baseline</p>	<p>ELPAC Baseline 2020-21                      Out of 1 student tested:                      Level 1- 0                      Level 2- 0</p>	<p>ELPAC 2021-22                      Out of 4 students tested:                      Level 1- 0                      Level 2- 1 (25%)                      Level 3- 2 (50%)</p>	<p>ELPAC 2022-23                      *Not reported- Less than 11 students</p>	<p>At least 50% of students improve in at least 1 ELPI level each year. Increase rate of stuents RFEP by 2% each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	will be set by 20-21 results.	Level 3- 1 (100%) Level 4 -0	Level 4 -1 (25%)  RFEP rate- **(not enough data)**- less than 10 students. Manually calculated to be 25% (25% of students recived a score of 4 on ELPAC)  % of students progressed at least 1 ELPI level. -**(not enough data)**- less than 10 students.		
Course Completion Rates (% of students passing classes with a grade of 60% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the tradional program increased by 3.9%, and in the credit	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher (14.44% increase from Fall 2020) 88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 78.89% completion at 60% or higher (11.68% decrease from Fall 2020)	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)	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained) 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)	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
	recovery program, completion rates increased by 10.47%.	72.22% completion at 70% or higher (10.8% decrease from Fall 2020) High School Traditional Program 95.09% completion at grade of 60% or higher 86.45% completion rate at 70% or higher Credit Recovery Program 76.46% completion at grade of 60% or higher 77.27% completion at grade of 70% or higher Foundations Program 100% completion at grade of 70% or higher	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 (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher	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)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021) 80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)		
LCFF Evaluation Rubric levels	Implementation of the academic content and performance standards adopted by the State Board  Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency  Broad course of study	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  Teacher Mis-assignments- 0  Vacant Teacher Positions- 0  % of students without access of their own copies of stands aligned instructional materials for use at school and at home- 0	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC  Teacher Mis-assignments- 0  Vacant Teacher Positions- 0  % of students without access of their own copies of stands aligned instructional materials for use at school and at home- 0	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>Facilities in good repair</p> <p>Percentage of properly credentialed teachers</p> <p>Student access to standards-aligned instructional materials</p>		<p>Number of Williams Complaints-0</p> <p>Instrances where facilities do not meet the "good repair" standard- 0 (CalPac is exclusively a virtual school and does not operate any learning centers or facilities for student use).</p>	<p>Number of Williams Complaints-0</p> <p>Instrances where facilities do not meet the "good repair" standard- 0 (CalPac is exclusively a virtual school and does not operate any learning centers or facilities for student use).</p>	
<p>CAST (Science) Grades 5, 8, and 11</p>			<p>CAST SCIENCE 2021-22 All Students (grades 5, 8, and 11): (36 students tested) 44.5% of students met or exceeded the standard. 13.9% exceeded the standard 30.6% met the standard 41.7% nearly met the standard 13.1% standard not met</p>	<p>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  ELs- &lt;10 students, data not available</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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)  White- 50% met or exceeded (20 students) 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	SWD- <10 students, data not available HY- <10 students, data not available SED- 17.2% met or exceeded the standard  White- 25% met or exceeded 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	

## 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. Implementation successes in Actions 1.1, 1.2 and 1.5 include achieving a 95% + participation rate in state assessments, verifying the data. Outcome success as a result of implementing Actions 1.1, 1.2, and 1.5 included an increase of students who met or exceeded the standard on CAASPP ELA from 2021 to

2022 by 5% from 48% to 53%. The percentage of English learners who met or exceeded the standard in CAASPP ELA significantly improved from 0% in 2021 and 2022 to 42% in 2023. The percentage of SED students who met or exceeded the standard increased by more than 2% over the three years in CAASPP Math. Challenges in implementation include the school having a low stability rate. A high turnover in student population from year to year means that the school is tasked with continually training students how to navigate the online independent study program and not having a consistent group of students year over year creates challenges for consistent data collection and analysis. Additionally, CPC-SO is a relatively small school. Many student groups, particularly English learners, have too few students for the data to be reported and statistically significant. There proved to be a challenge with the NWEA maps local assessments. Students reported that the assessments were too long and staff reported that the report features available within the program were not helpful in sharing data, particularly academic achievement and growth data with students and families. For this reason, the school made a shift in the chosen local assessment platform from NWEA Maps in 2021 and 2022 to Renaissance STAR in 2023.

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.

In Action 1.5, designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. In Action 1.4, teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates and standardized test scores. Actions 1.2 and 1.2 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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 1 will be included in the new plan, but may move locations under different goal areas. For example, Goal 1 in the 24-25 plan will include an action for addressing college and career readiness indicators.

**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. Success in implementation of the actions includes low chronic absenteeism rates. Actions 2.1 and 2.5 focusing on creating a positive school climate and high levels of student engagement along with close monitoring of student attendance, allowed for the school to maintain a low chronic absenteeism rate of 14% on 2021 and 15% in 2023, which is about 10% below the state average. Additionally, the school has successfully maintained a low suspension and expulsion rate over the three years with 0% suspensions or expulsions. Challenges in implementing the planned actions included Action 2.7. The COVID-19 pandemic had unintended consequences regarding student mental health and socio-emotional well-being. The school will address these challenges by hiring a school social worker and implementing a referral program with a community-based partner to meet

the increased needs in the area of student mental health and socio-emotional support. One challenge persists in the school's low stability rate. A need to focus on student retention will be addressed.

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. Actions 2.1 and 2.5 were effective in creating a positive school climate and high levels of student engagement. Close monitoring of student attendance allowed for the school to maintain a low chronic absenteeism rate of 14% on 2021 and 15% in 2023, which is about 10% below the state average. Additionally, the school has successfully maintained a low suspension and expulsion rate over the three years with 0% suspensions or expulsions.

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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 2 will be included in the new plan but may move locations under different goal areas. For example, Goal 2 in the 24-25 plan will focus on local indicators and LCFF priorities 1, 2 & 7. Actions 2.1, 2.5, 2.7, & 2.8 will be continued but will fall under Goal 3 with new action numbers. Action 2.2 will remain in goal 2 but will become action 2.1. Action 2.3 will remain in goal 2 as action 2.3

**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	<p>Participants 61 parent responses. 44 student responses.</p> <p>Survey Results 91.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 91.8% of parents indicate that they feel their input is valued and respected. 95.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p>	<p>Participants 38 parent responses. 15 student responses.</p> <p>Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their</p>	<p>Participants 27 parent responses. 74 student responses.</p> <p>Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.4% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.5% of students agree that their</p>	<p>Participants 27 parent responses. 124 student responses.</p> <p>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.</p>	Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>97.7% of students agree that their teacher cares about their education and helps them succeed.</p>	<p>teacher cares about their education and helps them succeed.                      93.3% of students report that they feel safe at school.                      100% of students report that they know they have someone at school to talk to for support if they have a problem.</p>	<p>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.</p>	<p>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.</p>	
<p>Overall Satisfaction Rate- Stakeholder Survey Results</p>	<p>Overall Satisfaction Rate                      Survey Results                      93.4% of parents are satisfied with their child's school.                      97.7% of students express an overall</p>	<p>Overall Satisfaction Rate                      Survey Results                      100% of parents are satisfied with their child's school.                      86.7% of students express an overall</p>	<p>Overall Satisfaction Rate                      Survey Results                      100% of parents are satisfied with their child's school.                      96.2% of students express an overall</p>	<p>Overall Satisfaction Rate                      Survey Results                      100% of parents are satisfied with their child's school.                      94.7% of students express an overall</p>	<p>Maintain or increase by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	satisfaction with their school.	satisfaction with their school.	satisfaction with their school.	satisfaction with their school.	
Safety Plan Review and Training	The school safety plan was reviewed, updated, and discussed with the school faculty on March 2020.	The school safety plan was developed by the School Site Council in February 2022. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed by the School Site Council in January 2023. The updated plan was subsequently shared with school staff and the school board.	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. Actions 3.1 and 3.2 were successful in engaging education partners, particularly students and parents. As a result of the implementation, student participation in the annual surveys increased from 44 students in 2021 to 124 students in 2023. A success of the implementation of Actions 3.1 and 3.2 was that students and parents reported a high satisfaction rate with the school, feel involved, and believe the school maintains a safe and supportive school environment. Action 3.5 was successful in the development and maintenance of a school safety plan in coordination with the School Site Council. Challenges in implementing Action 3.6 included the need to communicate with newcomer students and families who did not speak English. The school will be addressing these challenges with technology that can support real-time translation in Zoom meetings and will institute a bilingual stipend for employees who can support communication with non-English speaking students and families.

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 over the three year plan.

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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 3 will be included in the new plan but may move locations under different goal areas. Goal 3 in the 24-25 plan will focus on local indicators and LCFF priorities 3, 5, and 6. Actions in Goal 3 will be continued but may have slight changes to action numbers.

**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	<p>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.</p> <p>Due to Covid-19, no dashboard data was available for the 2019-20 school year. a new baseline will be set with 20-21 data.</p>	<p>College and Career Prepared (DATAQUEST) Too Few Students, Data not displayed</p>	<p>College and Career Prepared (DATAQUEST)</p> <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- 87.5%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 12%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 3 (13%)</p> <p>Number of Pupils Participating in CTE - 18</p> <p>Percent of Pupils that Complete a CTE Program and Earn a</p>	<p>College and Career Prepared ALL (78 students) 14.3% Prepared- No Performance Level</p>	<p>Increase by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			High School Diploma-100%  Percent of Graduates who completed a CTE Pathway and completed courses required for UC/CSU admission (A-G) -1 (4.3%)  AP Exams- number and percent who scored a 3 or higher on at least two AP Exams Graduates Only 0- 0%		
Drop Out Rate			Drop out rate (DATAQUEST) 13.6%	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. Successful implementation of Actions 4.1, 4.2, 4.3, and 4.6 led to the expansion of the CTE pathway, an overall graduation rate increase ending with 90% in 2023, and reducing the dropout rate to 9.5% in 2023. Challenges persist with the implementation of programs related to college and career readiness as evidenced by only 14.3% of graduates identified as college and or career prepared. A small (less than 30 students) graduation cohort makes

data analysis a challenge, as the data is not considered to be statistically significant and doesn't provide a CA Dashboard color for graduation rate or a performance band for college and career prepared.

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 (Actions 4.1, 4.2, 4.3) were effective in increasing CTE course and pathway offerings. Combined with Action 4.6 transcript review and evaluation, these efforts were effective in increasing the graduation rate from 87% in 2022 to 90% in 2023. These same efforts were effective in decreasing the high school drop out rate from 13.6% in 2022 to 9.5% in 2023.

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.

Beginning with the new LCAP cycle in 2024-25, goals and actions will be aligned with the CDE's whole child resource map and LCFF priorities areas. All actions from Goal 4 will be included in the new plan but will move locations under a different goal area. For example, the graduation rate and dropout rate metrics will be included in Goal 3 in the new plan. Action 4.1 will become Action 1.5 in the 2024-25 plan. Action 4.3 will become Action 2.2 in the 2024-25 plan. Action 4.6 will become Action 1.6 in the new plan. Action 4.6 will become Action 3.9 in the new plan. As a result of this, Goal 4 will be discontinued in the 2024-25 plan.

**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](mailto: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.

1 student group (SED) is in the Red Performance area.

A targeted improvement plan in mathematics will be implemented by collecting baseline data using CAASPP Math assessment scores and Renaissance STAR test scores, addressing skill gaps with individualized student growth plans and assigned lessons in the Freckle curriculum companion program and conducting small group high dose tutoring and frequent progress monitoring.

The actions in the LCAP that support improving outcomes for socio-economically disadvantaged students include assigning each student to a homeroom teacher (Action 2.1), providing professional development to staff (Action 1.2), offering academic support through tutors in the Virtual Learning Hub (Action 1.3), and providing whole child support through SEL curriculum, counselors, and a school social worker (Actions 3.7 and 3.8).

## 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
Students	In March 2023, students in grades K-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2023, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and K-8, Director of Special Education) and the school's cabinet team (Superintendent, Assistant Superintendent of Education, Director of Human Resources, Director of Fiscal Services, Director of Assessment and Accountability, Assistant Director of Guidance, Admissions and Records) throughout the school year were conducted with school administration to review school programs and initiatives, discuss LCAP development and bugetary items that impact the LCAP.
Staff	In February 2023 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP developemnt.
School Site Council	On May 22, 2024 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further



Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2024 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2024 the governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection.

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.

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. LCAP Actions 3.7, 3.8, 2.2, 2.3, and 1.5 were directly impacted by educational partner input and feedback.

Student engagement levels were notable, with 91 student participants from grades 6-12 and 33 from grades K-5 in the annual survey. Student feedback indicated that 99.2% agree their teacher available and supportive. 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." CPC-SO will continue to offer programs and services such as Virtual Learning Hub, Summer Bridge, and Counseling, which students have indicated as supportive, helpful, and enjoyable.

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 on the School Site Council include more coding and technology classes, more language electives, and enhanced social-emotional learning resources. In response to this feedback, the school will be offering opportunities for students to learn coding in middle school, will offer an world language of American Sign Language, and will continue to review and offer SEL curriculum and resoruces to support whole child well-being.

Staff feedback highlighted the supportive environment and the responsiveness of the administration to staff needs.

The SELPA (Special Education Local Plan Area) was consulted for input to ensure comprehensive support for all students. SELPA did not have any comments on the LCAP draft shared.

Public comments via board meetings: There were no public comments at the June board meeting regarding the LCAP.

# 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)                      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 (RED)</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>				
1.3	CAST (Science) (Grades 5, 8, & 11)	<p>CAST Science 2022-23                      *Met or Exceeded 95% participation                      All Students (grades 5, 8, and 11)                      32.4% of students met or exceeded the standard.                      7.4% exceeded the standard                      22.2% met the standard                      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	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%  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  SED- 33% met or exceeded EL- not enough students			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>SWD- 10% met or exceeded</p> <p>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%</p> <p>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</p> <p>SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded</p>				
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 % of pupils completing a CTE program and A-G completer 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% % of pupils completing a CTE program and A-G completer- data not available <30 graduates 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/RFEP	ELPAC/EL Progress/RFEP 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

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 outcomes and ensure academic success or refer to the SST, 504 or IEP team. Programs offered include targeted academic support, SEL support, family and community engagement initiatives, extended learning opportunities, College and Career readiness programs, wellness services, and independent study. This action is implemented to improve state testing outcomes for SED students in the area of mathematics.	\$118,475.00	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.	\$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:                      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</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.                      ELA- 5 Full Implementation and Sustainability                      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).</p> <p>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:                      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</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"> <li>Identifying the professional learning needs of groups of teachers or staff as a</li> </ul>				

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"> <li>Identifying the professional learning needs of individual teachers (4 Full Implementation)</li> <li>Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)</li> </ul>				
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		
<b>2.3</b>	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
<b>2.4</b>	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
<b>2.5</b>	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 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 Rates	<p>Dropout Rates HS- 9.5% (decrease of 4.1%) MS- 0%</p>			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 education 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%	0.000%	\$0.00	15.543%

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
<b>2.3</b>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> 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><b>Scope:</b></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><b>Action:</b> Academic Support for Student Groups</p> <p><b>Need:</b> Low income students are in the (RED) lowest performance category on CAASPP Math, the distance from standard score for English Learners is greater than their peers on CAASPP ELA. Students who are low-income (LI) or English Learners (EL) often face significant challenges that extend beyond the classroom, which can negatively impact their access to quality education. These students frequently have limited support networks, language barriers, and limited access to educational resources. Many low-income families face challenges such as housing insecurity, food scarcity, and lack of access to healthcare, all of which can contribute to increased stress and distractions from academic pursuits. English Learners, in particular, may face additional hurdles in navigating an education system that predominantly uses English, which can hinder</p>	<p>Targeted academic tutoring will be provided through small group class instruction and academic tutors. By systematically monitoring student progress and providing targeted, holistic support, these actions address the academic and socio-economic challenges faced by LI and EL students. The programs and actions are designed to support student well-being and improve student proficiency in key subject areas, leading to better academic outcomes and closing the achievement gap. Through these efforts, the school is committed to ensuring that every student has the opportunity to succeed.</p>	<p>CAASPP summative assessment scores (distance from standard) and STAR test scores (3 times per year to measure academic growth).</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>their ability to fully engage in and benefit from instructional opportunities. The combination of these factors often results in less support at home for educational activities, reduced access to enrichment opportunities, and greater obstacles to academic success.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>1.4</b></p>	<p><b>Action:</b> EL Progress</p> <p><b>Need:</b> Support for newcomers, LTELs, and reclassification. English Learner (EL) student scores are at a greater distance from standard as compared to their same-aged peers on state assessments. This performance gap highlights the need for more tailored support, particularly given the diverse language needs within our EL population. Our EL students range from Newcomers, who are just beginning to learn English, to Long-Term English Learners (LTELs), who have been in U.S. schools for several years but still struggle to meet proficiency standards. This diversity in language proficiency levels requires a multifaceted approach to instruction and support to ensure that all EL students, regardless of their starting point, can achieve academic success and reach their full potential.</p> <p><b>Scope:</b></p>	<p>ELD coordinators will monitor progress and provide small group designated language support and ELPAC test readiness. By equipping both teachers and parents with the necessary tools and knowledge, this action addresses the identified needs by providing a supportive learning environment for EL students. Teachers are better prepared to meet the diverse needs of EL students, from Newcomers to LTELs, and can implement effective instructional strategies tailored to their language development levels. Parents are empowered to actively participate in their children's education, reinforcing learning at home and providing a consistent support network. This comprehensive approach enhances the academic performance of EL students by addressing the specific challenges they face, promoting their language development, and improving outcomes on state assessments.</p>	<p>ELPAC (increased % of students who move up at least 1 ELPI level and increase % of students who RFEP), CAASPP ELA (decrease distance from standard)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	<p><b>Action:</b> Access to AP Exams</p> <p><b>Need:</b> Access to a broad course of study for low income students. Low-income students often face significant barriers to accessing a broad and enriching course of study, including Advanced Placement (AP) courses, extracurricular activities, and other academic opportunities that can enhance their educational experience. Financial constraints can limit their ability to participate fully in these programs, leading to missed opportunities for academic growth, college readiness, and skill development.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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. In cases where cost is a barrier, the school will cover the cost of the AP exam fees, ensuring that all students have the opportunity to take advantage of advanced coursework that can boost college readiness.	increase in AP Exam participation
3.2	<p><b>Action:</b> Communication and Accessibility</p> <p><b>Need:</b> The school's enrollment includes a diverse student population including students and parents whose primary language is a language other than English. Translation of communications and resources into home languages for students and families who speak a language other than English is needed in order to communicate effectively with all education partners.</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. This action directly addresses the need to communicate effectively with a linguistically diverse population, promoting inclusivity, and engagement, among all education partners, which is essential for the success of English Learners.	Improved EL student outcomes on assessments (ELPAC/ELPI/RFEP and CAASPP ELA) 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><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>3.7</b></p>	<p><b>Action:</b> Mental Health Support</p> <p><b>Need:</b> 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><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.</p>	<p>Counseling minutes provided, referrals made to community partners</p>
<p><b>3.8</b></p>	<p><b>Action:</b> Student Group Engagement</p> <p><b>Need:</b> 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><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Support for students will be provided through an engagement coordinator, guidance department liaison, school social worker, and administration to ensure regular school attendance and staying on-track for graduation.</p>	<p>Chronic absenteeism rates, graduation rates</p>

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.

Not Applicable

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

# 2024-25 Total Expenditures Table

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%	0.000%	15.543%

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	\$0.00	\$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			All Schools		\$32,782.00	\$0.00	\$32,782.00	\$0.00	\$0.00	\$0.00	\$32,782.00	
1	1.2	Professional Development	All	No			All Schools		\$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 Learners Low 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			All Schools		\$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			All Schools		\$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			All Schools		\$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	School wide	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			All Schools		\$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			All Schools		\$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			All Schools		\$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			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	School Climate	All	No			All Schools		\$0.00	\$26,533.00	\$26,533.00	\$0.00	\$0.00	\$0.00	\$26,533.00	
3	3.5	Professional Development	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		\$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		\$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 Learners Foster Youth Low 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			All Schools		\$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%	0.000%	15.543%	\$337,541.00	0.000%	17.777 %	<b>Total:</b>	\$337,541.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$296,741.00
								<b>Schoolwide Total:</b>	\$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	\$1,383,597.00	\$1,391,190.00
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	\$220,508.00	\$239,885.00
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	\$252,517.00	\$252,517.00	\$0.00	0.000%	0.000%	0.000%

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		
3	3.6	Accessibility of communication	Yes	\$220,508.00	\$220,508.00		
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		

# 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%	\$252,517.00	0.000%	14.723%	\$0.00	0.000%

# 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](mailto: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

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- 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 #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ 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</li> </ul> </li> </ul> </li> </ul>

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

## 2022-23 Teaching Assignment Monitoring Outcomes Update

**Section:** XIII. Education/Student Services  
**Item:** B. 2022-23 Teaching Assignment Monitoring Outcomes Update  
**Purpose:** Discuss  
**Submitted by:** Ericka Zemmer

### BACKGROUND:

The 2022–23 Teaching Assignment Monitoring Outcomes (TAMO) data was unavailable from CDE at the time that LEA was reporting their local indicator data to the governing board/body, LEAs are required to report the 2022–23 TAMO data at the next available meeting of the governing board/body. 2022-23 TAMO data will appear on the 2024 Dashboard. CPCS had 0 teaching misassignments in each LEA.



# Coversheet

## Approval of HMH Read 180 Contract

**Section:** XIII. Education/Student Services  
**Item:** C. Approval of HMH Read 180 Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** HMH Read 180 Contract 24-25.pdf



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**Christine Feher**

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**Prepared By**

**Nick Brehm**

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<b>Student</b>					
1820447	9780358649946 2021 Writable for English 3D Student License Digital 1 Year Grades 4-12	\$12.00	20	\$240.00	
1867398	9780358937692 Read 180 on Ed Flex Student Digital Subscription 1 Year	\$60.00	20	\$1,200.00	
1833127	9780358730675 English 3D Digital Access Student Subscription 1 Year Includes: English 3D Grades K-12 Student Technology Subscription 1 Year (English 3D Courses: Grades K-1 Vol 1, Grades 2-3 Vol 1, A1, A2, B1, B2, C, Language Launch 1, Language Launch 2) Implementation Success	\$50.00	20	\$1,000.00	
<b>Total for Student</b>		<b>\$2,440.00</b>			
<b>Teacher</b>					
1855113	9780358864646 Read 180 on Ed Flex Teacher Digital Subscription 1 Year	\$199.00			1
1833415	9780358730750 English 3D Digital Access Teacher Subscription 1 Year Includes: English 3D Grades K-12 Teacher Technology Subscription 1 Year (English 3D Courses: Grades K-1 Vol 1, Grades 2-3 Vol 1, A1, A2, B1, B2, C, Language Launch 1, Language Launch 2) Access to Teacher's Corner	\$55.00			1
<b>Total for Teacher</b>		<b>\$0.00</b>			
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<b>Course B Volume 2</b>					
1815054	9780358609575 English 3D Course B Volume 2 Teaching Guide	\$475.00	1	\$475.00	
3027600	9780545889735 English 3D Course B Independent Reading Library (20 paperbacks in 4-copy sets) (4 boxes)	\$1,027.65	1	\$1,027.65	
3010851	9781328007254 English 3D Course B Class Poster Pack	\$15.00	1	\$15.00	
<b>Course C</b>					
1815055	9780358609582 English 3D Course C Teaching Guide	\$475.00	1	\$475.00	
<b>Student Materials</b>					
<b>Course B Volume 2</b>					
1815044	9780358609476 English 3D Course B Volume 2 Language & Writing Portfolio	\$30.00	8	\$240.00	
1815049	9780358609520 English 3D Course B Volume 2 Issues Book	\$20.00	8	\$160.00	
<b>Course C</b>					
1815045	9780358609483 English 3D Course C Language & Writing Portfolio	\$30.00	9	\$270.00	
1815050	9780358609537 English 3D Course C Issues Book	\$20.00	9	\$180.00	

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1864497	9780358921141 Language Launch Volume 1 Unit 1-3 Teaching Guide Set	\$360.00	1	\$360.00	
1864499	9780358921165 Language Launch Volume 1 Unit 4-6 Teaching Guide Set	\$360.00	1	\$360.00	
<b>Student Materials Volume 1</b>					
1864469	9780358920991 Language Launch Volume 1 Unit 1-3 Student Edition Set	\$30.00	3	\$90.00	
1864483	9780358921073 Language Launch Volume 1 Unit 4-6 Student Edition Set	\$30.00	3	\$90.00	
<b>Teaching Materials Volume 2</b>					
1797642	9780358462767 English 3D Language Launch Volume 2 Teaching Guide	\$100.00	1	\$100.00	
<b>Student Materials Volume 2</b>					
1797641	9780358462750 English 3D Language Launch Volume 2 Student Edition	\$15.00	3	\$45.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,887.65</b>			
<b><u>Total for -</u></b>		<b>\$6,327.65</b>			

## Professional Services - SIS English 3D

<b>Coaching</b>					
1866775	9780358933724 English 3D on Ed Coachly Digital License 1 Year Grades K-12 Coachly provides one-on-one coaching to teachers to build their program expertise, support lesson planning, and discuss data-driven, actionable strategies to grow teacher practice. Each teacher is matched with a certified coach with whom they can schedule virtual sessions and message via the Ed platform. Coachly licenses are a one year digital subscription.	\$1,500.00	1	\$1,500.00	
<b>Total for Coaching</b>		<b>\$1,500.00</b>			
<b>Leader Support for English 3D</b>					
1852470	9780358841814 English 3D Leader Success Live Online 1-Hour Grades K-12 During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support.	\$400.00			1
<b>Total for Leader Support for English 3D</b>		<b>\$0.00</b>			
<b>Getting Started</b>					
1798613	9780358470359 Getting Started: Introduction to English 3D on Ed K-12 Live Online 2-Hour This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed.	\$800.00	1	\$800.00	

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<b>Total for Getting Started</b>	<b>\$800.00</b>
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<b><u>Total for Professional Services - SIS English 3D</u></b>	<b>\$2,300.00</b>
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<i><b>Total Savings:</b></i>	<b>\$654.00</b>
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