

### California Pacific Charter Schools

### **Regular Meeting of the Board of Directors**

Published on December 6, 2024 at 10:47 AM PST Amended on December 6, 2024 at 1:39 PM PST

### **Date and Time**

Tuesday December 10, 2024 at 5:00 PM PST

### 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 9455019 Las Flores Dr, Chula Vista, CA 91910Hilton Garden Inn, Room: Boardroom, 2540 Venture Oaks Way, Sacramento, CA 95833

### 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: 968-7780-0729

https://cal-pacs-org.zoom.us/j/96877800729

### **MISSION STATEMENT**

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

### THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

### REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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#### Agenda

			Purpose	Presenter	Time			
I.	Ор	ening Items			5:00 PM			
	Α.	Call the Meeting to Order		Board President	2 m			
	B.	Record Attendance Roll Call: Kelly Wylie, President Dr. Shirley Peterson, Vice President Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member		Board President	2 m			
١١.	Pledge of Allegiance				5:04 PM			
	A.	Led by Board President or designee.		Board President	2 m			
III.	Ар	prove Adopt/Agenda			5:06 PM			
	Α.	Agenda	Vote	Board President	2 m			
		It is recommended that the Board of Directors add Meeting on December 10, 2024, as presented.	It is recommended that the Board of Directors adopt the agenda for the Regular Board					

Roll Call Vote:

					Purpose	Presenter	Time
		Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul Moved by	rson Seconded by	Ayes	Nays	Absent	
IV.	An	prove Minutes					5:08 PM
	A.		egular Board Meetir 8, 2024.	ng that was	Approve Minutes	Board President	2 m
		Roll Call Vote: Kelly Wylie					
		Dr. Shirley Peter Tanya Rogers	rson				
		Bill Howard Jason McFaul					
		Moved by	_ Seconded by	Ayes	Nays	Absent	
	В.	Minutes of the Special Meeting of the Board of Directors held November 13, 2024		e Board of	Approve Minutes	Board President	2 m
		Roll Call Vote: Kelly Wylie					
		Dr. Shirley Peter	rson				
		Tanya Rogers Bill Howard					
		Jason McFaul					
		Moved by	_ Seconded by	Ayes	Nays	Absent	

### V. Public Comment - Closed Session

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

### VI. Adjourn to Closed Session

			Purpose	Presenter	Time
	The	e Board will consider and may act on any of the Clo	sed Session r	natters.	
	Α.	Closed Session	Discuss	Board President	15 m
		1. CONFERENCE WITH LEGAL COUNSEL - EX (Gov. Code Section 54956.9(d)(1))	ISTING LITIO	GATION	
		a. YL v. The Collaborative Charter Servi	ces Organiza	tion, et al.	
		Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes	Nays	Absent	
VII.	Red	convene Regular Meeting			5:27 PM
	Α.	Report out any action that was taken in closed session.	Discuss	Board President	5 m
VIII.	Воа	ard Governance			5:32 PM
	Α.	Annual Organizational Structure of the Board of Directors - Election of Officers	Vote	Board President	10 m
		The Board will take action to elect a new Board P	resident, Vice	President, and Clerk.	
		Elections:			
		a. Board President:			
		b. Board Vice President:			
		c. Board Clerk:			
		Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers			

			Purpose	Presenter	Time
Bill Howard					
Jason McFaul					
Moved by	Seconded by	Ayes	Navs	Absent	

### 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.

Χ.	Со	Correspondence/Proposals/Reports 5				
	Α.	CalPac School Highlights Presented by C. Feher, Superintendent	Discuss	Christine Feher	5 m	
	В.	24-25 Williams Site Visit from LACOE and SDCOE	Discuss	Christine Feher	5 m	
		Presented by C. Feher, Superintendent				
XI.	. Consent					
	Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.					
	Α.	Consent - Business/Financial Services			2 m	
	<ol> <li>Check Registers - October &amp; November 2024</li> <li>J.P. Morgan Statement - October &amp; November 2024</li> <li>Approval of Surplus of Electronic Devices</li> </ol>					
	В.	Consent - Personnel Services	Vote	Christine Feher	2 m	

Purpose Presenter

Time

5:56 PM

1	Approval of	Certificated -	Personnel	Report
۰.	πρριοναι οι	Certificateu -	- 1 613011161	report

- 2. Approval of Classified Personnel Report
- 3. Receive the Annual Report of Mandatory Staff Training and Notices 2024-2025
- 4. Approve Revisions to Job Descriptions
- 5. Approval of One-Time Discretionary Bonus Jill Tanner

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

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

### XII. Business/Financial Services

Α.	Approval of CliftonLarsonAllen (CLA) Annual	Vote	Lili Huang, CLA	5 m
	Audit Report - Year Ended June 30, 2024 -		Principal	
	California Pacific Charter Schools (Draft)			

It is recommended the Board approve the Draft of the Annual Audit Report - Year Ended June 30, 2024, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by Seconded by Ayes	Nays	Absent	
Approval of 2024-25 First Interim Financial	Vote	Shannon Green	20 m

Report

В.

					Purpose	Presenter	Time	
		It is recommended the Board approve the First Interim Financial Reports for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).						
		b. 2024-25 First	Interim Budget #175 Interim Budget #175 Interim Budget #203	8 California	Pacific Charte	Ũ		
		Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul Moved by	rson Seconded by	Ayes	Nays	Absent		
XIII.	Edu	ucation/Student	Services				6:21 PM	
	A.	Approval of 2024 Achievement (S	4-25 School Plan for PSA)	Student	Vote	Ericka Zemmer	15 m	
		Achievement (S	ed the Board approve PSA) for California Pa and Los Angeles (#17	acific Charte		n for Student Sonoma (#2037), San		
		Fiscal Impact:	None					
		Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul						
		Moved by	Seconded by	Ayes	Nays	Absent		
	В.	Approval of Ren	aissance (Renewal)		Vote	Christine Feher	5 m	
		Contract for 202	ed the Board approve 5-2026 for California and Los Angeles (#17	Pacific Cha		the Renaissance Sonoma (#2037), San		

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		Purpose	Presenter	Time			
	Fiscal Impact: \$41,725.90 (Allocation split may vary dependent on actual enr California Pacific Charter - Los Angeles (#1751) \$ California Pacific Charter - San Diego (#1758) \$ 1 California Pacific Charter - Sonoma (#2037) \$ 8,34	20,028.43 3,352.29					
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes	Nays	Absent				
Per	sonnel Services			6:41 PM			
Α.	<ul> <li>A. Approval of One-Time Discretionary Staff Vote Corrie Amador 5 Bonuses</li> <li>It is recommended the Board approve the One-Time Discretionary Staff Bonuses for California Pacific Charter Schools - Sonoma (#2037) and San Diego (#1758) as presented.</li> </ul>						
	Fiscal Impact: \$247,778.38 California Pacific Charter - San Diego (#1758) \$123,889.19 California Pacific Charter - Sonoma (#2037) \$123,889.19 * Total fiscal impact will be the bonus amount plus any related CalSTRS benefit or payroll fees, as applicable for eligible employees.						
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes	Nays	Absent				
В.	Approval of Revisions to 2024-2025 Salary Schedules	Vote	Corrie Amador	5 m			

XIV.

		Purpose	Presenter	Time
	It is recommended the Board approve a COLA in salary schedules of staff for California Pacific Ch Diego (#1758), and Los Angeles (#1751).			
	Fiscal Impact: \$326,588.01 (Allocation split may vary dependent on actual e California Pacific Charter - Los Angeles (#1751) California Pacific Charter - San Diego (#1758) \$ California Pacific Charter - Sonoma (#2037) \$ 65	\$156,762.24 104,508.16		
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul			
	Moved by Seconded by Ayes	Nays	Absent	
C.	Approval of SPED/Counseling Professional Development	Vote	Christine Feher	5 m
	It is recommended the Board approve the SPED Pacific Charter Schools - Sonoma (#2037), San (#1751) as presented.	-		
	Fiscal Impact: Up to \$35,000.00 (Allocation split may vary dependent on actual e California Pacific Charter - Los Angeles (#1751) California Pacific Charter - San Diego (#1758) \$ California Pacific Charter - Sonoma (#2037) \$7,0	\$16,800.00 11,200.00		
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul			
	Moved by Seconded by Ayes	Nays	Absent	

					Purpose	Presenter	Time
XV.	Policy Development 6:56 PM						
	Α.	Approval of New B	oard Policy		Vote	Christine Feher	5 m
		It is recommended the Board approve the proposed policy.					
	<b>1000 Series - Community Relations</b> 1040 - CPCS Volunteer Policy						
		Roll Call Vote: Kelly Wylie Dr. Shirley Peterso	on				
		Tanya Rogers Bill Howard Jason McFaul					
		Moved by	Seconded by	Ayes	Nays	Absent	
XVI.	Calendar						
	The	next scheduled me	eting will be held	on January 14	l, 2025.		
XVII.	Cor	nments					7:01 PM
	Α.	Board Comments					5 m
	В.	Superintendent Co	omments				5 m
XVIII.	Clo	sing Items					7:11 PM
	Α.	Adjourn Meeting			Vote		2 m
		Roll Call Vote: Kelly Wylie Dr. Shirley Peterso Tanya Rogers Bill Howard Jason McFaul	on				
		Moved by	Seconded by	Ayes	Nays	Absent	

FOR MORE INFORMATION

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

### Coversheet

# Minutes of the Regular Board Meeting that was held on October 8, 2024.

Section:	IV. Approve Minutes				
Item:	A. Minutes of the Regular Board Meeting that was held on October 8,				
2024.					
Purpose:	Approve Minutes				
Submitted by: Related Material:	Minutes for Regular Meeting of the Board of Directors on October 8, 2024				



### California Pacific Charter Schools

### **Minutes**

Regular Meeting of the Board of Directors

Date and Time Tuesday October 8, 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 9455032706 Spun Cotton Drive, Winchester, CA 92596Hilton Garden Inn, Room: Pine A, 2540 Venture Oaks Way, Sacramento, CA 95833

### 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: 988-3605-8905

https://cal-pacs-org.zoom.us/j/98836058905

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### **Directors Present**

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

Directors Absent
None

### **Guests Present**

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, Dana Pedersen (remote), G. Chamberlain (remote)

### I. Opening Items

### A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Oct 8, 2024 at 5:02 PM.

### B. Record Attendance

### II. Pledge of Allegiance

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

The Pledge of Allegiance was led by K. Wylie, Board President

### III. Approve Adopt/Agenda

### A. Agenda

T. Rogers made a motion to approve the Agenda, as presented.W. Howard seconded the motion.The board **VOTED** unanimously to approve the motion.

### **IV. Approve Minutes**

### A. Minutes of the Regular Board Meeting held on September 10, 2024

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-10-24.

W. Howard seconded the motion.

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

#### Roll Call

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

### V. Board Governance

### A. Reappointment of Member to Board of Directors: Kelly Wylie

S. Peterson made a motion to approve the reappointment of Member to Board of Directors: Kelly Wylie.

J. McFaul seconded the motion.

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

### Roll Call

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

### **B. Board Priorities**

The Board discussed its priorities for the upcoming year, focusing on academic outcomes and fiscal oversight. It proposed organizing its ideas into goals, action steps, and measurable outcomes. The Board agreed that this approach would provide a clear framework for their work and enhance accountability. They also discussed incorporating these priorities into their annual self-evaluation process in the coming years.

### VI. Correspondence/Proposals/Reports

### A. CalPac School Highlights

Presented by C. Feher, Superintendent

### B. Correspondence from Guerneville School District

Presented by C. Feher, Superintendent

### C. Local Performance Data and Intervention

Presented by G. Chamberlain, Director of Compliance & Accountability

### **VII. Consent**

### A. Consent - Business/Financial Services

- 1. Check Registers September 2024
- 2. J.P. Morgan Statement September 2024

### B. Consent - Education/Student Services

1. California College Guidance Initiative MOU

### C. Consent - Personnel Services

- 1. Approval of Certificated Personnel Report
- 2. Approval of Classified Personnel Report
- 3. Approval of Job Description Revisions

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

J. McFaul seconded the motion.

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

### **VIII. Business/Financial Services**

### A. Approval of Charter Tech Services Contract

J. McFaul made a motion to approve the Charter Tech Services Contract. W. Howard seconded the motion.

The Board amended the item to reflect an up to \$72,000 approval. The new fiscal allocation is as follows:

Fiscal Impact: Up to \$72,00.00 (Allocation split may vary dependent on actual enrollment) California Pacific Charter - Los Angeles (#1751) \$ 34,560.00 California Pacific Charter - San Diego (#1758) \$ 23,040.00 California Pacific Charter - Sonoma (#2037) \$ 14,400.00

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

### IX. Comments

Α.

### **Board Comments**

The Board appreciated and praised the organization's efforts to meet student needs, citing successful back-to-school events and initiatives like "know your score" meetings. They acknowledged the hard work of staff and expressed pride in being part of the organization.

### **B.** Superintendent Comments

C. Feher discussed the renewal proposal being presented to the Warner School District during our meeting. T. Phipps and E. Zemmer took the lead in the presentation and will attend Warner SD's November meeting for the renewal vote. A successful renewal would extend CPCS—San Diego's charter to 2030.

### X. Closing Items

### A. Adjourn Meeting

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

J. McFaul seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:32 PM.

Respectfully Submitted, K. Wylie

### Documents used during the meeting

- September 24-25 SO School Highlights.pdf
- September 24-25 LA School Highlights.pdf
- September 24-25 SD School Highlights.pdf
- Guerneville SD LCAP Review Letter 24-25.pdf
- Board Presentation\_24-25 Renaissance STAR results and Freckle usage.pptx
- CalPac-LA Check Register September 2024.pdf
- CalPac-SD Check Register September 2024.pdf
- CalPac-SO Check Register September 2024.pdf
- J.P. Morgan Statement Sept 30 2024.pdf
- California College Guidance Initiative MOU.pdf
- CPCS BUS Job Descriptions 10-8-24.docx.pdf
- Special Education Instructional Assistant Board Approval October 2024.docx.pdf

• CTS Proposal for CalPacs.pdf

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

### Coversheet

### Minutes of the Special Meeting of the Board of Directors held November 13, 2024

Section:IV. Approve MinutesItem:B. Minutes of the Special Meeting of the Board of Directors heldNovember 13, 2024Purpose:Purpose:Approve MinutesSubmitted by:Related Material:Minutes for Special Meeting of the Board of Directors on November 13, 2024



### California Pacific Charter Schools

### **Minutes**

Special Meeting of the Board of Directors

Date and Time Wednesday November 13, 2024 at 5:00 PM

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

### **Teleconference Locations**

32706 Spun Cotton Drive, Winchester, CA 92596 Hilton Garden Inn, Room: Boardroom, 2540 Venture Oaks Way, Sacramento, CA 95833 Hilton Garden Inn, Room: Padre, 4200 Taylor St, San Diego, CA 92110

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### **Directors Present**

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

### Directors Absent

K. Wylie

#### **Guests Present**

C. Amador (remote), C. Feher (remote), D. Carlos, E. Zemmer (remote)

### I. Opening Items

### A. Call the Meeting to Order

S. Peterson called a meeting of the board of directors of California Pacific Charter Schools to order on Wednesday Nov 13, 2024 at 5:08 PM.

### **B. Record Attendance**

#### II. Pledge of Allegiance

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

The pledge was led by J. McFaul, Board Member.

#### III. Approve Adopt/Agenda

### A. Agenda

T. Rogers made a motion to approve the Agenda, as presented.W. Howard seconded the motion.The board **VOTED** to approve the motion.

#### **Roll Call**

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

### **IV. Public Comment - Closed Session**

### A. Public Comments

No comments were submitted.

### V. Adjourn to Closed Session

### A. Closed Session Agenda

T. Rogers made a motion to Adjourn to Closed Session.W. Howard seconded the motion.

Adjourned to Closed Session at 5:10 P.M.

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

### Roll Call

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

### VI. Reconvene Regular Meeting

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

The regular session was reconvened at 5:31 P.M.

T. Rogers reported that the Board approved the resolution to the anticipated litigation, as presented.

### VII. Closing Items

### A. Adjourn Meeting

T. Rogers made a motion to Adjourn the Regular Meeting.

J. McFaul seconded the motion.

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

#### Roll Call

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

T. Rogers Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:34 PM.

Respectfully Submitted,

S. Peterson

### FOR MORE INFORMATION

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

### Coversheet

### CalPac School Highlights

Section: Item:	X. Correspondence/Proposals/Reports A. CalPac School Highlights
Purpose:	Discuss
Submitted by:	
Related Material:	November 24-25 School Highlights - Los Angeles.pdf
	November 24-25 School Highlights - San Diego.pdf
	November 24-25 School Highlights - Sonoma.pdf



November at CalPac was a busy month with field trips and professional development opportunities for staff. Students received mid-semester progress reports, and parent-teacher conferences were scheduled to support student success.

Students and staff took time to reflect on something they were thankful for. CTE students curated a "Our Gratitude Wall" Padlet for students to contribute to.

We welcomed a new staff member, Brian Onesto, our in-house computer support technician.

This month, our staff and students enjoyed a week-long Thanksgiving break to celebrate with family and friends. This much-needed rest and relaxation will help everyone return refreshed and ready for the busy weeks ahead.





NOVEMBER 2024



### **Freckle Progress**

So far this year, students in grades TK-11 have completed over 66,000 freckle sessions in Reading and Math across all three schools. This represents a combined 372,000 minutes of time spent in Freckle in just the first three months of school! The effects of this practice are evident- students have shown an average of 5 months of growth in math and 2 months of growth in reading. Keep up the good work CALPAC!

### **USS Midway Field Trip**

Our San Diego and Los Angeles families had a fantastic time paying tribute to our Veterans and exploring the USS Midway battleship. Students were captivated by the scavenger hunt, learning about the ship's history and its heroic sailors. The highlight was undoubtedly earning the junior pilot pin! This memorable experience strengthened Calpac bonds and inspired future generations.

### **Mid-Semester Progress Reports**

This month, mid-semester progress reports were sent to families electronically and via mail. Teachers are holding mid-semester conferences to collaboratively identify any barriers and establish student success plans for struggling students.

### **School Site Council**

Professional

The School Site Council convened on November 13th. The council engaged in swearing in new council members, reviewing the roles and responsibilities of the SSC, received an update from the curriculum review committee, and developed and approved the School Plan for Student Achievement (SPSA).





### **Alludo Professional Development**

Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional competencies this year. In addition, all staff successfully completed the Safe Schools mandated training this month.

### **Career Technical Education (CTE) Conference**

The annual Career and Technical Education (CTE) Conference brought our CalPac CTE teachers together in Palm Springs to enhance professional development and foster collaboration in the field. This year's event featured diverse workshops aimed at promoting teamwork and expanding industry knowledge. Key objectives were established for the 2024-2025 academic year included creating a Career and Technical Student Organization (CTSO) chapter at California Pacific Charter Schools to provide leadership opportunities for students, forming an advisory committee to improve communication and alignment with industry standards, and collaborating with SkillsUSA to secure industry certifications for Year 1 students. These strategic goals aim to elevate the quality of CTE programs and equip students with the necessary tools for future success, leveraging insights gained from the conference to empower students through career and technical education.

### Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.





NOVEMBER 2024



### **USS Midway Field Trip**





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Page 5 Powered by BoardOnTrack



Los Angeles NOVEMBER 2024





### CalPac Gratitude Wall



# Los Angeles

NOVEMBER 2024





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Parent Teacher Conferences Interim Assessments Durham Museum Virtual Schoolhouse Field Trip Winter Break





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So far this year, students in grades TK-11 have completed over 66,000 freckle sessions in Reading and Math across all three schools. This represents a combined 372,000 minutes of time spent in Freckle in just the first three months of school! The effects of this practice are evident- students have shown an average of 5 months of growth in math and 2 months of growth in reading. Keep up the good work CALPAC!

### **USS Midway Field Trip**

Our San Diego and Los Angeles families had a fantastic time paying tribute to our Veterans and exploring the USS Midway battleship. Students were captivated by the scavenger hunt, learning about the ship's history and its heroic sailors. The highlight was undoubtedly earning the junior pilot pin! This memorable experience strengthened Calpac bonds and inspired future generations.

### **Mid-Semester Progress Reports**

This month, mid-semester progress reports were sent to families electronically and via mail. Teachers are holding mid-semester conferences to collaboratively identify any barriers and establish student success plans for struggling students.

### School Site Council

The School Site Council convened on November 13th. The council swore in new members, reviewed the SSC's roles and responsibilities, received an update from the curriculum review committee, and developed and approved the School Plan for Student Achievement (SPSA).





### **Alludo Professional Development**

Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional competencies this year. In addition, all staff successfully completed the Safe Schools mandated training this month.

### **Career Technical Education (CTE) Conference**

The annual Career and Technical Education (CTE) Conference brought our CalPac CTE teachers together in Palm Springs to enhance professional development and foster collaboration in the field. This year's event featured diverse workshops aimed at promoting teamwork and expanding industry knowledge. Key objectives were established for the 2024-2025 academic year included creating a Career and Technical Student Organization (CTSO) chapter at California Pacific Charter Schools to provide leadership opportunities for students, forming an advisory committee to improve communication and alignment with industry standards, and collaborating with SkillsUSA to secure industry certifications for Year 1 students. These strategic goals aim to elevate the quality of CTE programs and equip students with the necessary tools for future success, leveraging insights gained from the conference to empower students through career and technical education.

### Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.









### **USS Midway Field Trip**





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## **CalPac Gratitude Wall**



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# San Diego





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Parent Teacher Conferences Interim Assessments Durham Museum Virtual Schoolhouse Field Trip Winter Break





November at CalPac was a busy month with field trips and professional development opportunities for staff. Students received mid-semester progress reports, and parent-teacher conferences were scheduled to support student success.

Students and staff took time to reflect on something they were thankful for. CTE students curated a "Our Gratitude Wall" Padlet for students to contribute to.

We welcomed a new staff member, Brian Onesto, our in-house computer support technician.

This month, our staff and students enjoyed a week-long Thanksgiving break to celebrate with family and friends. This much-needed rest and relaxation will help everyone return refreshed and ready for the busy weeks ahead.







## **Freckle Progress**

So far this year, students in grades TK-11 have completed over 66,000 freckle sessions in Reading and Math across all three schools. This represents a combined 372,000 minutes of time spent in Freckle in just the first three months of school! The effects of this practice are evident- students have shown an average of 5 months of growth in math and 2 months of growth in reading. Keep up the good work CALPAC!

## Safari West

Northern California students and families created lasting memories at Safari West! The field trip offered a chance to reunite with teachers in person, embark on an exciting jeep safari, and enjoy a leisurely nature walk amidst a vibrant bird sanctuary. Encountering incredible animals like cheetahs and foxes up close and personal made for a truly unforgettable experience. This day of adventure, camaraderie, and wildlife wonderment will be treasured by all.

## **Mid-Semester Progress Reports**

This month, mid-semester progress reports were sent to families electronically and via mail. Teachers are holding mid-semester conferences to collaboratively identify any barriers and establish student success plans for struggling students.

## **School Site Council**

The School Site Council convened on November 13th. The council engaged in swearing in new council members, reviewing the roles and responsibilities of the SSC, received an update from the curriculum review committee, and developed and approved the School Plan for Student Achievement (SPSA).







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# Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to





achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.



Safari West







NOVEMBER 2024





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## NOVEMBER 2024



## CalPac Gratitude Wall





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**NOVEMBER 2024** 







Parent Teacher Conferences Interim Assessments Durham Museum Virtual Schoolhouse Field Trip Winter Break



# Coversheet

# 24-25 Williams Site Visit from LACOE and SDCOE

Section:	X. Correspondence/Proposals/Reports
Item:	B. 24-25 Williams Site Visit from LACOE and SDCOE
Purpose:	Discuss
Submitted by:	
Related Material:	24-25 LACOE Williams Notice of Sufficiency.pdf 24-25 SDCOE Williams Notice of Sufficiency.pdf



# Los Angeles County Office of Education

Serving Students = Supporting Communities = Leading Educators

Debra Duardo Superintendent

Los Angeles County Board of Education

Stanley L. Johnson, Jr. President

Monte E. Perez Vice President

Yvonne Chan

James Cross

Andrea Foggy-Paxton

Betty Forrester

Theresa Montaño

October 14, 2024

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

Ms. Kelly Wylie Board President Ms. Christine Feher Chief Executive Officer California Pacific Charter- Los Angeles 940 South Coast Drive #185 Costa Mesa, CA 92626

> 2024-25 Notice of Sufficiency of Instructional Materials for: California Pacific Charter- Los Angeles

Dear Board President Wylie and Chief Executive Officer Feher:

California Education Code (EC) 1240 requires county superintendents to visit Williams-monitored schools to determine if there are "sufficient textbooks or instructional materials" in specified areas.

"Sufficient textbooks or instructional materials" is defined by EC 60119 as each pupil, including English Learners, having a standards-aligned local board approved textbook, instructional materials, or both, to use in class and to take home for each course in the following areas: mathematics, science, history-social science, English language arts (including the English language development component of an adopted program) and the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12. The materials may be in a digital format if each pupil, at a minimum, has and can access the same materials in the class and at home, as all other pupils in the same class or course in the school district and can use and access them at home. This provision does not require two sets of textbooks or instructional materials for each pupil.

The Los Angeles County Office of Education (LACOE) acknowledges your district team and the school site staff for ensuring that all students have access to instructional materials. An Instructional Materials review team from LACOE visited **California Pacific Charter- Los Angeles on September 11, 2024**. This letter is to inform you that LACOE determined a sufficiency of instructional materials exists in each of the specified classes visited during the review.

Ms. Kelly Wylie, Board President Ms. Christine Feher, Chief Executive Officer California Pacific Charter- Los Angeles October 14, 2024 Page 2

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

Sincerely,

abra Quardo

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

#### DD/FJ:vc

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



San Diego County Office of Education Main Campus 6401 Linda Vista Road, San Diego, CA 92111 858-292-3500 | www.sdcoe.net

October 23, 2024

- To: Christine Feher, Principal California Pacific Charter - San Diego
- From: Patricia Karlin, San Diego County *Williams* Coordinator
- Re: *Williams* Settlement Finding for 2024-2025 Site Visits

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

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

This report for the 2024-2025 site visit provides the findings in these areas for California Pacific Charter - San Diego. A letter and copy of your report will be sent to Kelly Wylie, School Board President. For more information regarding these visits, please contact me at <u>patricia.karlin@sdcoe.net</u> or 858-295-8822.

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

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

San Diego County Superintendent of Schools Dr. Gloria E. Ciriza



EDUCATION Williams Settlement Annual School Visit Summary

2024-2025

## Charter School: California Pacific Charter - San Diego

Date of Visit: 9/12/24

#### **Instructional Materials:**

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

Sufficient Textbook and Instructional Materials were found:  $\boxtimes$  Yes  $\square$  No

#### **School Facilities:**

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

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

### School Accountability Report Card:

SARC included required information for the following categories:

Instructional Materials: $\boxtimes$  Yes  $\Box$  NoFacility Maintenance: $\boxtimes$  Yes  $\Box$  No

California Pacific Charter School – San Diego 2024-2025 Williams Summary of Visit

# Coversheet

# **Consent - Business/Financial Services**

Section: Item: Purpose: Submitted by:	XI. Consent A. Consent - Business/Financial Services
Related Material:	CalPac-LA Check Register October 2024.pdf CalPac-SD Check Register October 2024.pdf CalPac-SO Check Register October 2024.pdf CalPac-LA Check Register November 2024.pdf CalPac-SD Check Register November 2024.pdf CalPac-SO Check Register November 2024.pdf J.P. Morgan Statement Oct 31 2024.pdf J.P. Morgan Statement Nov 30 2024.pdf Surplus of Electronics - December 2024.pdf

Company name: Report name: Created on: Location:	California Pa Check registe 11/1/2024	cific Charter - Los Angeles	lar Meeting of the E	Board of Directors - <i>F</i>	Agenda - Tuesday December 10, 2024 at 5	5:00 PM
Bank CHASE 1781 - Chase	Date	Vendor : 505911781	Document no.	Amount applied	Memo	Location
Bank - Main	10/2/2024	WORL000Worldwide Express	101371503	1,684.91	Shipping for CPC-LA	55California Pacific Charter - Los Angeles
	10/2/2024	WORL000Worldwide Express	101371501	538.62	Shipping for CPC-LA	55California Pacific Charter - Los Angeles
	10/2/2024	SCHO000School Pathways, LLC	20137003239	666.76	Google Classroom Integration Annual 2024-2025 SY	55California Pacific Charter - Los Angeles
	10/2/2024	ULINE01Uline	20137003237	49.05	Supplies for Office	55California Pacific Charter - Los Angeles
	10/3/2024	CHAR001Charter Impact	101371509	1,260.00	Payroll & Retirement Services Monthly - September 2024	55California Pacific Charter - Los Angeles
	10/3/2024	ALLS001All Systems Go!	101371511	1,217.50	Marketing Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/3/2024	ALPH000Alpha Vision, Inc.	101371510	181.92	Google Drive Back-Up Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/3/2024	ASHL000Ashlynn Del Castillo	101371508	44.36	SoCal Beach Day September 2024 Mileage	55California Pacific Charter - Los Angeles
	10/3/2024	CULL001Culligan	101371512	31.20	Water Cooler Rental Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/3/2024	PART000Partners in Special Educatio	101371506	60.00	APE Services August 2024	55California Pacific Charter - Los Angeles
	10/3/2024	ECCI000ECC Imaging LLC.	101371507	26.21	Copier Overages Monthly - September 2024	55California Pacific Charter - Los Angeles
	10/4/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	2788040517TC 2788040517TC	58.71 2,610.24	Office Space DOE - October 2024 Office Space Rent - October 2024	55California Pacific Charter - Los Angeles 55California Pacific Charter - Los Angeles
	10/4/2024	PHIL000Philadelphia Insurance Com	20137003242	2,341.46	October Insurance Premiums FY 24/25	55California Pacific Charter - Los Angeles
	10/4/2024	RING000RingCentral	20137003246	1,348.38	Phone Bill Monthly - September 2024	55California Pacific Charter - Los Angeles
	10/4/2024	TANY001Tanya Rogers	20137003247	27.25	MIleage for Board Meeting 09/10/24 for Tanva Rogers	55California Pacific Charter - Los Angeles
	10/4/2024	AMAZ000Amazon	20137003245	14.46	Book for TK Pathway Course for Courtney Young	55California Pacific Charter - Los Angeles
	10/4/2024	DAIS001Daisuke Nishikawa	20137003243	7.66	CPR/Team Building Mileage and parking	55California Pacific Charter - Los Angeles
	10/4/2024	DAIS001Daisuke Nishikawa	20137003244	3.15	Graduation - Mileage LA - Nishikawa, Daisuke	55California Pacific Charter - Los Angeles
		DAIS001Daisuke Nishikawa	20137003244	2.75	Mileage - Nishikawa, Daisuke	55California Pacific Charter - Los Angeles
	10/8/2024	SIGN000Signature Resolution, LLC	20137003270	10,483.20	Mediation Services 2024-2025 SY	55California Pacific Charter - Los Angeles
	10/8/2024	PION001Pioneer Production Services	20137003256	6,216.00	Video Production for CalPac	55California Pacific Charter - Los Angeles
	10/8/2024	WORL000Worldwide Express	101371514	694.88	Shipping for CPC-LA	55California Pacific Charter - Los Angeles

Company name: Report name: Created on:	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - Los Angeles Check register 11/1/2024								
Location:		a Pacific Charter - Los Angeles							
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location			
CHASE 1781 - Chase Bank - Main	Account no:								
	10/8/2024	SCHO000School Pathways, LLC	20137003262	1,552.30	Annual Subscriptions 24/25 School Year True Up	55California Pacific Charter - Los Angeles			
	10/8/2024	WORL000Worldwide Express	101371513	540.50	Shipping for CPC-LA	55California Pacific Charter - Los Angeles			
	10/8/2024	RIVE001Riverside Insights	20137003248	446.08	SpEd Testing Protocols for Victoria Law	55California Pacific Charter - Los Angeles			
	10/8/2024	ASTA001ASTA-USA TRANSLATION S	101371516	522.60	Translation Services September 2024	55California Pacific Charter - Los Angeles			
	10/8/2024	SUPE002Super Duper Publications	101371517	95.98	Worksheet Subscription for Stephanie Martinez 24/25 SY	55California Pacific Charter - Los Angeles			
	10/8/2024	AMAZ000Amazon	20137003264	120.66	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angeles			
	10/8/2024	AMAZ000Amazon	20137003266	120.66	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angeles			
	10/8/2024	AMAZ000Amazon	20137003254	119.02	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angele			
	10/8/2024	AMAZ000Amazon	20137003250	119.02	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angele			
	10/8/2024	AMAZ000Amazon	20137003260	118.47	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angele			
	10/8/2024	AMAZ000Amazon	20137003261	118.47	Enrichment materials for student in CPC-LA	55California Pacific Charter - Los Angele			
	10/8/2024	JILL001Jill Stubbs JILL001Jill Stubbs	20137003269 20137003269	16.76 87.77	Lunch for field trip Mileage for field trip	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele			
	10/8/2024	REBE001Rebecca Ockey	20137003259	45.57	Reimbursement for field trip- CalPoly Pomona Pumpkin Patch	55California Pacific Charter - Los Angele			
	10/8/2024	AMAZ000Amazon	20137003253	27.04	SPED materials for student in CPC-LA	55California Pacific Charter - Los Angele			
	10/8/2024	AMAZ000Amazon	20137003267	12.52	Books for students in CPC-LA	55California Pacific Charter - Los Angele			
	10/11/2024	DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003272 20137003272	40.32 5.56	Lunch for IT Tech Interview Panel SoCal Beach Day September 2024 Mileage	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele			
		DAIS002Daisy Carlos DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003272 20137003272 20137003272	9.74 11.06 26.11	Office Lunch Beverages 8.30.24 MIleage for Board Meeting 08/13/24 National Charter School Conference July 2024 Boston Expenses for William "Bill"	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele			
		DAIS002Daisy Carlos	20137003272	14.63	Howard SoCal Beach Day September 2024 Parking	55California Pacific Charter - Los Angele			
		DAIS002Daisy Carlos	20137003272	11.06	MIleage for Board Meeting 09/10/24	55California Pacific Charter - Los Angele			
	10/11/2024	PJNU001PJ Nuzman	20137003273	42.43	Reimbursement for field trip- CalPoly Pomona Pumpkin Patch	55California Pacific Charter - Los Angele			

Company name: Report name: Created on: Location:	California Pac Check registe 11/1/2024	ific Charter - Los Angeles	lar Meeting of the	Board of Directors - /	Agenda - Tuesday December 10, 2024 at 5	5:00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no:	505911781				
	10/17/2024	ANCH000Anchor Counseling & Educa	101371522	4,025.00	BIS September 2024	55California Pacific Charter - Los Angele
	10/17/2024	EXTR001Extra Storage Newport Mes	101371520	252.00	Offsite Storage Fees Monthly - November 2024	55California Pacific Charter - Los Angele
	10/18/2024	TSWT000TSW Therapy, Inc.	20137003274	4,255.00	OT Services September 2024	55California Pacific Charter - Los Angele
	10/18/2024	EDME000Edmentum	20137003284	600.00	ALVS Enrollment for 4 Students	55California Pacific Charter - Los Angele
	10/18/2024	HATC000Hatch & Cesario, Attorneys	20137003279	288.00	Legal Services for August 2024	55California Pacific Charter - Los Angele
	10/18/2024	HOLI002Holiday Inn	20137003277	159.90	Board Meeting Room Rental January 2025	55California Pacific Charter - Los Angele
	10/18/2024	CHRI001Christine Feher	20137003282	172.45	Xara GmbH Yearly 09/30/24 - 09/30/25 Membership for Marketing	55California Pacific Charter - Los Angele
		CHRI001Christine Feher	20137003282	14.61	MIleage for Board Meeting 10/08/24 for Christine Feher	55California Pacific Charter - Los Angele
	10/18/2024	ROMY001Romy Fay-Mason	20137003290	51.44	Mason, Romy - Mileage & Tolls - Codestack Conference - 10/9/2024	55California Pacific Charter - Los Angele
		ROMY001Romy Fay-Mason ROMY001Romy Fay-Mason	20137003290 20137003290	51.32 18.27		55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele
		ROMY001Romy Fay-Mason	20137003290	8.40		55California Pacific Charter - Los Angele
	10/18/2024	DAIS002Daisy Carlos	20137003286	6.75	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Mileage for Daisy Carlos	55California Pacific Charter - Los Angele
		DAIS002Daisy Carlos	20137003286	39.22	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Meals for Daisy Carlos	55California Pacific Charter - Los Angele
		DAIS002Daisy Carlos	20137003286	31.32	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Rideshares for Daisy Carlos	55California Pacific Charter - Los Angele
		DAIS002Daisy Carlos	20137003286	11.37	MIleage for Board Meeting 10/08/24 for Daisy Carlos	55California Pacific Charter - Los Angele
	10/18/2024	TYLE001Tyler Phipps TYLE001Tyler Phipps	20137003292 20137003292	10.26 95.96		55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele
	10/18/2024	KELL001Kelly Rocha	20137003287	74.52	Rocha, Kelly - CSU High School Counselor Conference 10/1/2024	55California Pacific Charter - Los Angele
	10/18/2024	WILL000William J Howard Jr.	20137003281	51.60	MIleage for Board Meeting 10/08/24 for William Howard	55California Pacific Charter - Los Angele
	10/18/2024	AMAZ000Amazon	20137003280	53.26	Supplies for Office	55California Pacific Charter - Los Angele
	10/18/2024	STAP000Staples	20137003285	25.33	Supplies for Office	55California Pacific Charter - Los Angele
	10/18/2024	AMAZ000Amazon	20137003296	19.51	Supplies for Office	55California Pacific Charter - Los Angele

Company name: Report name: Created on:	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - Los Angeles Check register 11/1/2024								
Location:		Pacific Charter - Los Angeles	_						
Bank CHASE 1781 - Chase Bank - Main	Date Account no:	Vendor 505911781	Document no.	Amount applied	Memo	Location			
	10/18/2024	AMAZ000Amazon	20137003283	14.60	Books for TK Pathway Course for Jill Stubbs	55California Pacific Charter - Los Angeles			
	10/18/2024	AMAZ000Amazon	20137003289	14.53	Books for TK Pathway Course for Holly Hess	55California Pacific Charter - Los Angeles			
	10/18/2024	AMAZ000Amazon	20137003297	14.40	Books for TK Pathway Course for Mychal Garcia	55California Pacific Charter - Los Angeles			
	10/18/2024	AMAZ000Amazon	20137003291	10.23	Supplies for Office	55California Pacific Charter - Los Angeles			
	10/23/2024	CHAR000Charter Schools Developme	101371528	1,668.00	CSDC Membership - LA	55California Pacific Charter - Los Angeles			
	10/23/2024	WORL000Worldwide Express	101371530	299.90	Shipping for CPC-LA	55California Pacific Charter - Los Angeles			
	10/23/2024	WORL000Worldwide Express	101371524	156.73	Shipping for CPC-LA	55California Pacific Charter - Los Angeles			
	10/23/2024	TWEE000Erin Twedell	101371529	49.27	Twedell, Erin - 30 Day Sub Permit Reimbursement	55California Pacific Charter - Los Angeles			
	10/23/2024	ALEX000Alexis Morfin	101371527	23.95	Morfin, Aexis - FAFSA Workshop Meals - 10/17/2024	55California Pacific Charter - Los Angeles			
	10/23/2024	ELIZ001Elizabeth DelConte	101371526	10.80	DelConte, Elizabeth - Button Postage	55California Pacific Charter - Los Angele			
	10/24/2024	JASO000Jason D. McFaul	1145853782	200.00	October 2024 Board Stipends - JM	55California Pacific Charter - Los Angeles			
	10/24/2024	WILL000William J Howard Jr.	1145853772	200.00	October 2024 Board Stipends - WH	55California Pacific Charter - Los Angele			
	10/24/2024	TANY001Tanya Rogers	1145853766	200.00	October 2024 Board Stipends - TR	55California Pacific Charter - Los Angele			
	10/24/2024	KELL000Kelly Wylie	1145853786	200.00	October 2024 Board Stipends - KW	55California Pacific Charter - Los Angele			
	10/24/2024	SHIR000Shirley Peterson	1145853797	200.00	October 2024 Board Stipends - SP	55California Pacific Charter - Los Angele			
	10/24/2024	MICR000MicroAge	20137003312	3,674.88	Yearly Subscription - Aug 2024 - Aug 2025	55California Pacific Charter - Los Angele			
	10/24/2024	OXF0000Oxford Consulting Services, OXF0000Oxford Consulting Services,	20137003316 20137003316	1,625.00 2,560.28	BIS Services September 2024 Speech, OT and PT Services September 2024	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele			
	10/24/2024	MICR000MicroAge	20137003318	359.57	Monthly Subscription - August 2024	55California Pacific Charter - Los Angele			
	10/24/2024	DELA000De Lage Landen Financial S	20137003315	205.33	Copier Lease Monthly - November 2024	55California Pacific Charter - Los Angele			
	10/24/2024	AMAZ000Amazon	20137003311	125.09	Office supplies- folders for college mailers	55California Pacific Charter - Los Angele			
	10/24/2024	AMAZ000Amazon	20137003302	93.60	Office supplies- paper for the HS mailers	55California Pacific Charter - Los Angele			
	10/24/2024	AMAZ000Amazon	20137003309	82.75	Desk Request for Cean Colcord	55California Pacific Charter - Los Angele			

Company name: Report name: Created on: Location:	California Pac Check registe 11/1/2024	ific Charter - Los Angeles er a Pacific Charter - Los Angeles			genda - Tuesday December 10, 2024 at 5	
Bank CHASE 1781 - Chase	Date Account no:	Vendor 505911781	Document no.	Amount applied	Memo	Location
Bank - Main	10/24/2024	UKG0001UKG	20137003308	80.03	Usage Overage Fee September 2024	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003313	53.56	Office supplies- labels for mailing	55California Pacific Charter - Los Angeles
	10/24/2024	LAUR001Laurel Colton	20137003298	49.27	Colton, Laurel - Credential Reimbursement	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003299	46.29	Office supplies- mailing envelopes	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003305	21.93	Supplies for Office	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003301	45.68	Headphones for students in CPC-LA	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003300	13.33	Supplies for Office	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003314	12.49	Office supplies- envelopes for shipping	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003306	3.76	Supplies for Office	55California Pacific Charter - Los Angeles
	10/24/2024	AMAZ000Amazon	20137003310	3.20	Office supplies- labels for shipping	55California Pacific Charter - Los Angeles
	10/30/2024	RING000RingCentral	20137003326	1,273.17	Phone Bill Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/30/2024	CHAR001Charter Impact	101371535	1,260.00	Payroll & Retirement Services Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/30/2024	JASO000Jason D. McFaul	20137003319	150.03	October-Director Evaluation Committee	55California Pacific Charter - Los Angeles
	10/30/2024	WILL000William J Howard Jr.	20137003320	150.03	October-Director Evaluation Committee	55California Pacific Charter - Los Angeles
	10/30/2024	ECCI000ECC Imaging LLC.	101371534	94.12	Copier Overages Monthly - October 2024	55California Pacific Charter - Los Angeles
	10/30/2024	VICT000Victoria Law	20137003327	194.21	Mileage & Tolls - LA Testing - Law, Victoria	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003336	81.08	Supplies for Office	55California Pacific Charter - Los Angeles
	10/30/2024	ASHL000Ashlynn Del Castillo	101371532	61.15	Postage - Button & Lanyard - Del Castillo, Ashlynn	55California Pacific Charter - Los Angeles
	10/30/2024	YENI001Yeni Sandoval	20137003322	24.57	Sandoval, Yeni - Mileage - Wellness Together Student Mental Wellness	55California Pacific Charter - Los Angeles
		YENI001Yeni Sandoval	20137003322	30.44	Conference - 10/9/2024 Sandoval, Yeni - Meals - Wellness Together Student Mental Wellness Conference - 10/9/2024	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003331	25.71	Corwin Professional Development Book for Ericka Zemmer	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003329	25.71	Corwin Professional Development Book for Kristi Dodson	55California Pacific Charter - Los Angeles

Company name: Report name:		ific Charter - Los Angeles	s - Regular Meeting of the Bo	oard of Directors - A	genda - Tuesday December 10, 2024 at 5	:00 PM
Created on:	11/1/2024					
Location:	55California	Pacific Charter - Los Angeles				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no:	505911781				
	10/30/2024	AMAZ000Amazon	20137003335	14.42	Corwin Professional Development Book for Megan Machado	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003324	12.02	Corwin Professional Development Book for Marvel Kindem	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003325	11.93	Corwin Professional Development Book for Amy Nguyen	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003332	11.93	Corwin Professional Development Book for Marla Malfavon	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003321	11.93	Corwin Professional Development Book for Kristine Kim	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003328	11.93	Corwin Professional Development Book for Yeni Sandoval	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003330	14.48	Desk Organizer for Jane Willson	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003334	9.27	Corwin Professional Development Book for Elizabeth Palermo	55California Pacific Charter - Los Angeles
	10/30/2024	ECCI000ECC Imaging LLC.	101371531	9.12	Toner Cartridges - October 2024	55California Pacific Charter - Los Angeles
	10/30/2024	KELL001Kelly Rocha	20137003323	8.23	Mileage - CSAC Financial Aid Workshop 10/17/2024 - Rocha, Kelly	55California Pacific Charter - Los Angeles
	10/30/2024	AMAZ000Amazon	20137003333	8.06	Supplies for Office	55California Pacific Charter - Los Angeles
	10/31/2024	ECCI000ECC Imaging LLC.	101371536	9.12	Waste Toner Cartridges - October 2024	55California Pacific Charter - Los Angeles
Total for CHASE 1781				\$ 59,929.60		

Company name: Report name: Created on:		alifornia Pacific Charter Schools - Regular fic Charter - San Diego	Meeting of the Board	d of Directors - Ag	genda - Tuesday December 10, 2024 at 5:	00 PM
Location:	44California	Pacific Charter - San Diego				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no:	ANTH001Anthem	2764270285TC	46,865.86	Medical Premiums Monthly - October 2024	44California Pacific Charter - San Dieg
	10/2/2024	ANTH001Anthem	2764270285TC	54,433.69	Medical Premiums Monthly - November 2024	44California Pacific Charter - San Dieg
	10/2/2024	WORL000Worldwide Express	101371503	980.72	Shipping for CPC-SD	44California Pacific Charter - San Dieg
	10/2/2024	WORL000Worldwide Express	101371501	638.37	Shipping for CPC-SD	44California Pacific Charter - San Dieg
	10/2/2024	SCHO000School Pathways, LLC	20137003240	666.76	Google Classroom Integration Annual 2024-2025 SY	44California Pacific Charter - San Dieg
	10/2/2024	EECS000Effectual Educational Consu	20137003238	234.00	School Nurse Services August 2024	44California Pacific Charter - San Dieg
	10/2/2024	ULINE01Uline	20137003237	32.70	Supplies for Office	44California Pacific Charter - San Dieg
	10/2/2024	ASTA001ASTA-USA TRANSLATION S	101371504	90.00	Translation Services September 2024	44California Pacific Charter - San Dieg
	10/2/2024	ASTA001ASTA-USA TRANSLATION S	101371500	70.00	Translation Services September 2024	44California Pacific Charter - San Dieg
	10/3/2024	CHAR001Charter Impact	101371509	840.00	Payroll & Retirement Services Monthly - September 2024	44California Pacific Charter - San Dieg
	10/3/2024	ALLS001All Systems Go!	101371511	811.66	Marketing Monthly - October 2024	44California Pacific Charter - San Dieg
	10/3/2024	ALPH000Alpha Vision, Inc.	101371510	121.28	Google Drive Back-Up Monthly - October 2024	44California Pacific Charter - San Dieg
	10/3/2024	ASHL000Ashlynn Del Castillo	101371508	44.35	SoCal Beach Day September 2024 Mileage	44California Pacific Charter - San Dieg
	10/3/2024	CULL001Culligan	101371512	20.80	Water Cooler Rental Monthly - October 2024	44California Pacific Charter - San Dieg
	10/3/2024	ECCI000ECC Imaging LLC.	101371507	17.47	Copier Overages Monthly - September 2024	44California Pacific Charter - San Dieg
	10/4/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	2788040517TC 2788040517TC	1,740.16 39.15	Office Space Rent - October 2024 Office Space DOE - October 2024	44California Pacific Charter - San Dieg 44California Pacific Charter - San Diec
	10/4/2024	PHIL000Philadelphia Insurance Com	20137003242	1,560.98	October Insurance Premiums FY 24/25	44California Pacific Charter - San Dieg
	10/4/2024	RING000RingCentral	20137003246	898.92	Phone Bill Monthly - September 2024	44California Pacific Charter - San Dieg
	10/4/2024	TANY001Tanya Rogers	20137003247	27.25	MIleage for Board Meeting 09/10/24 for Tanva Rogers	44California Pacific Charter - San Dieg

ompany name: eport name: reated on:	Check register 11/1/2024					
ocation:		Pacific Charter - San Diego	Desument	Amount aunlied	Memo	L continu
ank HASE 1781 - Chase	Date Account no:	Vendor 505911781	Document no.	Amount applied	Memo	Location
ank - Main	10/4/2024	AMAZ000Amazon	20137003245	9.64	Book for TK Pathway Course for Courtney Young	44California Pacific Charter - San Dieg
	10/4/2024	DAIS001Daisuke Nishikawa	20137003243	4.90	CPR/Team Building Mileage and parking	44California Pacific Charter - San Dieg
	10/4/2024	DAIS001Daisuke Nishikawa	20137003244	3.15	Graduation - Mileage SD - Nishikawa, Daisuke	44California Pacific Charter - San Dieg
		DAIS001Daisuke Nishikawa	20137003244	1.76	Mileage - Nishikawa, Daisuke	44California Pacific Charter - San Dieg
	10/8/2024	SIGN000Signature Resolution, LLC	20137003270	6,988.80	Mediation Services 2024-2025 SY	44California Pacific Charter - San Die
	10/8/2024	PION001Pioneer Production Services	20137003256	4,144.00	Video Production for CalPac	44California Pacific Charter - San Die
	10/8/2024	WORL000Worldwide Express	101371514	618.24	Shipping for CPC-SD	44California Pacific Charter - San Die
	10/8/2024	WORL000Worldwide Express	101371513	432.00	Shipping for CPC-SD	44California Pacific Charter - San Die
	10/8/2024	SCHO000School Pathways, LLC	20137003249	934.82	Annual Subscriptions 24/25 School Year True Up	44California Pacific Charter - San Die
	10/8/2024	RIVE001Riverside Insights	20137003248	297.38	SpEd Testing Protocols for Victoria Law	44California Pacific Charter - San Die
	10/8/2024	SUPE002Super Duper Publications	101371517	63.98	Worksheet Subscription for Stephanie Martinez 24/25 SY	44California Pacific Charter - San Die
	10/8/2024	CHAR002Charters Choice Educationa	101371515	125.00	Interpreting Services September 2024	44California Pacific Charter - San Die
	10/8/2024	AMAZ000Amazon	20137003263	119.02	Enrichment materials for student in CPC-SD	44California Pacific Charter - San Die
	10/8/2024	AMAZ000Amazon	20137003255	117.92	Enrichment materials for student in CPC-SD	44California Pacific Charter - San Die
	10/8/2024	AMAZ000Amazon	20137003257	117.92	Enrichment materials for student in CPC-SD	44California Pacific Charter - San Die
	10/8/2024	PROP001Propio LS, LLC	20137003265	45.29	Interpretation Services September 2024	44California Pacific Charter - San Die
	10/8/2024	AMAZ000Amazon	20137003252	14.13	SPED Materials for student in CPC-SD	44California Pacific Charter - San Die
	10/11/2024	DAIS002Daisy Carlos	20137003272	5.56	SoCal Beach Day September 2024	44California Pacific Charter - San Die
		DAIS002Daisy Carlos	20137003272	26.09	Mileage National Charter School Conference July 2024 Boston Expenses for William "Bill" Howard	44California Pacific Charter - San Die
		DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003272 20137003272	6.49 14.62	Office Lunch Beverages 8.30.24 SoCal Beach Day September 2024 Parking	44California Pacific Charter - San Die 44California Pacific Charter - San Die

ompany name:	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - San Diego									
eport name:	Check register	-								
reated on:	11/1/2024									
ocation:		Pacific Charter - San Diego								
ank	Date	Vendor	Document no.	Amount applied	Memo	Location				
HASE 1781 - Chase ank - Main	Account no:	505911781								
		DAIS002Daisy Carlos	20137003272	26.88	Lunch for IT Tech Interview Panel	44California Pacific Charter - San Dieg				
		DAIS002Daisy Carlos	20137003272	11.05	MIleage for Board Meeting 08/13/24	44California Pacific Charter - San Die				
		DAIS002Daisy Carlos	20137003272	11.05	MIleage for Board Meeting 09/10/24	44California Pacific Charter - San Die				
	10/11/2024	PATR001Patrice Aguilar	20137003271	29.82	Reimbursement for field trip- Bates Nut Farm	44California Pacific Charter - San Die				
	10/15/2024	BERK000Berkshire Hathaway	2895752097TC	4,427.98	Workers Comp September 2024	44California Pacific Charter - San Die				
	10/17/2024	ANCH000Anchor Counseling & Educa	101371519	1,100.00	BIS Services September 2024	44California Pacific Charter - San Die				
	10/17/2024	EXTR001Extra Storage Newport Mes	101371520	168.00	Offsite Storage Fees Monthly - November 2024	44California Pacific Charter - San Die				
	10/17/2024	ASTA001ASTA-USA TRANSLATION S	101371521	140.00	Translation Services October 2024	44California Pacific Charter - San Die				
	10/17/2024	KRIS000Kristine Kim	101371518	28.81	Mileage reimbursement for field trip	44California Pacific Charter - San Die				
	10/18/2024	METL001MetLife Small Business Cent	20137003288	6,595.20	November 2024 Insurance Premiums	44California Pacific Charter - San Die				
	10/18/2024	TSWT000TSW Therapy, Inc.	20137003295	3,200.00	OT Services September 2024	44California Pacific Charter - San Die				
	10/18/2024	HATC000Hatch & Cesario, Attorneys	20137003279	192.00	Legal Services for August 2024	44California Pacific Charter - San Die				
	10/18/2024	HOLI002Holiday Inn	20137003277	159.85	Board Meeting Room Rental January 2025	44California Pacific Charter - San Die				
	10/18/2024	CHRI001Christine Feher	20137003282	114.97	Xara GmbH Yearly 09/30/24 - 09/30/25 Membership for Marketing	44California Pacific Charter - San Die				
		CHRI001Christine Feher	20137003282	14.60	MIleage for Board Meeting 10/08/24 for Christine Feher	44California Pacific Charter - San Die				
	10/18/2024	ROMY001Romy Fay-Mason	20137003290	34.29	Mason, Romy - Mileage & Tolls - Codestack Conference - 10/9/2024	44California Pacific Charter - San Die				
		ROMY001Romy Fay-Mason	20137003290	34.22	Mason, Romy - Mileage	44California Pacific Charter - San Die				
		ROMY001Romy Fay-Mason	20137003290	12.18	Mason, Romy - Meals - Codestack Conference - 10/9/2024	44California Pacific Charter - San Die				
		ROMY001Romy Fay-Mason	20137003290	5.59	Mason, Romy - Internet - Codestack Conference - 10/9/2024	44California Pacific Charter - San Die				
	10/18/2024	DAIS002Daisy Carlos	20137003286	11.36	MIleage for Board Meeting 10/08/24 for Daisy Carlos	44California Pacific Charter - San Die				
		DAIS002Daisy Carlos	20137003286	26.15	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Meals for Daisy Carlos	44California Pacific Charter - San Die				
		DAIS002Daisy Carlos	20137003286	4.51	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Mileage for Daisy Carlos	44California Pacific Charter - San Die				
		DAIS002Daisy Carlos	20137003286	20.88	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Rideshares for Daisy Carlos	44California Pacific Charter - San Die				

Company name:		alifornia Pacific Charter Schools - Regular fic Charter - San Diego	Meeting of the Boa	rd of Directors - Ag	enda - Tuesday December 10, 2024 at 5:	00 PM
Report name:	Check register	-				
Created on:	11/1/2024					
Location:		Pacific Charter - San Diego				
Bank	Date	Vendor	Document no.	Amount applied	Мето	Location
CHASE 1781 - Chase Bank - Main	Account no: !	505911781				
	10/18/2024	TYLE001Tyler Phipps	20137003292	28.66	Mileage for field trip	44California Pacific Charter - San Diego
		TYLE001Tyler Phipps	20137003292	52.26	Mileage for board meeting	44California Pacific Charter - San Diego
		TYLE001Tyler Phipps	20137003292	3.06	Meal for field trip	44California Pacific Charter - San Diego
	10/18/2024	KELL001Kelly Rocha	20137003287	49.69	Rocha, Kelly - CSU High School Counselor Conference 10/1/2024	44California Pacific Charter - San Diego
	10/18/2024	WILL000William J Howard Jr.	20137003281	51.59	MIleage for Board Meeting 10/08/24 for William Howard	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003293	130.34	Tech Purchase for Shelby Sullivan	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003294	125.18	Tech Purchase for Maryel Kindem	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003280	35.51	Supplies for Office	44California Pacific Charter - San Diego
	10/18/2024	STAP000Staples	20137003285	16.89	Supplies for Office	44California Pacific Charter - San Diego
	-, -, -	STAP000Staples	20137003285	52.79	Supplies for SD Scope	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003275	75.41	Tech Purchase for PJ Nuzman	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003296	13.01	Supplies for Office	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003283	9.73	Books for TK Pathway Course for Jill Stubbs	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003289	9.69	Books for TK Pathway Course for Holly Hess	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003297	9.59	Books for TK Pathway Course for Mychal Garcia	44California Pacific Charter - San Diego
	10/18/2024	AMAZ000Amazon	20137003291	6.83	Supplies for Office	44California Pacific Charter - San Diego
	10/23/2024	KAIS001Kaiser	2973794108TC	31,597.82	Medical Premiums Monthly - November 2024	44California Pacific Charter - San Diego
	10/23/2024	CHAR000Charter Schools Developme	101371528	1,228.00	CSDC Membership - SD	44California Pacific Charter - San Diego
	10/23/2024	WORL000Worldwide Express	101371530	273.52	Shipping for CPC-SD	44California Pacific Charter - San Diego
	10/23/2024	PRO0001Professional Tutors of Amer	101371523	570.00	Tutoring September 2024	44California Pacific Charter - San Diego
	10/23/2024	WORL000Worldwide Express	101371524	173.11	Shipping for CPC-SD	44California Pacific Charter - San Diego
	10/23/2024	ASTA001ASTA-USA TRANSLATION S	101371525	275.05	Translation Services September 2024	44California Pacific Charter - San Diego
	10/23/2024	TWEE000Erin Twedell	101371529	32.85	Twedell, Erin - 30 Day Sub Permit Reimbursement	44California Pacific Charter - San Dieg

Company name: Report name: Created on: Location:	California Pacif Check register 11/1/2024	alifornia Pacific Charter Schools - Regular fic Charter - San Diego Pacific Charter - San Diego	Meeting of the Boa	rd of Directors - Ag	genda - Tuesday December 10, 2024 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase	Account no:	505911781				
Bank - Main	10/23/2024	ALEX000Alexis Morfin	101371527	15.96	- Morfin, Aexis - FAFSA Workshop Meals 10/17/2024	44California Pacific Charter - San Diego
	10/23/2024	ELIZ001Elizabeth DelConte	101371526	7.20	DelConte, Elizabeth - Button Postage	44California Pacific Charter - San Dieg
	10/24/2024	JASO000Jason D. McFaul	1145853782	200.00	October 2024 Board Stipends - JM	44California Pacific Charter - San Dieg
	10/24/2024	WILL000William J Howard Jr.	1145853772	200.00	October 2024 Board Stipends - WH	44California Pacific Charter - San Dieg
	10/24/2024	TANY001Tanya Rogers	1145853766	200.00	October 2024 Board Stipends - TR	44California Pacific Charter - San Dieg
	10/24/2024	KELL000Kelly Wylie	1145853786	200.00	October 2024 Board Stipends - KW	44California Pacific Charter - San Dieg
	10/24/2024	SHIR000Shirley Peterson	1145853797	200.00	October 2024 Board Stipends - SP	44California Pacific Charter - San Dieg
	10/24/2024	MICR000MicroAge	20137003312	2,449.92	Yearly Subscription - Aug 2024 - Aug 2025	44California Pacific Charter - San Dieg
	10/24/2024	OXFO000Oxford Consulting Services,	20137003303	1,080.00	Speech and OT Services September 2024	44California Pacific Charter - San Dieg
	10/24/2024	MICR000MicroAge	20137003318	239.71	Monthly Subscription - August 2024	44California Pacific Charter - San Dieg
	10/24/2024	DELA000De Lage Landen Financial S	20137003315	136.89	Copier Lease Monthly - November 2024	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003311	83.39	Office supplies- folders for college mailers	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003302	62.40	Office supplies- paper for the HS mailers	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003309	55.16	Desk Request for Cean Colcord	44California Pacific Charter - San Dieg
	10/24/2024	UKG0001UKG	20137003308	53.35	Usage Overage Fee September 2024	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003313	35.71	Office supplies- labels for mailing	44California Pacific Charter - San Dieg
	10/24/2024	LAUR001Laurel Colton	20137003298	32.85	Colton, Laurel - Credential Reimbursement	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003299	30.86	Office supplies- mailing envelopes	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003304	78.81	Tech Purchase for Daisuke "Dice" Nishikawa	44California Pacific Charter - San Diec
	10/24/2024	AMAZ000Amazon	20137003305	14.62	Supplies for Office	44California Pacific Charter - San Dieg
	10/24/2024	AMAZ000Amazon	20137003317	43.09	Tech Purchase for Courtney Young	44California Pacific Charter - San Dieg

Company name: Report name: Created on:	Ca California Pacifi Check register 11/1/2024	00 PM				
Location:	44California	Pacific Charter - San Diego				
Bank CHASE 1781 - Chase Bank - Main	Date Account no: 5	Vendor 505911781	Document no.	Amount applied	Memo	Location
	10/24/2024	AMAZ000Amazon	20137003300	8.89	Supplies for Office	44California Pacific Charter - San Diego
	10/24/2024	AMAZ000Amazon	20137003314	8.33	Office supplies- envelopes for shipping	44California Pacific Charter - San Diego
	10/24/2024	AMAZ000Amazon	20137003306	2.51	Supplies for Office	44California Pacific Charter - San Diego
	10/24/2024	AMAZ000Amazon	20137003310	2.14	Office supplies- labels for shipping	44California Pacific Charter - San Diego
	10/30/2024	RING000RingCentral	20137003326	848.77	Phone Bill Monthly - October 2024	44California Pacific Charter - San Diego
	10/30/2024	CHAR001Charter Impact	101371535	840.00	Payroll & Retirement Services Monthly - October 2024	44California Pacific Charter - San Diego
	10/30/2024	WARN001Warner Unified School Dist	101371533	1,746.00	FY 23/24 Final ILPT Adjustment	44California Pacific Charter - San Diego
	10/30/2024	JASO000Jason D. McFaul	20137003319	149.98	October-Director Evaluation Committee	44California Pacific Charter - San Diego
	10/30/2024	WILL000William J Howard Jr.	20137003320	149.98	October-Director Evaluation Committee	44California Pacific Charter - San Diego
	10/30/2024	ECCI000ECC Imaging LLC.	101371534	62.75	Copier Overages Monthly - October 2024	44California Pacific Charter - San Diego
	10/30/2024	AMAZ000Amazon	20137003336	54.05	Supplies for Office	44California Pacific Charter - San Diego
	10/30/2024	ASHL000Ashlynn Del Castillo	101371532	40.77	Postage - Button & Lanyard - Del Castillo, Ashlynn	44California Pacific Charter - San Diego
	10/30/2024	YENI001Yeni Sandoval	20137003322	16.38	Sandoval, Yeni - Mileage - Wellness Together Student Mental Wellness	44California Pacific Charter - San Diego
		YENI001Yeni Sandoval	20137003322	20.30	Conference - 10/9/2024 Sandoval, Yeni - Meals - Wellness Together Student Mental Wellness Conference - 10/9/2024	44California Pacific Charter - San Diego
	10/30/2024	AMAZ000Amazon	20137003331	25.70	Corwin Professional Development Book for Ericka Zemmer	44California Pacific Charter - San Diego
	10/30/2024	AMAZ000Amazon	20137003329	25.70	Corwin Professional Development Book for Kristi Dodson	44California Pacific Charter - San Diego
	10/30/2024	AMAZ000Amazon	20137003335	14.41	Corwin Professional Development Book for Megan Machado	44California Pacific Charter - San Diego
	10/30/2024	AMAZ000Amazon	20137003324	12.02	Corwin Professional Development Book for Marvel Kindem	44California Pacific Charter - San Diego

Company name:	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - San Diego							
Report name:	Check register	2						
Created on: Location:	11/1/2024	Pacific Charter - San Diego						
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location		
CHASE 1781 - Chase Bank - Main	Account no: 5							
	10/30/2024	AMAZ000Amazon	20137003325	11.92	Corwin Professional Development Book for Amy Nguyen	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003332	11.92	Corwin Professional Development Book for Marla Malfavon	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003321	11.92	Corwin Professional Development Book for Kristine Kim	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003328	11.92	Corwin Professional Development Book for Yeni Sandoval	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003330	9.65	Desk Organizer for Jane Willson	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003334	9.27	Corwin Professional Development Book for Elizabeth Palermo	44California Pacific Charter - San Diego		
	10/30/2024	ECCI000ECC Imaging LLC.	101371531	6.08	Toner Cartridges - October 2024	44California Pacific Charter - San Diego		
	10/30/2024	KELL001Kelly Rocha	20137003323	5.49	Mileage - CSAC Financial Aid Workshop - 10/17/2024 - Rocha, Kelly	44California Pacific Charter - San Diego		
	10/30/2024	AMAZ000Amazon	20137003333	5.38	Supplies for Office	44California Pacific Charter - San Diego		
	10/31/2024	ECCI000ECC Imaging LLC.	101371536	6.08	Waste Toner Cartridges - October 2024	44California Pacific Charter - San Diego		

Total for CHASE 1781

\$ 184,953.03

Company name: Report name: Created on: Location:	Check registe 11/1/2024	cific Charter - Sonoma	ar Meeting of the Bo	oard of Directors - ,	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 -	Account no:	: 505911781				
Chase Bank - Main	10/2/2024	WORL000Worldwide Express	101371503	936.35	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	10/2/2024	WORL000Worldwide Express	101371501	177.74	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	10/2/2024	SCHO000School Pathways, LLC	20137003236	666.76	Google Classroom Integration Annual 2024-2025 SY	95California Pacific Charter - Sonoma
	10/2/2024	EECS000Effectual Educational Consu	20137003238	234.00	School Nurse Services August 2024	95California Pacific Charter - Sonoma
	10/2/2024	ASTA001ASTA-USA TRANSLATION S	101371502	303.50	Translation Services September 2024	95California Pacific Charter - Sonoma
	10/2/2024	ULINE01Uline	20137003237	20.44	Supplies for Office	95California Pacific Charter - Sonoma
	10/3/2024	CHAR001Charter Impact	101371509	525.00	Payroll & Retirement Services Monthly - September 2024	95California Pacific Charter - Sonoma
	10/3/2024	ALLS001All Systems Go!	101371511	507.29	Marketing Monthly - October 2024	95California Pacific Charter - Sonoma
	10/3/2024	ALPH000Alpha Vision, Inc.	101371510	75.80	Google Drive Back-Up Monthly - October 2024	95California Pacific Charter - Sonoma
	10/3/2024	PART000Partners in Special Educatio	101371505	150.00	APE Services August 2024	95California Pacific Charter - Sonoma
	10/3/2024	CULL001Culligan	101371512	13.00	Water Cooler Rental Monthly - October 2024	95California Pacific Charter - Sonoma
	10/3/2024	ECCI000ECC Imaging LLC.	101371507	10.92	Copier Overages Monthly - September 2024	95California Pacific Charter - Sonoma
	10/4/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	2788040517TC 2788040517TC	1,087.60 24.46	Office Space Rent - October 2024 Office Space DOE - October 2024	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	10/4/2024	PHIL000Philadelphia Insurance Com	20137003242	975.61	October Insurance Premiums FY 24/25	95California Pacific Charter - Sonoma
	10/4/2024	RING000RingCentral	20137003246	561.82	Phone Bill Monthly - September 2024	95California Pacific Charter - Sonoma
	10/4/2024	TANY001Tanya Rogers	20137003247	27.24	MIleage for Board Meeting 09/10/24 for Tanya Rogers	95California Pacific Charter - Sonoma
	10/4/2024	UNPL001Unplug Studio LLC	20137003241	65.00	Hosting and Maintenance Website Monthly - October 2024	95California Pacific Charter - Sonoma
	10/4/2024	AMAZ000Amazon	20137003245	6.03	Book for TK Pathway Course for Courtnev Young	95California Pacific Charter - Sonoma
	10/4/2024	DAIS001Daisuke Nishikawa	20137003243	2.76	CPR/Team Building Mileage and parking	95California Pacific Charter - Sonoma
	10/4/2024	DAIS001Daisuke Nishikawa	20137003244	0.99	Mileage - Nishikawa, Daisuke	95California Pacific Charter - Sonoma
	10/8/2024	SIGN000Signature Resolution, LLC	20137003270	4,368.00	Mediation Services 2024-2025 SY	95California Pacific Charter - Sonoma

Company name: Report name: Created on: Location:	Check registe 11/1/2024	cific Charter - Sonoma	ar Meeting of the E	Board of Directors -	Agenda - Tuesday December 10, 2024 at 5:	00 PM
		Vendor	Document no.	Amount applied	Memo	Location
Bank CHASE 1781 - Chase Bank - Main	Date Account no:	: 505911781	Document no.	Amount applied	Mellio	Location
	10/8/2024	PION001Pioneer Production Services	20137003256	2,590.00	Video Production for CalPac	95California Pacific Charter - Sonoma
	10/8/2024	WORL000Worldwide Express	101371514	707.69	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	10/8/2024	WORL000Worldwide Express	101371513	314.21	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	10/8/2024	RIVE001Riverside Insights	20137003248	185.87	SpEd Testing Protocols for Victoria Law	95California Pacific Charter - Sonoma
	10/8/2024	SCHO000School Pathways, LLC	20137003268	383.79	Annual Subscriptions 24/25 School Year True Up	95California Pacific Charter - Sonoma
	10/8/2024	SUPE002Super Duper Publications	101371517	39.99	Worksheet Subscription for Stephanie Martinez 24/25 SY	95California Pacific Charter - Sonoma
	10/8/2024	AMAZ000Amazon	20137003258	119.29	Enrichment materials for student in CPC-SO	95California Pacific Charter - Sonom
	10/8/2024	AMAZ000Amazon	20137003251	119.02	Enrichment materials for student in CPC-SO	95California Pacific Charter - Sonom
	10/11/2024	DAIS002Daisy Carlos	20137003272	26.10	National Charter School Conference July 2024 Boston Expenses for William "Bill" Howard	95California Pacific Charter - Sonom
		DAIS002Daisy Carlos DAIS002Daisy Carlos DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003272 20137003272 20137003272 20137003272	16.80 4.06 11.06 11.06	Lunch for IT Tech Interview Panel Office Lunch Beverages 8.30.24 MIleage for Board Meeting 08/13/24 MIleage for Board Meeting 09/10/24	95California Pacific Charter - Sonom 95California Pacific Charter - Sonom 95California Pacific Charter - Sonom 95California Pacific Charter - Sonom
	10/17/2024	EXTR001Extra Storage Newport Mes	101371520	105.00	Offsite Storage Fees Monthly - November 2024	95California Pacific Charter - Sonom
	10/18/2024	TSWT000TSW Therapy, Inc.	20137003278	1,700.00	OT Services September 2024	95California Pacific Charter - Sonom
	10/18/2024	EDME000Edmentum	20137003284	600.00	ALVS Enrollment for 4 Students	95California Pacific Charter - Sonom
	10/18/2024	HATC000Hatch & Cesario, Attorneys	20137003279	120.00	Legal Services for August 2024	95California Pacific Charter - Sonom
	10/18/2024	HOLI002Holiday Inn	20137003277	159.85	Board Meeting Room Rental January 2025	95California Pacific Charter - Sonom
	10/18/2024	CHRI001Christine Feher	20137003282	14.61	MIleage for Board Meeting 10/08/24 for Christine Feher	95California Pacific Charter - Sonom
		CHRI001Christine Feher	20137003282	71.86	Xara GmbH Yearly 09/30/24 - 09/30/25 Membership for Marketing	95California Pacific Charter - Sonom
	10/18/2024	ERIN000Erin Rineberg	20137003276	285.08	- Rineberg, Erin - Park Day Sonoma Supplies	95California Pacific Charter - Sonom
		ERIN000Erin Rineberg	20137003276	109.34	Rineberg, Erin - Park Day Sonoma - Mileage	95California Pacific Charter - Sonom
	10/18/2024	ROMY001Romy Fay-Mason ROMY001Romy Fay-Mason	20137003290 20137003290	21.38 21.43	Mason, Romy - Mileage Mason, Romy - Mileage & Tolls - Codestack Conference - 10/9/2024	95California Pacific Charter - Sonom 95California Pacific Charter - Sonom

ompany name: eport name: reated on:	Check registe 11/1/2024					
ocation: ank	95California Date	a Pacific Charter - Sonoma Vendor	Document no.	Amount applied	Мето	Location
HASE 1781 -		505911781	Document nor	Amount applied		Location
hase Bank - Main		ROMY001Romy Fay-Mason	20137003290	7.61	Mason, Romy - Meals - Codestack	95California Pacific Charter - Sonoma
		ROMY001Romy Fay-Mason	20137003290	3.50	Conference - 10/9/2024 Mason, Romy - Internet - Codestack Conference - 10/9/2024	95California Pacific Charter - Sonoma
	10/18/2024	DAIS002Daisy Carlos	20137003286	16.34	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Meals for Daisy Carlos	95California Pacific Charter - Sonoma
		DAIS002Daisy Carlos	20137003286	2.81	2024 School Business & Administrative Leadership Symposium October 2024 San Jose Mileage for Daisy Carlos	95California Pacific Charter - Sonoma
		DAIS002Daisy Carlos	20137003286	11.37	MIleage for Board Meeting 10/08/24 for	95California Pacific Charter - Sonoma
		DAIS002Daisy Carlos	20137003286	13.05	Daisv Carlos 2024 School Business & Administrative Leadership Symposium October 2024 San Jose Rideshares for Daisy Carlos	95California Pacific Charter - Sonoma
	10/18/2024	KELL001Kelly Rocha	20137003287	31.05	Rocha, Kelly - CSU High School Counselor Conference 10/1/2024	95California Pacific Charter - Sonom
	10/18/2024	WILL000William J Howard Jr.	20137003281	51.58	MIleage for Board Meeting 10/08/24 for William Howard	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003280	22.19	Supplies for Office	95California Pacific Charter - Sonom
	10/18/2024	STAP000Staples	20137003285	10.56	Supplies for Office	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003296	8.13	Supplies for Office	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003283	6.08	Books for TK Pathway Course for Jill Stubbs	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003289	6.05	Books for TK Pathway Course for Holly Hess	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003297	6.00	Books for TK Pathway Course for Mychal Garcia	95California Pacific Charter - Sonom
	10/18/2024	AMAZ000Amazon	20137003291	4.26	Supplies for Office	95California Pacific Charter - Sonom
	10/23/2024	CHAR000Charter Schools Developme	101371528	836.00	CSDC Membership - SO	95California Pacific Charter - Sonom
	10/23/2024	WORL000Worldwide Express	101371530	230.06	Shipping for CPC-SO	95California Pacific Charter - Sonom
	10/23/2024	WORL000Worldwide Express	101371524	110.49	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	10/23/2024	TWEE000Erin Twedell	101371529	20.53	Twedell, Erin - 30 Day Sub Permit Reimbursement	95California Pacific Charter - Sonom
	10/23/2024	ALEX000Alexis Morfin	101371527	9.98	Morfin, Aexis - FAFSA Workshop Meals - 10/17/2024	95California Pacific Charter - Sonom

Company name: Report name: Created on: Location:	Check registe 11/1/2024	cific Charter - Sonoma	ar Meeting of the E	Board of Directors - <i>i</i>	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no: 10/23/2024	505911781 ELIZ001Elizabeth DelConte	101371526	4.50	DelConte, Elizabeth - Button Postage	95California Pacific Charter - Sonoma
	10/24/2024	JASO000Jason D. McFaul	1145853782	200.00	October 2024 Board Stipends - JM	95California Pacific Charter - Sonoma
	10/24/2024	WILL000William J Howard Jr.	1145853772	200.00	October 2024 Board Stipends - WH	95California Pacific Charter - Sonoma
	10/24/2024	TANY001Tanya Rogers	1145853766	200.00	October 2024 Board Stipends - TR	95California Pacific Charter - Sonoma
	10/24/2024	KELL000Kelly Wylie	1145853786	200.00	October 2024 Board Stipends - KW	95California Pacific Charter - Sonoma
	10/24/2024	SHIR000Shirley Peterson	1145853797	200.00	October 2024 Board Stipends - SP	95California Pacific Charter - Sonoma
	10/24/2024	MICR000MicroAge	20137003312	1,531.20	Yearly Subscription - Aug 2024 - Aug 2025	95California Pacific Charter - Sonoma
	10/24/2024	OXFO000Oxford Consulting Services OXFO000Oxford Consulting Services	20137003307 20137003307	505.00 924.00	BIS Services September 2024 Speech and OT Services September 2024	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	10/24/2024	MICR000MicroAge	20137003318	149.82	Monthly Subscription - August 2024	95California Pacific Charter - Sonoma
	10/24/2024	DELA000De Lage Landen Financial S	20137003315	85.56	Copier Lease Monthly - November 2024	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003311	52.12	Office supplies- folders for college mailers	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003302	39.00	Office supplies- paper for the HS mailers	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003309	34.48	Desk Request for Cean Colcord	95California Pacific Charter - Sonoma
	10/24/2024	UKG0001UKG	20137003308	33.34	Usage Overage Fee September 2024	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003313	22.32	Office supplies- labels for mailing	95California Pacific Charter - Sonoma
	10/24/2024	LAUR001Laurel Colton	20137003298	20.53	Colton, Laurel - Credential Reimbursement	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003299	19.29	Office supplies- mailing envelopes	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003305	9.14	Supplies for Office	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003300	5.55	Supplies for Office	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003314	5.20	Office supplies- envelopes for shipping	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003306	1.57	Supplies for Office	95California Pacific Charter - Sonoma
	10/24/2024	AMAZ000Amazon	20137003310	1.33	Office supplies- labels for shipping	95California Pacific Charter - Sonoma
	10/30/2024	RING000RingCentral	20137003326	530.49	Phone Bill Monthly - October 2024	95California Pacific Charter - Sonoma

Company name: Report name: Created on: Location:	California Pac Check registe 11/1/2024	ific Charter - Sonoma	egular Meeting of the Bo	oard of Directors	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 -	Account no:	505911781				
Chase Bank - Main	10/30/2024	CHAR001Charter Impact	101371535	525.00	Payroll & Retirement Services Monthly - October 2024	95California Pacific Charter - Sonoma
	10/30/2024	JASO000Jason D. McFaul	20137003319	149.99	October-Director Evaluation Committee	95California Pacific Charter - Sonoma
	10/30/2024	WILL000William J Howard Jr.	20137003320	149.99	October-Director Evaluation Committee	95California Pacific Charter - Sonoma
	10/30/2024	ECCI000ECC Imaging LLC.	101371534	39.22	Copier Overages Monthly - October 2024	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003336	33.78	Supplies for Office	95California Pacific Charter - Sonoma
	10/30/2024	ASHL000Ashlynn Del Castillo	101371532	25.48	Postage - Button & Lanyard - Del Castillo, Ashlynn	95California Pacific Charter - Sonoma
	10/30/2024	YENI001Yeni Sandoval	20137003322	10.24	Sandoval, Yeni - Mileage - Wellness Together Student Mental Wellness	95California Pacific Charter - Sonoma
		YENI001Yeni Sandoval	20137003322	12.68	Conference - 10/9/2024 Sandoval, Yeni - Meals - Wellness Together Student Mental Wellness Conference - 10/9/2024	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003331	25.70	Corwin Professional Development Book for Ericka Zemmer	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003329	25.70	Corwin Professional Development Book for Kristi Dodson	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003335	14.42	Corwin Professional Development Book for Megan Machado	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003324	12.02	Corwin Professional Development Book for Marvel Kindem	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003325	11.92	Corwin Professional Development Book for Amv Nauven	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003332	11.92	Corwin Professional Development Book for Marla Malfavon	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003321	11.92	Corwin Professional Development Book for Kristine Kim	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003328	11.92	Corwin Professional Development Book for Yeni Sandoval	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003330	6.03	Desk Organizer for Jane Willson	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003334	9.27	Corwin Professional Development Book for Elizabeth Palermo	95California Pacific Charter - Sonoma
	10/30/2024	ECCI000ECC Imaging LLC.	101371531	3.80	Toner Cartridges - October 2024	95California Pacific Charter - Sonoma

Company name:		California Pacific Charter Schools -	Regular Meeting of the B	pard of Directors - A	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Report name:	Check registe	er				
Created on:	11/1/2024					
Location:	95California	a Pacific Charter - Sonoma				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no: 10/30/2024	505911781 KELL001Kelly Rocha	20137003323	3.43	Mileage - CSAC Financial Aid Workshop	95California Pacific Charter - Sonoma
	10/30/2024	AMAZ000Amazon	20137003333	3.36	10/17/2024 - Rocha, Kelly	95California Pacific Charter - Sonoma
	10/50/2024	AHA2000 AHA20H	2015/0055555	5.50	Supplies for office	
	10/31/2024	ECCI000ECC Imaging LLC.	101371536	3.80	Waste Toner Cartridges - October 2024	95California Pacific Charter - Sonoma
Total for CHASE 1781			-	\$ 25,961.47	-	
Company name: Report name: Created on: Location:	California Pac Check registe 12/2/2024	cific Charter - Los Angeles	lar Meeting of the Boa	rd of Directors - A	genda - Tuesday December 10, 2024 at 5	5:00 PM
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Bank	Date	Vendor	Document no.	Amount applied	Мето	Location
CHASE 1781 - Chase	Account no:	505911781				
Bank - Main	11/1/2024	SARA001Sarah Simkin	20137003339	2,600.00	Speech and Language October 2024	55California Pacific Charter - Los Angele
	11/1/2024	EECS000Effectual Educational Consu	20137003337	616.25	Monthly-September 2024	55California Pacific Charter - Los Angele
	11/1/2024	LAUR001Laurel Colton	20137003338	15.12	Professional Development - Colton, Laurel	55California Pacific Charter - Los Angele
	11/5/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	3103922160TC 3103922160TC	2,610.24 58.71	Office Space Rent - November 2024 Office Space DOE - November 2024	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Coni	Voided - 20137003	(5,347.44)	Legal Services for September 2024	55California Pacific Charter - Los Angele
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Con	20137003341	5,347.44	Legal Services for September 2024	55California Pacific Charter - Los Angele
	11/13/2024	HATC000Hatch & Cesario, Attorneys	20137003358	1,176.48	Legal Services for September 2024	55California Pacific Charter - Los Angele
	11/13/2024	PRES000PresenceLearning, Inc.	20137003354	960.00	Kanga License for 24/25 SY	55California Pacific Charter - Los Angele
	11/13/2024	PROC000Procopio, Cory, Hargreaves	20137003343	758.76	Legal Services for August & September 2024	55California Pacific Charter - Los Angele
	11/13/2024	USD0001USD Prof-Cont Education	20137003344	113.76	USD TK Pathway Cohort 5 Course 7 Registration for Courtney Young	55California Pacific Charter - Los Angel
		USD0001USD Prof-Cont Education	20137003344	113.76	USD TK Pathway Cohort 5 Course 7 Registration for Jill Stubbs	55California Pacific Charter - Los Angel
		USD0001USD Prof-Cont Education	20137003344	113.76	USD TK Pathway Cohort 5 Course 7 Registration for Holly Hess	55California Pacific Charter - Los Angel
		USD0001USD Prof-Cont Education	20137003344	113.76	USD TK Pathway Cohort 5 Course 7 Registration for Mychal Garcia	55California Pacific Charter - Los Angel
	11/13/2024	DDWK001Dunn DeSantis Walt & Ken	20137003355	421.20	Legal Services for August & September 2024	55California Pacific Charter - Los Angel
	11/13/2024	PROP001Propio LS, LLC	20137003342	8.50	Interpreting Services October 2024	55California Pacific Charter - Los Angel
	11/13/2024	ROMY001Romy Fay-Mason	20137003340	51.32	Mileage & Tolls - Mason, Romy	55California Pacific Charter - Los Angel
	11/13/2024	AMAZ000Amazon	20137003346	36.19	Supplies for Office	55California Pacific Charter - Los Angel
	11/13/2024	STAP000Staples	20137003347	27.30	Supplies for Office	55California Pacific Charter - Los Angel
	11/13/2024	CARL001Carly Caprio	20137003353	14.02	Lanyard/Button Postage - Caprio, Carly	55California Pacific Charter - Los Angel
	11/13/2024	AMAZ000Amazon	20137003349	13.19	Supplies for Office	55California Pacific Charter - Los Angele
	11/13/2024	AMYN001Amy Nguyen	20137003351	2.19	Button & Lanyard Mileage - Nguyen, Amy	55California Pacific Charter - Los Angele
		AMYN001Amy Nguyen	20137003351	10.51	Button & Lanyard Postage - Nguyen, Amy	55California Pacific Charter - Los Angel
	11/13/2024	AMAZ000Amazon	20137003345	11.64	Professional Development Book for Corrie Amador	55California Pacific Charter - Los Angel
	11/13/2024	AMAZ000Amazon	20137003350	3.58	Supples for Office	55California Pacific Charter - Los Angele
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371537	2,500.00	Assessment Consulting August 2024	55California Pacific Charter - Los Angel

Company name: Report name:	California Pac Check registe	ific Charter - Los Angeles	lar Meeting of the Boa	rd of Directors - A	genda - Tuesday December 10, 2024 at 5	:00 PM
Created on: Location:	12/2/2024 55California	a Pacific Charter - Los Angeles				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no:	505911781				
	11/13/2024	CORN002Cornerstone Educational Sc	101371538	5,000.00	Independent Education Evaluation	55California Pacific Charter - Los Angeles
	11/13/2024	PHIL000Philadelphia Insurance Com	20137003356	2,341.46	November Insurance Premiums FY 24/25	55California Pacific Charter - Los Angeles
	11/13/2024	WORL000Worldwide Express	101371542	370.55	Shipping for CPC-LA	55California Pacific Charter - Los Angeles
	11/13/2024	YMCL000Law Offices of Young, Minne	101371545	403.20	Legal Services for September 2024	55California Pacific Charter - Los Angeles
	11/13/2024	WORL000Worldwide Express	101371547	312.18	Shipping for CPC-LA	55California Pacific Charter - Los Angeles
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371543	294.00	Consulting September 2024	55California Pacific Charter - Los Angeles
	11/13/2024	ALPH000Alpha Vision, Inc.	101371548	181.92	Google Drive Back-Up Monthly - November 2024	55California Pacific Charter - Los Angeles
	11/13/2024	PART000Partners in Special Educatio	101371546	300.00	APE Services September 2024	55California Pacific Charter - Los Angeles
	11/13/2024	HOLL001Holly Hess	101371540	48.58	Lanyard/Button Postage & Stamps - Hess, Holly	55California Pacific Charter - Los Angeles
	11/13/2024	MYCH001Mychal Garcia	101371544	39.55	Button & Lanyard Postage - Garcia, Mychal	55California Pacific Charter - Los Angeles
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371541	36.00	Assessment Consulting August 2024	55California Pacific Charter - Los Angeles
	11/13/2024	CULL001Culligan	101371552	31.20	Water Cooler Rental Monthly - November 2024	55California Pacific Charter - Los Angeles
	11/14/2024	WORL000Worldwide Express	101371554	231.95	Shipping in CPC-LA	55California Pacific Charter - Los Angeles
	11/15/2024	SEES000Seesaw Learning, Inc.	Voided - 20137003	(672.00)	Contract for 24/25 SY Online Curriculum - Instruction & Insights	55California Pacific Charter - Los Angeles
	11/15/2024	ACCE001Accelerate Education Incorr	20137003371	25,191.84	Curriculum for 24/25	55California Pacific Charter - Los Angeles
	11/15/2024	TSWT000TSW Therapy, Inc.	20137003360	5,735.00	OT and ST Services October 2024	55California Pacific Charter - Los Angeles
	11/15/2024	ANCH000Anchor Counseling & Educa	101371559	3,643.75	BIS Services October 2024	55California Pacific Charter - Los Angeles
	11/15/2024	QUAR000Quarles & Bradv LLP	20137003365	1,210.32	Legal Services for October 2024	55California Pacific Charter - Los Angeles
	11/15/2024	SEES000Seesaw Learning, Inc.	20137003366	672.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	55California Pacific Charter - Los Angeles
	11/15/2024	MICR000MicroAge	20137003369	326.40	Annual Subscription 24/25 SY	55California Pacific Charter - Los Angeles
	11/15/2024	CORW001Corwin Press, Inc.	20137003363	239.04	Visible Learning + Accelerating Student Learning Virtual Institute (11/12/24) Registrations for 2 Staff Members	55California Pacific Charter - Los Angeles
	11/15/2024	SCHO000School Pathways, LLC	20137003364	120.17	Annual Subscriptions 24/25 for CCGI Export Bridge	55California Pacific Charter - Los Angeles

	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - Los Angeles						
Company name: Report name:	Check register						
Created on:	12/2/2024						
Location:	55California	Pacific Charter - Los Angeles					
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location	
CHASE 1781 - Chase Bank - Main	Account no:						
	11/15/2024	DONA001Donald McLeish	101371556	40.95	McLeish, Donald - A Plus + Conference 10/23-10/25/2024 - Mileage	55California Pacific Charter - Los Angeles	
	11/15/2024	PITN000Pitney Bowes Global Financia	20137003359	95.14	Postage Machine Lease - Quarterly Dec 24-Mar 25	55California Pacific Charter - Los Angeles	
	11/22/2024	JASO000Jason D. McFaul	1152476116	150.00	November Dir. Eval. Comm. 2024 Board Stipends - JM	55California Pacific Charter - Los Angeles	
	11/22/2024	JASO000Jason D. McFaul	1149328567	200.00	November 2024 Board Stipends - JM	55California Pacific Charter - Los Angeles	
	11/22/2024	WILL000William J Howard Jr.	1152455370	150.00	November Dir. Eval. Comm. 2024 Board Stipends - WH	55California Pacific Charter - Los Angeles	
	11/22/2024	WILL000William J Howard Jr.	1149328530	200.00	November 2024 Board Stipends - WH	55California Pacific Charter - Los Angeles	
	11/22/2024	TANY001Tanya Rogers	1149328519	200.00	November 2024 Board Stipends - TR	55California Pacific Charter - Los Angeles	
	11/22/2024	KELL000Kelly Wylie	1149328570	200.00	November 2024 Board Stipends - KW	55California Pacific Charter - Los Angeles	
	11/22/2024	SHIR000Shirley Peterson	1149328600	200.00	November 2024 Board Stipends - SP	55California Pacific Charter - Los Angeles	
	11/22/2024	SEES000Seesaw Learning, Inc.	20137003373	672.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	55California Pacific Charter - Los Angeles	
Total for CHASE 1781				\$ 60,515.44	-		

Company name: Report name:	California Pacifi Check register	alifornia Pacific Charter Schools - Regular ic Charter - San Diego	Meeting of the Boar	d of Directors - Ag	genda - Tuesday December 10, 2024 at 5:	00 PM
Created on:	12/2/2024					
Location:		Pacific Charter - San Diego	Document no.	Amount coulied	Memo	Location
Bank CHASE 1781 - Chase Bank - Main	Date Account no: 5	Vendor 505911781	Document no.	Amount applied	Mellio	Location
Bank - Mani	11/1/2024	SARA001Sarah Simkin	20137003339	2,000.00	Speech and Language October 2024	44California Pacific Charter - San Dieg
	11/1/2024	EECS000Effectual Educational Consu	20137003337	702.00	Monthly-September 2024	44California Pacific Charter - San Dieg
	11/1/2024	LAUR001Laurel Colton	20137003338	10.08	Professional Development - Colton, Laurel	44California Pacific Charter - San Dieg
	11/4/2024	ANTH001Anthem	3098797523TC	54,433.69	Medical Premiums Monthly - December 2024	44California Pacific Charter - San Dieg
	11/5/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	3103922160TC 3103922160TC	39.15 1,740.16	Office Space DOE - November 2024 Office Space Rent - November 2024	44California Pacific Charter - San Diec 44California Pacific Charter - San Diec
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Coni	Voided - 20137	-3,564.96	Legal Services for September 2024	44California Pacific Charter - San Dieg
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Coni	20137003341	3,564.96	Legal Services for September 2024	44California Pacific Charter - San Die
	11/13/2024	HATC000Hatch & Cesario, Attorneys	20137003352	2,887.50	Legal Services for September 2024	44California Pacific Charter - San Die
	11/13/2024	HATC000Hatch & Cesario, Attorneys	20137003358	784.32	Legal Services for September 2024	44California Pacific Charter - San Die
	11/13/2024	PRES000PresenceLearning, Inc.	20137003354	640.00	Kanga License for 24/25 SY	44California Pacific Charter - San Die
	11/13/2024	PROC000Procopio, Cory, Hargreaves	20137003343	505.83	Legal Services for August & September 2024	44California Pacific Charter - San Die
	11/13/2024	USD0001USD Prof-Cont Education	20137003344	75.84	USD TK Pathway Cohort 5 Course 7 Registration for Jill Stubbs	44California Pacific Charter - San Die
		USD0001USD Prof-Cont Education	20137003344	75.84	USD TK Pathway Cohort 5 Course 7 Registration for Holly Hess	44California Pacific Charter - San Die
		USD0001USD Prof-Cont Education	20137003344 20137003344	75.84	USD TK Pathway Cohort 5 Course 7 Registration for Mychal Garcia	44California Pacific Charter - San Die
		USD0001USD Prof-Cont Education	20137003344	75.84	USD TK Pathway Cohort 5 Course 7 Registration for Courtney Young	44California Pacific Charter - San Die
	11/13/2024	DDWK001Dunn DeSantis Walt & Ken	20137003355	280.80	Legal Services for August & September 2024	44California Pacific Charter - San Die
	11/13/2024	AMAZ000Amazon	20137003357	298.16	Tech purchase for Debi Huber	44California Pacific Charter - San Die
	11/13/2024	PROP001Propio LS, LLC	20137003342	158.89	Interpreting Services October 2024	44California Pacific Charter - San Die
	11/13/2024	ROMY001Romy Fay-Mason	20137003340	34.22	Mileage & Tolls - Mason, Romy	44California Pacific Charter - San Die
	11/13/2024	AMAZ000Amazon	20137003346	24.13	Supplies for Office	
	11/13/2024	STAP000Staples	20137003347	18.20	Supplies for Office	
	11/13/2024	CARL001Carly Caprio	20137003353		Lanyard/Button Postage - Caprio, Carly	44California Pacific Charter - San Dieg
	11/13/2024	AMAZ000Amazon	20137003349	8.79	Supplies for Office	44California Pacific Charter - San Die

Company name: Report name: Created on:		alifornia Pacific Charter Schools - Regular fic Charter - San Diego -	J	5		
ocation:	44California	Pacific Charter - San Diego				
ank HASE 1781 - Chase	Date	Vendor	Document no.	Amount applied	Memo	Location
ank - Main	Account no:	505911781				
	11/13/2024	AMYN001Amy Nguyen	20137003351	7.01	Button & Lanyard Postage - Nguyen, Amy	44California Pacific Charter - San Die
		AMYN001Amy Nguyen	20137003351	1.46	Button & Lanyard Mileage - Nguyen, Amy	44California Pacific Charter - San Die
	11/13/2024	AMAZ000Amazon	20137003345	7.75	Professional Development Book for Corrie Amador	44California Pacific Charter - San Die
	11/13/2024	AMAZ000Amazon	20137003350	2.39	Supples for Office	44California Pacific Charter - San Die
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371537	5,075.00	Assessment Consulting August 2024	44California Pacific Charter - San Die
	11/13/2024	PHIL000Philadelphia Insurance Com	20137003356	1,560.98	November Insurance Premiums FY 24/25	44California Pacific Charter - San Die
	11/13/2024	WORL000Worldwide Express	101371542	206.54	Shipping for CPC-SD	44California Pacific Charter - San Die
	11/13/2024	YMCL000Law Offices of Young, Minne	101371545	268.80	Legal Services for September 2024	44California Pacific Charter - San Die
	11/13/2024	WORL000Worldwide Express	101371547	260.90	Shipping for CPC-SD	44California Pacific Charter - San Die
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371543	196.00	Consulting September 2024	44California Pacific Charter - San Die
	11/13/2024	ALPH000Alpha Vision, Inc.	101371548	121.28	Google Drive Back-Up Monthly - November 2024	44California Pacific Charter - San Die
	11/13/2024	PART000Partners in Special Educatio	101371551	240.00	APE Services September 2024	44California Pacific Charter - San Die
	11/13/2024	HOLL001Holly Hess	101371540	32.38	Lanyard/Button Postage & Stamps - Hess, Holly	44California Pacific Charter - San Die
	11/13/2024	MYCH001Mychal Garcia	101371544	26.37	Button & Lanyard Postage - Garcia, Mychal	44California Pacific Charter - San Die
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371541	24.00	Assessment Consulting August 2024	44California Pacific Charter - San Die
	11/13/2024	CULL001Culligan	101371552	20.80	Water Cooler Rental Monthly - November 2024	44California Pacific Charter - San Die
	11/14/2024	WORL000Worldwide Express	101371554	173.82	Shipping in CPC-SD	44California Pacific Charter - San Die
	11/14/2024	CHAR002Charters Choice Educationa	101371553	125.00	Interpreting Service October 2024	44California Pacific Charter - San Die
	11/15/2024	SEES000Seesaw Learning, Inc.	Voided - 20137	-448.00	Contract for 24/25 SY Online Curriculum - Instruction & Insiahts	44California Pacific Charter - San Die
	11/15/2024	BERK000Berkshire Hathaway	3207609662TC	4,500.08	Workers Comp October 2024	44California Pacific Charter - San Die
	11/15/2024	ACCE001Accelerate Education Incorr	20137003371	16,794.56	Curriculum for 24/25	44California Pacific Charter - San Die
	11/15/2024	TSWT000TSW Therapy, Inc.	20137003370	6,275.00	ST and OT Services October 2024	44California Pacific Charter - San Die
	11/15/2024	ANCH000Anchor Counseling & Educa	101371558	2,985.00	BIS Services October 2024	44California Pacific Charter - San Die

Company name: Report name: Created on:	California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM California Pacific Charter - San Diego Check register 12/2/2024 44California Pacific Charter - San Diego							
Location:			<b>-</b> .		M			
Bank CHASE 1781 - Chase Bank - Main	Date Account no: !	Vendor 505911781	Document no.	Amount applied	Memo	Location		
	11/15/2024	QUAR000Quarles & Brady LLP	20137003365	806.88	Legal Services for October 2024	44California Pacific Charter - San Diego		
	11/15/2024	ASTA001ASTA-USA TRANSLATION S	101371555	1,955.25	Translation Services October 2024	44California Pacific Charter - San Diego		
	11/15/2024	SEES000Seesaw Learning, Inc.	20137003366	448.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	44California Pacific Charter - San Diego		
	11/15/2024	SANC001Josue Sanchez	20137003372	787.85	CalPac USS Midway Museaum Video Session November 2024	44California Pacific Charter - San Diego		
	11/15/2024	MICR000MicroAge	20137003369	217.60	Annual Subscription 24/25 SY	44California Pacific Charter - San Diego		
	11/15/2024	CORW001Corwin Press, Inc.	20137003363	159.36	Visible Learning + Accelerating Student Learning Virtual Institute (11/12/24) Registrations for 2 Staff Members	44California Pacific Charter - San Diego		
	11/15/2024	KATI002Katie Hawck	20137003368	48.54	USS Midway Fieldtrip 11/8/2024 - Gas -	44California Pacific Charter - San Diego		
		KATI002Katie Hawck	20137003368	200.00	Hawck, Katie USS Midway Fieldtrip 11/8/2024 - USS Midway Tickets - Hawck, Katie	44California Pacific Charter - San Diego		
		KATI002Katie Hawck	20137003368	8.00	USS Midway Fieldtrip 11/8/2024 - Travel Internet - Hawck, Katie	44California Pacific Charter - San Diego		
		KATI002Katie Hawck	20137003368	117.13	USS Midway Fieldtrip 11/8/2024 - Meals - Hawck, Katie	44California Pacific Charter - San Diego		
		KATI002Katie Hawck	20137003368	7.50	USS Midway Fieldtrip 11/8/2024 - Parking - Hawck, Katie	44California Pacific Charter - San Diego		
	11/15/2024	YMCL000Law Offices of Young, Minne	101371557	225.83	Legal Services for October 2024	44California Pacific Charter - San Diego		
	11/15/2024	SCHO000School Pathways, LLC	20137003362	120.17	Annual Subscriptions 24/25 for CCGI Export Bridge	44California Pacific Charter - San Diego		
	11/15/2024	DONA001Donald McLeish	101371556	27.31	McLeish, Donald - A Plus + Conference 10/23-10/25/2024 - Mileage	44California Pacific Charter - San Diego		
	11/15/2024	PITN000Pitney Bowes Global Financia	20137003359	63.43	Postage Machine Lease - Quarterly Dec 24-Mar 25	44California Pacific Charter - San Diego		
	11/22/2024	JASO000Jason D. McFaul	1152476116	150.00	November Dir. Eval. Comm. 2024 Board Stipends - JM	44California Pacific Charter - San Diego		
	11/22/2024	JASO000Jason D. McFaul	1149328567	200.00	November 2024 Board Stipends - JM	44California Pacific Charter - San Diego		
	11/22/2024	WILL000William J Howard Jr.	1152455370	150.00	November Dir. Eval. Comm. 2024 Board Stipends - WH	44California Pacific Charter - San Diego		
	11/22/2024	WILL000William J Howard Jr.	1149328530	200.00	November 2024 Board Stipends - WH	44California Pacific Charter - San Diego		
	11/22/2024	TANY001Tanya Rogers	1149328519	200.00	November 2024 Board Stipends - TR	44California Pacific Charter - San Diego		

	С	alifornia Pacific Charter Schools - Regul	ar Meeting of the Boa	rd of Directors - Age	enda - Tuesday December 10, 2024 at 5:	00 PM			
Company name:	California Pacif	California Pacific Charter - San Diego							
Report name:	Check register	Check register							
Created on:	12/2/2024								
Location:	44California	Pacific Charter - San Diego							
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location			
CHASE 1781 - Chase Bank - Main	Account no:	505911781							
	11/22/2024	KELL000Kelly Wylie	1149328570	200.00	November 2024 Board Stipends - KW	44California Pacific Charter - San Diego			
	11/22/2024	SHIR000Shirley Peterson	1149328600	200.00	November 2024 Board Stipends - SP	44California Pacific Charter - San Diego			
	11/22/2024	SEES000Seesaw Learning, Inc.	20137003373	448.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	44California Pacific Charter - San Diego			
Total for CHASE 1781			_	\$ 110,276.59					

Company name: Report name: Created on: Location:	California Pac Check registe 12/2/2024	cific Charter - Sonoma	ar Meeting of the Bo	bard of Directors - <i>i</i>	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Bank CHASE 1781 -	Date	Vendor 505911781	Document no.	Amount applied	Memo	Location
Chase Bank - Main	11/1/2024	SARA001Sarah Simkin	20137003339	1,800.00	Speech and Language October 2024	95California Pacific Charter - Sonoma
	11/1/2024	EECS000Effectual Educational Consu	20137003337	1,228.50	Monthly-September 2024	95California Pacific Charter - Sonoma
	11/1/2024	LAUR001Laurel Colton	20137003338	6.30	Professional Development - Colton, Laurel	95California Pacific Charter - Sonoma
	11/5/2024	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	3103922160TC 3103922160TC	1,087.60 24.46	Office Space Rent - November 2024 Office Space DOE - November 2024	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Con	Voided - 20137	-2,228.10	Legal Services for September 2024	95California Pacific Charter - Sonoma
	11/13/2024	PPSC000Paul, Plevin, Sullivan & Con	20137003341	2,228.10	Legal Services for September 2024	95California Pacific Charter - Sonoma
	11/13/2024	HATC000Hatch & Cesario, Attorneys	20137003358	490.20	Legal Services for September 2024	95California Pacific Charter - Sonoma
	11/13/2024	PRES000PresenceLearning, Inc.	20137003354	400.00	Kanga License for 24/25 SY	95California Pacific Charter - Sonoma
	11/13/2024	PROC000Procopio, Cory, Hargreaves	20137003343	316.15	Legal Services for August & September 2024	95California Pacific Charter - Sonoma
	11/13/2024	USD0001USD Prof-Cont Education	20137003344	47.40	USD TK Pathway Cohort 5 Course 7 Registration for Mychal Garcia	95California Pacific Charter - Sonoma
		USD0001USD Prof-Cont Education	20137003344	47.40	USD TK Pathway Cohort 5 Course 7 Registration for Holly Hess	95California Pacific Charter - Sonoma
		USD0001USD Prof-Cont Education	20137003344	47.40	USD TK Pathway Cohort 5 Course 7 Registration for Courtney Young	95California Pacific Charter - Sonoma
		USD0001USD Prof-Cont Education	20137003344	47.40	USD TK Pathway Cohort 5 Course 7 Registration for Jill Stubbs	95California Pacific Charter - Sonom
	11/13/2024	DDWK001Dunn DeSantis Walt & Ken	20137003355	175.50	Legal Services for August & September 2024	95California Pacific Charter - Sonoma
	11/13/2024	ROMY001Romy Fay-Mason	20137003340	21.38	Mileage & Tolls - Mason, Romy	95California Pacific Charter - Sonom
	11/13/2024	AMAZ000Amazon	20137003346	15.08	Supplies for Office	95California Pacific Charter - Sonom
	11/13/2024	UNPL001Unplug Studio LLC	20137003348	65.00	Website Hosting & Maintenance Monthly - November 2024	95California Pacific Charter - Sonoma
	11/13/2024	STAP000Staples	20137003347	11.37	Supplies for Office	95California Pacific Charter - Sonoma
	11/13/2024	CARL001Carly Caprio	20137003353	5.84	Lanyard/Button Postage - Caprio, Carly	95California Pacific Charter - Sonoma
	11/13/2024	AMAZ000Amazon	20137003349	5.49	Supplies for Office	95California Pacific Charter - Sonoma
	11/13/2024	AMYN001Amy Nguyen	20137003351	0.91	Button & Lanyard Mileage - Nguyen,	95California Pacific Charter - Sonoma
		AMYN001Amy Nguyen	20137003351	4.38	Amy Button & Lanyard Postage - Nguyen, Amy	95California Pacific Charter - Sonoma
	11/13/2024	AMAZ000Amazon	20137003345	4.85	Professional Development Book for Corrie Amador	95California Pacific Charter - Sonom

Company name: Report name: Created on:	California Pao Check registe 12/2/2024	cific Charter - Sonoma	ar Meeting of the B	oard of Directors - A	genda - Tuesday December 10, 2024 at 5:	00 PM
Location:		a Pacific Charter - Sonoma				
Bank CHASE 1781 -	Date Account no:	Vendor : 505911781	Document no.	Amount applied	Memo	Location
Chase Bank - Main	11/13/2024	AMAZ000Amazon	20137003350	1.49	Supples for Office	95California Pacific Charter - Sonoma
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon		2,575.00	Assessment Consulting August 2024	
	11/13/2024	PHIL000Philadelphia Insurance Com		975.61	November Insurance Premiums FY 24/25	95California Pacific Charter - Sonoma
	11/13/2024	WORL000Worldwide Express	101371542	308.66	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	11/13/2024	YMCL000Law Offices of Young, Minne	101371545	168.00	Legal Services for September 2024	95California Pacific Charter - Sonom
	11/13/2024	PART000Partners in Special Educatio	101371539	810.00	APE Services September 2024	95California Pacific Charter - Sonom
	11/13/2024	WORL000Worldwide Express	101371547	91.44	Shipping for CPC-SO	95California Pacific Charter - Sonom
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371543	122.50	Consulting September 2024	95California Pacific Charter - Sonom
	11/13/2024	ALPH000Alpha Vision, Inc.	101371548	75.80	Google Drive Back-Up Monthly - November 2024	95California Pacific Charter - Sonom
	11/13/2024	MYCH001Mychal Garcia	101371549	59.95	Sonoma Pumpkin Patch - Meals -	95California Pacific Charter - Sonom
		MYCH001Mychal Garcia	101371549	303.31	Garcia, Mychal - Sonoma Pumpkin Patch - Mileage Garcia, Mychal	95California Pacific Charter - Sonom
	11/13/2024	ASTA001ASTA-USA TRANSLATION S	101371550	146.88	Translation Services October 2024	95California Pacific Charter - Sonom
	11/13/2024	HOLL001Holly Hess	101371540	20.24	Lanyard/Button Postage & Stamps - Hess, Holly	95California Pacific Charter - Sonom
	11/13/2024	MYCH001Mychal Garcia	101371544	16.48	Button & Lanyard Postage - Garcia, Mvchal	95California Pacific Charter - Sonom
	11/13/2024	MISTY01Get Psyched LLC (Misty Bon	101371541	15.00	Assessment Consulting August 2024	95California Pacific Charter - Sonom
	11/13/2024	CULL001Culligan	101371552	13.00	Water Cooler Rental Monthly - November 2024	95California Pacific Charter - Sonom
	11/14/2024	WORL000Worldwide Express	101371554	176.76	Shipping in CPC-SO	95California Pacific Charter - Sonom
	11/15/2024	SEES000Seesaw Learning, Inc.	Voided - 20137	-280.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	95California Pacific Charter - Sonom
	11/15/2024	ACCE001Accelerate Education Incorr	20137003371	10,496.60	Curriculum for 24/25	95California Pacific Charter - Sonom
	11/15/2024	TSWT000TSW Therapy, Inc.	20137003361	3,270.00	OT and ST Services October 2024	95California Pacific Charter - Sonom
	11/15/2024	OUAR000Ouarles & Brady LLP	20137003365	504.30	Legal Services for October 2024	95California Pacific Charter - Sonom
	11/15/2024	SEES000Seesaw Learning, Inc.	20137003366	280.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	95California Pacific Charter - Sonom
	11/15/2024	MICR000MicroAge	20137003369	136.00	Annual Subscription 24/25 SY	95California Pacific Charter - Sonom

Company name: Report name: Created on: Location:	California Pac Check registe 12/2/2024	cific Charter - Sonoma	ar Meeting of the I	Board of Directors - <i>i</i>	Agenda - Tuesday December 10, 2024 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no: 11/15/2024	505911781 CORW001Corwin Press, Inc.	20137003363	99.60	Visible Learning + Accelerating Student Learning Virtual Institute (11/12/24) Registrations for 2 Staff Members	95California Pacific Charter - Sonoma
	11/15/2024	SPEC000Specialized Therapy Service	101371560	435.00	O&M Services September 2024	95California Pacific Charter - Sonoma
	11/15/2024	SCHO000School Pathways, LLC	20137003367	120.17	Annual Subscriptions 24/25 for CCGI Export Bridge	95California Pacific Charter - Sonoma
	11/15/2024	DONA001Donald McLeish	101371556	17.06	McLeish, Donald - A Plus + Conference 10/23-10/25/2024 - Mileage	95California Pacific Charter - Sonoma
	11/15/2024	PITN000Pitney Bowes Global Financia	20137003359	39.64	Postage Machine Lease - Quarterly Dec 24-Mar 25	95California Pacific Charter - Sonoma
	11/22/2024	JASO000Jason D. McFaul	1152476116	150.00	November Dir. Eval. Comm. 2024 Board Stipends - JM	95California Pacific Charter - Sonoma
	11/22/2024	JASO000Jason D. McFaul	1149328567	200.00	November 2024 Board Stipends - JM	95California Pacific Charter - Sonoma
	11/22/2024	WILL000William J Howard Jr.	1152455370	150.00	November Dir. Eval. Comm. 2024 Board Stipends - WH	95California Pacific Charter - Sonoma
	11/22/2024	WILL000William J Howard Jr.	1149328530	200.00	November 2024 Board Stipends - WH	95California Pacific Charter - Sonoma
	11/22/2024	TANY001Tanya Rogers	1149328519	200.00	November 2024 Board Stipends - TR	95California Pacific Charter - Sonoma
	11/22/2024	KELL000Kelly Wylie	1149328570	200.00	November 2024 Board Stipends - KW	95California Pacific Charter - Sonoma
	11/22/2024	SHIR000Shirley Peterson	1149328600	200.00	November 2024 Board Stipends - SP	95California Pacific Charter - Sonoma
	11/22/2024	SEES000Seesaw Learning, Inc.	20137003373	280.00	Contract for 24/25 SY Online Curriculum - Instruction & Insights	95California Pacific Charter - Sonoma
otal for CHASE 1781			•	\$ 28.431.10	-	

\$ 28,431.10

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM



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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	11/25/2024
AMOUNT DUE	\$37,077.51
CURRENT BALANCE	\$37,077.51

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

AMOUNT ENCLOSED \$

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

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92660-2236

#### 556375790010093703707751037077516

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PLEASE TEAR PAYMENT COUPON AT PERFORATION

## STATEMENT MESSAGES

## COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	10-31-24	PREVIOUS BALANCE	43,658.88
CREDIT LIMIT	100,000	PURCHASES AND OTHER CHARGES	42,365.24
AVAILABLE CREDIT	62,922	CASH ADVANCES	.00
		CREDITS	5,287.73
FOR CUSTOMER SERV 1-800-316-605		PAYMENTS	43,658.88-
FOR TTY/TDD SERVICE CALL:		LATE PAYMENT CHARGES	.00
1-800-955-800	50	CASH ADVANCE FEE	.00
SEND BILLING INQU	IRIES TO:	FINANCE CHARGES	.00
JPMORGAN CHASE	BANK NA	NEW BALANCE	37,077.51
COMMERCIAL CARD S P.O. BOX 201	SOLUTIONS	TOTAL PAYMENT DUE	37,077.51
MAIL SUITE IL1- ELGIN, IL 601		DISPUTED AMOUNT	.00

CALIFORNIA PACIFIC

TOTAL COMMERCIAL ACTIVITY \$43,658.88CR

## COMMERCIAL ACCOUNT ACTIVITY

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

ACCOUNTING CODE:

Post Date		Reference	Number
10-25	10-25		

#### Transaction Description

AUTO PAYMENT DEDUCTION

Amount

43,658.88 CR

		INDIV	IDUAL CARDH	OLDER ACTIV	VITY	
<b>DAIS</b> 5563-7	<b>TOTAL ACTIVITY</b> \$15,603.46					
ACCO						
			Purchasing	Activity		
Post Date 10-04		Reference Number 82117554277000008208811	Transaction Description California	ption DLARSHIP LAGUNA I	NIGUEL CA	<b>Amount</b> 225.00
10-04	10-03	82711164278000001902870	YOUNG, MINNEY &	CORR SACRAMENT	O CA	75.00
10-07	10-06	55432864280206036314826	AWL*PEARSON ED	UCATION PRSONCS	.COM NJ	213.81
10-08	10-07	82305094282000005737749	SP STUTTERINGTH	IERAPY MCKINNEY	тх	73.73
10-09	10-08	25247704283048436310720	WESTERN PSYCHC P.O.S.: 000239455	DLOGICAL TORRANC SALES TAX: 8.91	E CA	95.81
10-10	10-10	55432864284207347824020	AWL*PEARSON ED	UCATION PRSONCS	.COM NJ	752.74
10-11	10-10	52653844284742452853696	CALIFORNIA CHAR	TER SCH 213244144	6 CA	850.00
10-14	10-11	55263524286116970442178	VONS #1626 SANT	A ANA CA		19.99
10-14	10-14	82305094288000018163713	BANKAROO SUBS	CRIPTION ALEXAND	RIA VA	20.00
10-14	10-11	85353354287440807492431	PAYPAL *JEFFRICE	4029357733 CA		849.00
10-15	10-14	55480774288036341006286	ONTIMETEL DIALM	YCALLS JUPITER F	L	44.99
10-16	10-15	55432864289209267861771	MYFAX SERVICE 80	66-563-9212 CA		10.00
10-16	10-16	55432864290209359547319	AWL*PEARSON ED	UCATION PRSONCS	.COM NJ	41.25
10-18	10-17	82305094292000004591012	SP LE STORE NEW	BERRY FL		2,870.42
10-21	10-19	55432864293200458869859		R, LLC 800-745-9970 0000000 SALES TA)		93.63
10-21	10-19	55432864293200504871891	MYFAX SERVICE 80	66-563-9212 CA		12.00
10-21	10-19	55432864293200505210917	MYFAX SERVICE 80	66-563-9212 CA		25.00
10-21	10-20	82305094295000005191041	CE*SPEECHPATHO	LOGY.COM AUSTIN	тх	129.00
10-21	10-18	82711164293000002893053	SAN JOAQUIN CO*	EDJOIN STOCKTON	I CA	1,200.00
10-24	10-23	55432864297201893184496	LEARNING A-Z, LLC P.O.S.: AW1C0C521	C 866-889-3729 TX 013 SALES TAX: 0.	00	101.25
10-24	10-23	55432864297201911846555	IN *COMPUTER US P.O.S.: 27560 SAL	ING EDU 925-478346 ES TAX: 0.00	2 CA	440.00

CALIFORNIA PACIFIC

## INDIVIDUAL CARDHOLDER ACTIVITY

		Purchasing Activity	
Post Tran Date Date 10-24 10-23	Reference Number 55432864297201911846563	Transaction Description IN *COMPUTER USING EDU 925-4783462 CA P.O.S.: 27654 SALES TAX: 0.00	<b>Amount</b> 1,760.00
10-29 10-28	05227024303500215574053	QUARLES AND BRADY LLP MILWAUKEE WI P.O.S.: 16402560 SALES TAX: 0.00	300.00
		Total Purchasing Activity	\$10,202.62
		Telecommunication Activity	
Post Tran Date Date 10-18 10-17	<b>Reference Number</b> 55500364292122572922563	<b>Transaction Description</b> ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	<b>Amount</b> 203.30
		Total Activity	\$203.30
		Travel Activity	
Post Tran Date Date 10-03 10-02	Reference Number 55500364276106753011700	Transaction Description WESTIN SAN DIEGO SAN DIEGO CA 1575322 ARRIVAL: 09-30-24	<b>Amount</b> 56.00
10-07 10-05	55500364280110777010536	HYATT PLACE SAN JOSE D SAN JOSE CA 38526738 ARRIVAL: 10-03-24	390.98
10-11 10-10	55432864284207481482908	MARRIOTT ANAHEIM ANAHEIM CA 19167 ARRIVAL: 10-09-24	315.81
10-14 10-11	52708244285050939364189	EINSTEIN BROS BAGELS21 WESTMINSTER CA	21.89
10-14 10-11	55436874286282863134107	HILTON HOTELS ANAHEIM CA 4228913 ARRIVAL: 10-09-24	539.26
10-15 10-14	05410194288741665414260	FEDEX53294501 800-4633339 TN P.O.S.: 53294501 SALES TAX: 0.00	38.80
10-16 10-14	55436874289172899870443	HILTON GARDEN INN SACRAMENTO CA 00025684 ARRIVAL: 10-13-24	611.72
10-16 10-15	55500364289119999022626	WESTIN SAN DIEGO SAN DIEGO CA 1560274 ARRIVAL: 10-14-24	770.88
10-18 10-17	55500364291122038263322	WESTIN SAN DIEGO SAN DIEGO CA 1560274 ARRIVAL: 10-14-24	56.34
10-21 10-18	52653844292744701464010	FACILITRON, INC. 8002722962 CA	261.86
10-21 10-19	55500364293124213108213	WESTIN SAN DIEGO SAN DIEGO CA 1587283 ARRIVAL: 10-18-24	424.66
10-24 10-23	55436874297262970226662	SHERATON PARK HOTEL AN ANAHEIM CA 1391726 ARRIVAL: 10-23-24	663.51
10-28 10-24	55436874299262996337665	HILTON HOTELS ROHNERT PARK CA 46591 ARRIVAL: 10-23-24	207.19
10-30 10-28	55310204303082748191540	ALASKA A 0272386729305 SEATTLE WA IGNACIO/MICHELLE DEPART: 11-06-24 P.O.S.: SALES TAX: \$0.00 SNA AS M STS AS L LAX	601.20
		Total Travel Activity	\$4,960.10

CALIFORNIA PACIFIC

	INDIV	IDUAL CARDH	IOLDER ACTIV	/ITY	
		Miscellaneo	us Activity		
Post Tran Date Date 10-16 10-15	<b>Reference Number</b> 82305094290000008176655	<b>Transaction Descri</b> ULTIMATE SLP FAI			<b>Amount</b> 12.95
10-22 10-22	12302024295000205181021	JOTFORM INC SAN P.O.S.: 46553916781	I FRANCISCO CA I-1729548258 SALE	S TAX: 0.00	24.50
10-31 10-31	55432864305204284578599	APPLE.COM/BILL 8	66-712-7753 CA		199.99
			Total Miscella	neous Activity	\$237.44
CHRISTINE F 5563-7500-15		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$4,666.44	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$4,666.44
ACCOUNTIN	G CODE:				
		Purchasing	Activity		
PostTranDateDate10-0210-01	<b>Reference Number</b> 15270214275001362592093	<b>Transaction Descri</b> GOOGLE ADS32675	ption 517799 MOUNTAIN V	IEW CA	<b>Amount</b> 4,666.44
			Total Purch	asing Activity	\$4,666.44
CHRISTINE F 5563-7580-20		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$3,886.51	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$3,886.51
ACCOUNTIN	G CODE:				
		Purchasing	Activity		
PostTranDateDate10-0110-01	<b>Reference Number</b> 82305094275000018065467	<b>Transaction Descri</b> STAMPLI FOR 9-20	ption 24 MOUNTAIN VIEW	СА	<b>Amount</b> 1,301.35
10-04 10-03	55506294278108556146601	BATES NUT FARM	VALLEY CENTER CA	N	249.50
10-04 10-03	75418234277210673529461	ALLPAID*LOS ANG	ELES CO DOWNEY	A	103.00
10-04 10-03	75418234277210675011831	ALLPAID*LOS ANG	ELES CO DOWNEY	A	103.00
10-04 10-03	75418234277210675170157	ALLPAID*LOS ANG	ELES CO DOWNEY	CA	103.00
			Total Purch	asing Activity	\$1,859.85
		Travel A	ctivity		
Post DateTran Date10-0109-30	<b>Reference Number</b> 55500364275105137041368	Transaction Descrip			<b>Amount</b> 308.40
10-03 10-02	55500364277107177108022	AGRISCAPES 8005	143849 NC		46.26
10-09 10-08	55432864282206744944870		URS 424-396-6800 C/ )-dd8td SALES TAX		1,672.00
			Total 1	ravel Activity	\$2,026.66
CHRISTINE F 5563-7581-29		<b>CREDITS</b> \$5,287.73	<b>PURCHASES</b> \$18,208.83	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$12,921.10
ACCOUNTIN	G CODE:				
		Purchasing	Activity		
Post DateTran Date10-1010-09	<b>Reference Number</b> 55432864283207243218955	Transaction Descrip ABB*BOUDIN CATI	ption ERING 415-283-1230	СА	<b>Amount</b> 80.19
10-15 10-15	55432864270202595616877				

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CALIFORNIA PACIFIC

#### INDIVIDUAL CARDHOLDER ACTIVITY **Purchasing Activity** Post Tran Date Date **Reference Number** Transaction Description Amount 10-15 10-15 55432864271202920893364 FRAUD CREDIT 800-676-2775 CA 2 643 80 CR 10-16 10-15 55131584289120029554141 MICROSOFT\*365 MSBILL.INFO WA 237.12 CR 55432864299202305709357 PIONEER PRODUCTION SER 561-826-0686 FL 895.00 10-25 10-25 10-28 10-25 82711164299000009907900 LS WESTERN SCIENCE CE HEMET CA 198.00 4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 28243311 SALES TAX: 529.25 10-30 10-29 55432864303203932074086 7.762.73 10-31 10-30 82644314304000013436777 TYPEFORM, S.L. BARCELONA B 30.00 **Total Purchasing Activity** \$3,678.19 Travel Activity Post Tran Transaction Description SQ \*SANTA ROSA PUMPKIN GOSQ.COM CA P.O.S.: 00011529215146669 SALES TAX: 29.20 Date Date Reference Number Amount 10-21 10-18 55432864292200160946913 330.00 HILTON CAPE REY ADVDEP CARLSBAD CA 0000000001 ARRIVAL: 10-22-24 10-24 10-22 65180134297050200000361 8.000.00 AVIS.COM PREPAY 8003527900 VA 130443670 SANTA AN 10-28 10-26 52708064301045585066965 144.71 SOUTHWES 5262574809115 800-435-9792 TX BERRY/KATHERINE DEPART: 11-07-24 P.O.S.: SALES TAX: \$0.00 CMH WN Q PHX WN Q SNA WN O DEN WN O CMH 10-28 10-26 55432864301203196504721 695.95 **Total Travel Activity** \$9.170.66 Miscellaneous Activity Post Tran Transaction Description MAILCHIMP ATLANTA GA Date **Reference Number** Amount Date 10-21 10-18 12302024292000005441073 72.25 Total Miscellaneous Activity \$72.25

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM



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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	12/24/2024
AMOUNT DUE	\$14,557.33
CURRENT BALANCE	\$14,557.33

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

AMOUNT ENCLOSED \$

CALIFORNIA PACIFIC SHANNON GREEN 940 S COAST DR STE 185 COSTA MESA CA 92626-1780

\*\* 000000

## 556375790010093701455733014557338

\_\_\_\_\_

PLEASE TEAR PAYMENT COUPON AT PERFORATION

## STATEMENT MESSAGES

## COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	11-29-24	PREVIOUS BALANCE	37,077.51
	100,000	PURCHASES AND OTHER CHARGES	17,435.25
AVAILABLE CREDIT	85,443	CASH ADVANCES	.00
		CREDITS	2,877.92
FOR CUSTOMER SERV 1-800-316-605		PAYMENTS	37,077.51-
FOR TTY/TDD SERVICE CALL: 1-800-955-8060		LATE PAYMENT CHARGES	.00
		CASH ADVANCE FEE	.00
SEND BILLING INQU	IRIES TO	FINANCE CHARGES	.00
JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121		NEW BALANCE	14,557.33
		TOTAL PAYMENT DUE	14,557.33
		DISPUTED AMOUNT	.00
	<i>L</i> 1		

CALIFORNIA PACIFIC

## COMMERCIAL ACCOUNT ACTIVITY

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

TOTAL COMMERCIAL ACTIVITY \$37,077.51CR

ACCOUNTING CODE:

Post Tran Date Date Reference Number 11-25 11-25

Transaction Description AUTO PAYMENT DEDUCTION Amount

37,077.51 CR

	INDIVIDUAL CARDHOLDER ACTIVITY					
<b>DAISY</b> 5563-75			<b>CREDITS</b> \$0.00			
ACCOU	JNTING	GODE:				
			Purchasing	Activity		
Post 1 Date 1 11-04 1	Date	<b>Reference Number</b> 82711164307000005307683	Transaction Descrip	otion DW/B SAN FRANCIS	CO CA	<b>Amount</b> 276.00
11-04 1	11-02	82711164307000005323458	HTTPS://SCRIBE.HO	OW/B SAN FRANCIS	CO CA	276.00
11-05 1	11-04	82117554309000006226353	GRAMMARLY* HXH	ISIEJ SAN FRANCIS	CO CA	30.79
11-05 1	11-04	82305094310000003083233	IMSE SOUTHFIELD	MI		1,150.00
11-13 1	11-12	55480774317045726028380	ONTIMETEL DIALM	YCALLS JUPITER F	L	44.99
				Total Purch	asing Activity	\$1,777.78
			Travel A	ctivity		
Post 1 Date 1 11-01 1	Date	Reference Number 55310204305084036188327	Transaction Descrip ALASKA A 0272386 STUBBS/JILL DE P.O.S.: SALES TAX SAN AS V STS AS	\$916682 SEATTLE W PART: 11-14-24 X: \$0.00	Ą	<b>Amount</b> 466.20
11-11 1	11-08	52704874314089611008774	HOLIDAY INN DIAM 2166941	IOND BA DIAMOND ARRIVA	BAR CA L: 11-08-24	333.98
11-11 1	11-07	65180134313050100000073	HILTON GARDEN IN 0000341033	NN ARPT SANTA RC ARRIVA	PSA CA NL: 11-06-24	193.60
				Total T	ravel Activity	\$993.78
<b>DAISY</b> 5563-75			<b>CREDITS</b> \$2,870.42	PURCHASES \$0.00	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,870.4 <b>2</b> R
ACCOU	JNTING	CODE:				
			Purchasing	Activity		
Post 1 Date 1 11-19 1	Date	Reference Number 82305094292000004591012	Transaction Descrip FRAUD CREDIT NE			<b>Amount</b> 2,870.42 CR
				Total Purch	asing Activity	\$2,870.42 CR
<b>DAISY</b> 5563-75			CREDITS \$0.00	<b>PURCHASES</b> \$1,947.27	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,947.27
ACCOU	JNTING	CODE:				

	INDIVIDUAL CARDHOLDER ACTIVITY					
			Purchasing	Activity		
	<b>Tran</b> Date 11-13	<b>Reference Number</b> 82305094319000011410254	Transaction Descrip BANKAROO SUBSC			Amount 20.00
11-15	11-14	82644314319000014345921	REBRANDLY.COM	DUBLIN CO.		156.00
				Total Purcha	asing Activity	\$176.00
			Travel A	ctivity		
	<b>Tran Date</b> 11-12	<b>Reference Number</b> 55436874318173189260829	Transaction Descrip HILTON GARDEN IN 00069297	IN SAN DIEGO CA	L: 11-11-24	<b>Amount</b> 265.07
11-14	11-12	55436874318173189293465	HILTON GARDEN IN 00032243		A L: 11-11-24	611.72
11-18	11-15	65180134320050100000751	HILTON GARDEN IN 0000341521		SA CA L: 11-14-24	166.73
11-18	11-15	65180134320050100000769	HILTON GARDEN IN 0000341522		SA CA L: 11-14-24	166.73
11-18	11-15	65180134320050100000777	HILTON GARDEN IN 0000341523		SA CA L: 11-14-24	166.73
11-18	11-15	65180134320050100000785	HILTON GARDEN IN 0000341524		SA CA L: 11-14-24	166.73
				Total T	ravel Activity	\$1,543.71
			Miscellaneou	is Activity		
Post Date 11-14		<b>Reference Number</b> 12302024318000104782021	Transaction Descrip JOTFORM INC SAN P.O.S.: 46553916781	FRANCISCO CA	S TAX: 0.00	<b>Amount</b> 227.56
				Total Miscellar	eous Activity	\$227.56
	STINE F	<b>EHER</b> 72-4242	CREDITS \$7.50	PURCHASES \$12,716.42	CASH ADV \$0.00	TOTAL ACTIVITY \$12,708.92
		G CODE:	•••••	÷ · - ;· · · · · -	•••••	• -,
			Purchasing	Activity		
Post Date 11-01		<b>Reference Number</b> 82305094306000022032498	Transaction Descrip STAMPLI FOR 10-20		/ CA	<b>Amount</b> 1,314.55
11-04	10-31	82644314307000003849234	TYPEFORM, S.L. BA	RCELONA B		7.50 CR
11-06	11-06	82117554311000002279568	NAME-CHEAP.COM	* 3538WO PHOENIX	AZ	15.16
11-12	11-11	55432864316208224838838	4IMPRINT, INC 4IMF P.O.S.: 28371512 S			5,973.89
11-15	11-14	55432864319209218036089	ABB*BOUDIN CATERING 415-283-1230 CA 39.27			39.27
11-20	11-19	55432864324200852350020	MYFAX SERVICE 86	6-563-9212 CA		12.00
11-20	11-19	82117554324000004982073	ACSA* 2025 ACSA (	LASSI SACRAMENT	O CA	675.00
11-20	11-19	82711164324000010286905	HEGGERTY.ORG OF	AK PARK IL		174.43
11-21	11-20	82711164325000008946428	HEGGERTY.ORG OF	AK PARK IL		174.43
11-21	11-20	82711164325000012939286	HEGGERTY.ORG OF	AK PARK IL		174.78

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CALIFORNIA PACIFIC

	INDIVIDUAL CARDHOLDER ACTIVITY					
	Purchasing Activity					
	Tran Date	Reference Number	Transaction Description	Amount		
11-22 1	11-21	55263524327158821528616	SMART AND FINAL 389 COSTA MESA CA	27.77		
11-22 1	11-21	82711164326000011747515	STICKER MULE AMSTERDAM NY	156.24		
			Total Purchasing Activity	\$8,730.02		
			Travel Activity			
	Tran Date 11-11	<b>Reference Number</b> 87021304316000002238456	Transaction Description WWW.SAFARIWEST.COM SANTA ROSA CA	<b>Amount</b> 3,434.48		
11-21 1	11-21	82305094326000025684655	DD *BREAKFASTREPUBLIC SAN FRANCISCO CA	21.74		
11-22 1	11-21	55310204327097670376747	DARBARI PERSIAN GRILL COSTA MESA CA	239.48		
			Total Travel Activity	\$3,695.70		
			Miscellaneous Activity			
	Tran Date 11-17	Reference Number 12302024322000501463070	Transaction Description MAILCHIMP ATLANTA GA	<b>Amount</b> 72.25		
11-18 1	11-15	57540244320744009253581	ENVATO 61383766284 UT	198.00		
11-19 1	11-18	87021304323000002448544	ULTIMATE SLP FARMINGTON CT	12.95		
			Total Miscellaneous Activity	\$283.20		

		Chromebooks that w	e are E-wasting I	Jecember Board	Meeting
4K9V9FCR102060M	Samsung	4	CHROMEBOOK	SO-20210160	returned device older than 3 years old
4K9V9FER216697K	Samsung	4	CHROMEBOOK	SD-20210391	returned device older than 3 years old
4K9V9FFNB11010P	Samsung	4	CHROMEBOOK	LA-20210184	returned device older than 3 years old-
4K9V9FDR304441K	Samsung	4	CHROMEBOOK	SD-20210510	returned device older than 3 years old
4K9V9FER216358L	Samsung	4	CHROMEBOOK	SD-20210358	returned device older than 3 years old
4K9V9FFR121221W	Samsung	4	CHROMEBOOK	SD-20210100	returned device older than 3 years old
4K9V9FER216466D	Samsung	4	CHROMEBOOK	LA-20210487	returned device older than 3 years old
4K9V9FANC17223H	Samsung	4	CHROMEBOOK	SD-20210327	returned device older than 3 years old
4K9V9FANC17746D	Samsung	4	CHROMEBOOK	LA-20210305	returned device older than 3 years old
4K9V9FFNB10914K	Samsung	4	CHROMEBOOK	SD-20210213	returned device older than 3 years old
4K9V9FDR304422B	Samsung	4	CHROMEBOOK	LA-20210705	device is charged but will not turn on
4K9V9FDW600224W	Samsung	4	CHROMEBOOK	LA-20210887	device will not turn on
4K9V9FDW600217V	Samsung	4	CHROMEBOOK	LA-20210922	
5CD0140JH7		11 G8 EE	CHROMEBOOK	LA-20210161	returned device older than 3 years old, won't turn or
PF4ZVZ3M	Lenovo	100e Chromebook Gen 4	CHROMEBOOK	LA-20211241	
4WQR9FAWB00708N	Samsung	4	CHROMEBOOK	SD-20210773	
4K9V9FDR304393V	Samsung	4	CHROMEBOOK	SD-20210505	
4WQR9FAWB00201Z	Samsung	4	CHROMEBOOK	SD-20210724	
4K9V9FDW600114V	Samsung	4	CHROMEBOOK	SD-20210606	
4K9V9FFNB10474N	Samsung	4	CHROMEBOOK	SD-20210189	
4WQR9FAR307010Z	Samsung	4	CHROMEBOOK	SD-20210485	
4K9V9FER216305P	Samsung	4	CHROMEBOOK	SD-20210392	returned device older than 3 years old
4K9V9FER216275A	Samsung	4	CHROMEBOOK	LA-20210510	
4WQR9FDW703569A	Samsung	4	CHROMEBOOK	SD-20210672	
4WQR9FDW703863E	Samsung	4	CHROMEBOOK	SD-20210658	
4K9V9FDW600001X	Samsung	4	CHROMEBOOK	SD-20210581	broken screen
4K9V9FANC02241E	Samsung	4	CHROMEBOOK	SD-20210056	returned device older than 3 years old
4K9V9FDNC19960K	Samsung	4	CHROMEBOOK	LA-20210781	broken screen
4WQR9FFW800291Y	Samsung	4	CHROMEBOOK	SO-20210370	broken screen
4K9V9FDW600021D	Samsung	4	CHROMEBOOK	SD-20210604	broken screen
4WQR9FAWB00128T	Samsung	4	CHROMEBOOK	SO-20210428	broken screen
4K9V9FDR304418W	Samsung	4	CHROMEBOOK	SO-20210293	device won't turn on, tested
4K9V9FCR202461J	Samsung	4	CHROMEBOOK	LA-20210763	returned with cracked screen, student unenrolled
4WQR9FAR306969E	Samsung	4	CHROMEBOOK	LA-20210606	
4WQR9FDW704146B	Samsung	4	CHROMEBOOK	SD-20210682	returned device older than 3 years old
4K9V9FFR314485F	Samsung	4	CHROMEBOOK	LA-20210448	returned device older than 3 years old
4K9V9FDW600237W	Samsung	4	CHROMEBOOK	LA-20210862	student W/D 2019

# Coversheet

## **Consent - Personnel Services**

Section: Item: Purpose: Submitted by: Related Material: XI. Consent B. Consent - Personnel Services Vote

2024-2025 Notice of Completion of Mandatory Staff Training.pdf CPCS BUS Job Descriptions 12-2024.pdf 2024-11 BUS One-Time Discretionary Bonus - Jill Tanner.pdf

## CALIFORNIA PACIFIC CHARTER SCHOOLS

Date: December 10, 2024

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

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

Item: Notice of Completion of Mandatory Staff Training

### **Background:**

Each school year staff are required to complete mandatory training related to their position as dictated by federal and State requirements and school policies. New hires are required to complete the mandatory training within 60 days of employment. This report serves to provide notice to the Board of Directors that all staff have completed the mandatory training assigned.

#### CERTIFICATED (Teachers)-1100, 1103/ CLASSIFIED-2400, 2403

Bloodborne Pathogens Exposure Prevention (upon hire) Cyberbullying (upon hire) Mandated Reporter: Child Abuse and Neglect Opioid Overdose Response Awareness Sexual Harassment Prevention for Non-Managers (SB 1343) (every other year) Youth Suicide: Awareness, Prevention and Postvention

#### ADMINISTRATORS-1300, 2300

Bloodborne Pathogens Exposure Prevention Cyberbullying (upon hire) Mandated Reporter: Child Abuse and Neglect Opioid Overdose Response Awareness Sexual Harassment:Policy and Prevention California (AB 1825) Title IX Compliance Overview Youth Suicide: Awareness, Prevention and Postvention

Additional Training (staff assigned to support at assessment centers or leading field trips) Medication Administration: Epinephrine Auto-Injectors **Fiscal Impact:** Vector Solutions is a training platform service provided at no charge through IMA Financial Group, the school's insurance broker.

#### CALIFORNIA PACIFIC CHARTER SCHOOLS

#### Agenda Item:

Date: December 10, 2024

	Correspondence/Proposals/Reports
Х	Consent Agenda
	Business/Financial Services
	Education/Student Services
Х	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 descriptions as presented.

#### Revise Job Descriptions:

Revise all classified and certificated job descriptions to remove the following statement in compliance with new State law banning the requirement of a driver's license for any position not reasonably expected to drive as a function of the job.

• Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.

To provide clarification to staff regarding work locations, this statement will be added to the Working Conditions section of all job descriptions:

• While the majority of job duties may be completed from (a remote/ the administration) office, the incumbents in this job classification may be directed to provide in person services, perform assessments, or attend field trips, meetings, trainings, or conferences in person as determined by the supervisor.

It is recommended that reference to a driver's license remain in all administrative job classifications. Administrators are expected to drive on occasion to represent the school for example at in-person meetings such as board meetings or meetings with authorizing school districts or county offices of education. Accommodation for transportation will be provided to any employee when necessary to perform their job duties or participate in work activities.

Fiscal Impact: None

#### CALIFORNIA PACIFIC CHARTER SCHOOLS

#### Agenda Item:

	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 One-Time Discretionary Bonus - Jill Tanner, Accounting Manager

#### **Background:**

A one-time discretionary bonus is recommended to recognize Jill Tanner, Accounting Manager, for additional duties performed as part of the completion of the 2023-24 Financial Audit. Ms. Tanner undertook responsibilities outside of her job classification with a high level of independence and initiative, meriting both recognition and compensation. Ms. Tanner took the lead in completing the Schedule of Expenditures of Federal Awards (SEFA); and played a crucial role in facilitating communication between the auditors and the CalPac team. Ms. Tanner's invaluable support to CalPac staff was essential to ensuring the smooth completion of the audit.

Jill Tanner's outstanding performance and dedication throughout the financial audit process also resulted in cost savings. By effectively managing the audit, she reduced reliance on hours from the external consultants hired to cover for the Director of Fiscal Services during her leave of absence. This also helped avoid the additional expenses typically associated with prolonged audits. Her contributions exemplify a strong commitment to the success of CalPac.

It is recommended the Board approve a one-time discretionary bonus for her exceptional performance and additional duties.

Fiscal Impact: \$1,000

Date: December 10, 2024

## Coversheet

## Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2024 - California Pacific Charter Schools (Draft)

Section:XII. Business/Financial ServicesItem:A. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - YearEnded June 30, 2024 - California Pacific Charter Schools (Draft)Purpose:VoteSubmitted by:Shannon GreenRelated Material:California Pacific Charter Schools 2024 Draft Audit Report.pdfCalifornia Pacific Charter Schools 2024 Draft Governance Communication.pdf

#### BACKGROUND:

The Annual Audit Report is a critical document that evaluates the school's financial health, internal controls, and compliance with applicable laws and regulations.

This report is being prepared by the external audit firm, CLA (CliftonLarsonAllen LLP), a nationally recognized firm with extensive experience in nonprofit and educational sector audits. CLA is known for providing high-quality, independent audits that offer valuable insights into financial practices and help ensure transparency and accountability.

The draft audit report is being presented for the Board's review and approval.

#### **RECOMMENDATION:**

It is recommended the Board approve the Draft of the Annual Audit Report - Year Ended June 30, 2024, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

### **CALIFORNIA PACIFIC CHARTER SCHOOLS**

#### FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2024

Operated by:

California Pacific Charter – San Diego – Charter #1758 California Pacific Charter – Los Angeles – Charter #1751 California Pacific Charter – Sonoma – Charter #2037

#### CALIFORNIA PACIFIC CHARTER SCHOOLS TABLE OF CONTENTS YEAR ENDED JUNE 30, 2024

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### **INDEPENDENT AUDITORS' REPORT**

Board of Directors California Pacific Charter Schools Costa Mesa, California

#### **Report on the Audit of the Financial Statements**

#### Opinion

We have audited the accompanying financial statements of California Pacific Charter Schools (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of California Pacific Charter Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued. Board of Directors California Pacific Charter Schools

#### Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and Government Auditing Standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors California Pacific Charter Schools

#### Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The San Diego, Los Angeles and Sonoma columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

#### Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If based on the work performed, we conclude that an uncorrected material misstatement of the other information exists we are required to describe it in our report.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

#### CliftonLarsonAllen LLP

Glendora, California REPORT DATE

#### CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FINANCIAL POSITION JUNE 30, 2024

ASSETS	San Diego	Los Angeles	Sonoma	Total	
CURRENT ASSETS Cash and Cash Equivalents Accounts Receivable Prepaid Expenses and Other Assets Total Current Assets	\$ 2,564,852 135,980 <u>125,910</u> 2,826,742	\$ 3,044,259 798,316 <u>187,312</u> 4,029,887	\$ 1,087,808 273,997 <u>79,540</u> 1,441,345	\$ 6,696,919 1,208,293 <u>392,762</u> 8,297,974	
LONG-TERM ASSETS Operating Right-of-Use Asset	65,865	99,183	32,331	197,379	
Total Assets	\$ 2,892,607	\$ 4,129,070	<u>\$ 1,473,676</u>	\$ 8,495,353	
LIABILITIES AND NET ASSETS			$\mathcal{D}_{U_{I}},$		
CURRENT LIABILITIES Accounts Payable and Accrued Liabilities Deferred Revenue Loans Payable, Current Lease Liability, Current Total Current Liabilities	\$ 358,973 561,190 <u>3,596</u> 923,759	\$ 252,972 686,213 5,449 944,634	\$ 164,982 351,776 46,198 1,853 564,809	\$ 776,927 1,599,179 46,198 10,898 2,433,202	
LONG-TERM LIABILITIES Lease Liability, Net Total Long-Term Liabilities	<u>66,118</u> 66,118	<u>99,529</u> 99,529	<u>32,367</u> 32,367	<u>    198,014  </u> 198,014	
NET ASSETS Net Assets Without Donor Restrictions Total Net Assets	1,902,730 1,902,730	3,084,907 3,084,907	876,500 876,500	<u>5,864,137</u> 5,864,137	
Total Liabilities and Net Assets	<u>\$2,892,607</u>	<u>\$ 4,129,070</u>	<u>\$ 1,473,676</u>	<u>\$ 8,495,353</u>	

#### CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2024

	San Diego	Los Angeles	Sonoma	Total	
REVENUES WITHOUT DONOR					
RESTRICTIONS					
State Revenue:					
State Aid	\$ 3,126,874	\$ 5,328,398	\$ 1,292,937	\$ 9,748,209	
Other State Revenue	560,855	863,183	330,550	1,754,588	
Federal Revenue:					
Grants and Entitlements	208,921	274,008	142,130	625,059	
Local Revenue:	400 500	404.075	005 704	4 074 400	
In-Lieu Property Tax Revenue	193,566	191,875	685,721	1,071,162	
Investment Income	37,989	-	8,387	46,376	
Other Revenue	45,221	1,270	598	47,089	
Total Revenues	4,173,426	6,658,734	2,460,323	13,292,483	
EXPENSES					
Program Services	3,551,971	5,399,821	2,032,833	10,984,625	
Management and General	595,294	889,104	381,151	1,865,549	
Total Expenses	4,147,265	6,288,925	2,413,984	12,850,174	
			, ,		
CHANGE IN NET ASSETS	26,161	\$69,809	46,339	442,309	
Net Accete Without Denen Destrictions		G			
Net Assets Without Donor Restrictions - Beginning of Year	1,876,569	2,715,098	830,161	5,421,828	
Beginning of fear	1,070,009	2,715,096	030,101	5,421,020	
NET ASSETS WITHOUT DONOR	C	<i>J</i>			
RESTRICTIONS - END OF YEAR	\$ 1,902,730	\$ 3,084,907	\$ 876,500	\$ 5,864,137	
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#### CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2024

	San Diego	Los Angeles	Sonoma	Total	
CASH FLOWS FROM OPERATING ACTIVITIES Change in Net Assets Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:	\$ 26,161	\$ 369,809	\$ 46,339	\$ 442,309	
Noncash Lease Expense Changes in Assets and Liabilities:	1,828	2,751	897	5,476	
Accounts Receivable Intercompany Receivables	130,413	341,172	187,213	658,798	
Prepaid Expenses and Other Assets Accounts Payable and Accrued Liabilities Deferred Revenue	- 73,395 (162,300) (53,692)	- 120,701 (160,966) (72,776)	- 36,928 (31,658) (26,122)	- 231,024 (354,924) (152,590)	
Net Cash Provided by Operating Activities	15,805	600,691	213,597	830,093	
CASH FLOWS FROM FINANCING ACTIVITIES Repayment of Debt	_	C	(46,194)	(46,194)	
Net Cash Used by Financing Activities			(46,194)	(46,194)	
NET CHANGE IN CASH AND CASH EQUIVALENTS	15,805	600,691	167,403	783,899	
Cash and Cash Equivalents - Beginning of Year	2,549,047	2,443,568	920,405	5,913,020	
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,564,852	\$ 3,044,259	\$ 1,087,808	\$ 6,696,919	
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION Cash Paid for Interest	siss.	<u>\$                                    </u>	<u>\$ 1,681</u>	<u>\$ 1,681</u>	
For	·				
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See accompanying Notes to Financial Statements.

#### CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES YEAR ENDED JUNE 30, 2024

	San Diego					
	Program		Management			
	Services				Total	
Calarian and Warran	¢	2 200 475	¢	202 205	¢	2,502,870
Salaries and Wages	\$	2,300,475 353,510	\$	202,395	\$	2,502,870 353,510
Pension Expense Other Employee Penefite		291,452		- 31,056		322,508
Other Employee Benefits		57,222		15,349		72,571
Payroll Taxes Legal Expenses		51,222		41,682		41,682
		-		20,875		20,875
Accounting Expenses Instructional Materials		- 284,724		4,761		289,485
Other Fees for Services		114,654		42,043		209,403 156,697
		5,898		42,043		123,652
Advertising and Promotion Expenses Office Expenses		41,707		5,151		46,858
Information Technology Expenses		21,273	(	8,157		29,430
Occupancy Expenses		2,511		27,002		29,513
Travel Expenses		56,909	$\mathbf{\Lambda}$	16,096		73,005
Insurance Expense		50,909	~``	14,106		14,106
Other Expenses		21,636	J	48,867		70,503
Other Expenses		21,000	·	+0,007		10,000
Total Expenses by Function	\$	3,551,971	\$	595,294	\$	4,147,265
	5	Program Services	Ma	s Angeles nagement d General		Total
Salaries and Wages	\$	3,503,177	\$	314,232	\$	3,817,409
Pension Expense		532,087		-		532,087
Other Employee Benefits		448,813		48,525		497,338
Payroll Taxes		87,057		23,829		110,886
Legal Expenses		-		28,230		28,230
Accounting Expenses		-		32,365		32,365
Instructional Materials		442,558		8,580		451,138
Other Fees for Services		158,382		54,349		212,731
Advertising and Promotion Expenses		9,217		183,990		193,207
Office Expenses		63,116		7,192		70,308
Information Technology Expenses		32,448		12,560		45,008
Occupancy Expenses		3,935		39,258		43,193
Travel Expenses		82,975		23,884		106,859
Insurance Expense		-		22,047		22,047
Other Expenses		36,056		90,063		126,119
Total Expenses by Function	\$	5,399,821	\$	889,104	\$	6,288,925

See accompanying Notes to Financial Statements.
# CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES (CONTINUED) YEAR ENDED JUNE 30, 2024

			S	Sonoma		
		Program	Ma	nagement		
		Services	an	d General		Total
Salaries and Wages	\$	1,261,829	\$	111,835	\$	1,373,664
Pension Expense	Ψ	198,321	Ψ	-	Ψ	198,321
Other Employee Benefits		161,536		17,469		179,005
Payroll Taxes		30,875		8,480		39,355
Legal Expenses		-		17,392		17,392
Accounting Expenses		-		11,423		11,423
Instructional Materials		189,604		1,791		191,395
Other Fees for Services		73,795		25,389		99,184
Advertising and Promotion Expenses		3,318		79,079		82,397
Office Expenses		26,716		2,875		29,591
Information Technology Expenses		11,859	(	4,353		16,212
Occupancy Expenses		1,359		14,987		16,346
Travel Expenses		61,376	5	11,689		73,065
Interest Expense		Ŧ. (		1,681		1,681
Insurance Expense				7,942		7,942
Other Expenses		12,245		64,766		77,011
Total Expenses by Function	\$	2,032,833	\$	381,151	\$	2,413,984
	<u> </u>		<u> </u>		<u> </u>	_,,
	2	Program	Ма	Total nagement		
LOK	2	Program Services				Total
Salaries and Wages	\$	-		nagement	\$	Total 7,693,943
Salaries and Wages Pension Expense	\$	Services	an	nagement d General	\$	
-	\$	Services 7,065,481	an	nagement d General	\$	7,693,943
Pension Expense	\$	Services 7,065,481 1,083,918	an	nagement d General 628,462 -	\$	7,693,943 1,083,918 998,851 222,812
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses	\$	Services 7,065,481 1,083,918 901,801	an	nagement d General 628,462 - 97,050 47,658 87,304	\$	7,693,943 1,083,918 998,851 222,812 87,304
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 -	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials	\$	Services 7,065,481 1,083,918 901,801 175,154 - - 916,886	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses Occupancy Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580 7,805	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070 81,247	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650 89,052
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses Occupancy Expenses Travel Expenses	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070 81,247 51,669	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650 89,052 252,929
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses Occupancy Expenses Travel Expenses Interest Expense	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580 7,805	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070 81,247 51,669 1,681	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650 89,052 252,929 1,681
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses Occupancy Expenses Travel Expenses Interest Expense Insurance Expense	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580 7,805 201,260 -	an	nagement d General 628,462 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070 81,247 51,669 1,681 44,095	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650 89,052 252,929 1,681 44,095
Pension Expense Other Employee Benefits Payroll Taxes Legal Expenses Accounting Expenses Instructional Materials Other Fees for Services Advertising and Promotion Expenses Office Expenses Information Technology Expenses Occupancy Expenses Travel Expenses Interest Expense	\$	Services 7,065,481 1,083,918 901,801 175,154 - 916,886 346,831 18,433 131,539 65,580 7,805	an	nagement d General 628,462 - 97,050 47,658 87,304 64,663 15,132 121,781 380,823 15,218 25,070 81,247 51,669 1,681	\$	7,693,943 1,083,918 998,851 222,812 87,304 64,663 932,018 468,612 399,256 146,757 90,650 89,052 252,929 1,681

See accompanying Notes to Financial Statements.

# NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

# Nature of Activities

California Pacific Charter Schools (the School) consists of three charter schools and is part of a nonprofit benefit corporation under the laws of the State of California.

- California Pacific Charter San Diego
- California Pacific Charter Los Angeles
- California Pacific Charter Sonoma

# Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

# Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

# Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

# Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, other employee benefits, payroll taxes, other fees for services, office expenses, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

### Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

# NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

# Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

# Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2024. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

# Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

# **Contributions**

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

# NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

# **Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2024, the School has conditional grants of \$1,750,204 of which \$1,599,179 is recognized as deferred revenue in the statement of financial position.

# Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

# Income Taxes

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

# <u>Leases</u>

The School leases office space. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses an incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments.

# NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

# Leases (Continued)

The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use an incremental borrowing rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

# **Evaluation of Subsequent Events**

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

# NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$7,905,212.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

# NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2024, as provided by the pool sponsor was \$2,176,242.

# NOTE 4 LOANS PAYABLE

# California Department of Education Loan

The School received a revolving loan from the California Department of Education (CDE) of \$250,000. The loan requires annual principal payments of \$62,500 and has a term of four years. The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from the School's apportionment. The outstanding amount for the CDE loan at June 30, 2024 was \$46,198. Future maturities of loans payable are as follows:

<u>Year Ending June 30,</u>	A	Amount
2025	\$	46,198
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# NOTE 5 EMPLOYEE RETIREMENT

# Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

# NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

# State Teachers' Retirement System (STRS)

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# Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Annual Comprehensive Financial Report and Actuarial Valuation Report for the year ended June 30, 2023, total STRS plan net assets are \$316.9 billion, the total actuarial present value of accumulated plan benefits is \$455 billion, contributions from all employers totaled \$7.738 billion, and the plan is 75.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and <u>www.calstrs.com</u>.

# Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2024, was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Ye</u>	ar Ended June 30,	Required Contribution	Percent Contributed	
	2022	\$ 839,312	100%	
	2023	\$ 946,536	100%	
Ŧ	2024	\$ 1,083,918	100%	

# NOTE 6 LEASES – ASC 842

The School leases an office facility for various terms under long-term, non-cancelable lease agreements. The lease expires in November 2027.

The following table provides quantitative information concerning the School's lease for the year ended June 30, 2024:

Operating Lease Cost	\$	58,848
Other Information:		
Cash Paid for Amounts Included in the	~	
Measurement of Lease Liabilities:		)
Operating Cash Flows from Operating Leases	\$	58,848
Right-of-Use Assets Obtained in Exchange for New	)	
Operating Lease Liabilities:		197,378
Weighted-Average Remaining Lease Term - Operating Leases		5 Years
Weighted-Average Discount Rate - Operating Leases		6.00%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2024, is as follows:

Year Ending June 30,		Amount
2025	\$	60,982
2026	Ŧ	68,942
2027		71,277
2028		30,105
Undiscounted Cash Flows		231,306
(Less) Imputed Interest		(22,394)
Total Present Value	\$	208,912
0		

# NOTE 7 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In the normal course of business, the School is subject to legal claims. After consultation with the School's legal counsel, management of the School is of the opinion that liabilities, if any, arising from such claims would not have a material effect on the School's financial position.

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# CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF INSTRUCTIONAL TIME YEAR ENDED JUNE 30, 2024

		Required Instructional Days	Traditional Calendar Days	Status
CalPac Los Angeles:		Days	Days	Olalus
Grade K		175	175	In compliance
Grade 1		175	175	In compliance
Grade 2		175	175	In compliance
Grade 3		175	175	In compliance
Grade 4		175	175	In compliance
Grade 5		175	175	In compliance
Grade 6		175	175	In compliance
Grade 7		175	175	In compliance
Grade 8		175	175	In compliance
Grade 9		175	175	In compliance
Grade 10		175	175	In compliance
Grade 11		175	175	In compliance
Grade 12		175	175	In compliance
CalPac San Diego:		475	475	In compliance
Grade K Grade 1		175 175	175 175	In compliance In compliance
Grade 2		175	175	In compliance
Grade 3		175	175	In compliance
Grade 4		175	175	In compliance
Grade 5		175	175	In compliance
Grade 6		175	175	In compliance
Grade 7		175	175	In compliance
Grade 8		175	175	In compliance
Grade 9		175	175	In compliance
Grade 10	CX	175	175	In compliance
Grade 11		175	175	In compliance
Grade 12	50	175	175	In compliance
CalPac Sonoma:	$\bigcirc$			
Grade K	•	175	175	In compliance
Grade 1		175	175	In compliance
Grade 2		175	175	In compliance
Grade 3		175	175	In compliance
Grade 4		175	175	In compliance
Grade 5		175	175	In compliance
Grade 6		175	175	In compliance
Grade 7		175	175	In compliance
Grade 8		175	175	In compliance
Grade 9		175	175	In compliance
Grade 10		175	175	In compliance
Grade 11		175	175	In compliance
Grade 12		175	175	In compliance

See Independent Auditors' Report and accompanying Notes to Supplementary Information

# CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) YEAR ENDED JUNE 30, 2024

	Second Period Report		Annual Re	eport
	Classroom		Classroom	
	Based	Total	Based	Total
CalPac Los Angeles:				
Grades TK-3	-	89.87	-	88.19
Grades 4-6	-	66.13	-	64.66
Grades 7-8	_	55.27	-	53.91
Grades 9-12	-	194.24	-	193.21
ADA Totals		405.51		399.97
ADA TOtala		403.31		599.91
	Second Period	l Report	Annual Re	Phort
	Classroom		Classroom	opon
	Based	Total	Based	Total
CalPac San Diego:		Total		Total
Grades TK-3		41.21		40.27
Grades 4-6		27.97		28.41
Grades 7-8	_	37.03	_	36.35
Grades 9-12	-	145.96	-	146.05
Oracles 9-12		143.30		140.00
ADA Totals		252.17		251.08
	Second Period	Report	Annual Re	eport
	Classroom	<u>.</u>	Classroom	•
	Based	Total	Based	Total
CalPac Sonoma:				
Grades TK-3	-	20.50	-	20.75
Grades 4-6	<u>-</u>	25.68	-	25.73
Grades 7-8	-	27.44	-	27.18
Grades 9-12	<u></u>	76.87		77.72
ADA Totals	<u> </u>	150.49	<u> </u>	151.38

See Independent Auditors' Report and accompanying Notes to Supplementary Information

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# CALIFORNIA PACIFIC CHARTER SCHOOLS RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

		San Diego	L	os Angeles	 Sonoma
June 30, 2024 Annual Financial Report Fund Balances (Net Assets)	\$	1,902,844	\$	3,084,907	\$ 876,500
Adjustments and Reclassifications: Increase (Decrease) of Fund Balance (Net Assets):					
Accounts Payable and Accrued Liabilities Net Adjustments and Reclassifications		(114) (114)		-	 -
June 30, 2024 Audited Financial Statement Fund Balances (Net Assets)	\$	1,902,730	\$	3,084,907	\$ 876,500
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See Independent Auditors' Report and accompanying Notes to Supplementary Information

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# CALIFORNIA PACIFIC CHARTER SCHOOLS NOTES TO SUPPLEMENTARY INFORMATION JUNE 30, 2024

# PURPOSE OF SCHEDULES

# NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

# NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

# NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

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# CALIFORNIA PACIFIC CHARTER SCHOOLS LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE YEAR ENDED JUNE 30, 2024

California Pacific Charter Schools (the School) consists of three charter schools and is part of a nonprofit benefit corporation under the laws of the State of California.

- California Pacific Charter San Diego
- California Pacific Charter Los Angeles
- California Pacific Charter Sonoma

California Pacific Charter – San Diego was established in 2015, when it was granted its charter through Warner Unified School District (WUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1758.

California Pacific Charter – Los Angeles was established in 2015, when it was granted its charter through Acton-Agua Dulce Unified School District (AADUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1751.

California Pacific Charter – Sonoma was established in 2019, when it was granted its charter through Guerneville Elementary School District (GESD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 2037.

The Board of Directors and the Administrators as of the year ended June 30, 2024 were as follows:

BOARD OF DIRECTORS			
Member	Office	Term End (5 Years)	_
Kelly Wylie	President	December 2024	
Dr. Shirley Peterson	Vice President	October 2025	
Tanya Rogers	Clerk	September 2026	
Bill Howard	Member	December 2026	
Jason McFail	Member	December 2026	
ADMINISTRATORS			

**Christine Feher** 

Superintendent

# INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors California Pacific Charter Schools Costa Mesa, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of California Pacific Charter Schools (the School), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

# **Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

# **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

# Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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# INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors California Pacific Charter Schools Costa Mesa, California

# **Report on Compliance**

# **Opinion on State Compliance**

We have audited California Pacific Charter Schools's (the School) compliance with the types of compliance requirements applicable to the School described in the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel for the year ended June 30, 2024. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2024.

# Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Our responsibilities under those standards and 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. Our responsibilities under those standards and 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

# **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

# Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and 2023-2024 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

# **Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures <u>Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable <sup>1</sup>
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable <sup>2</sup>
Immunizations	Not Applicable <sup>3</sup>
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable <sup>4</sup>
Career Technical Education Incentive Grant (CTEIG)	Yes
Expanded Learning Opportunity Program	Not Applicable <sup>5</sup>
Transitional Kindergarten	Not Applicable6
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable <sup>7</sup>
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable <sup>7</sup>
Charter School Facility Grant Program	Not Applicable <sup>8</sup>

Not Applicable<sup>1</sup>: The School did not operate an after or before school program component of this grant.

Not Applicable<sup>2</sup>: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable<sup>3</sup>: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

Not Applicable<sup>4</sup>: The School did not have expenditures for the Expanded Learning Opportunities Grant funds for the audit year.

Not Applicable<sup>5</sup>: The School did not receive Expanded Learning Opportunities Program funds for the audit year.

Not Applicable<sup>6</sup>: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable<sup>7</sup>: The School did not report any ADA as generated through classroom-based instruction.

Not Applicable<sup>8</sup>: The School did not receive Charter School Facility Grant Program funding for the year audited.

# **Report on Internal Control over Compliance**

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that weaknesses or significant weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

# CliftonLarsonAllen LLP

Glendora, California REPORT DATE

# CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the 2023-2024 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.* 

The School was not subject to the single audit requirements in the current year ended June 30, 2024.

(27)

# CALIFORNIA PACIFIC CHARTER SCHOOLS SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS YEAR ENDED JUNE 30, 2024

There were no findings and questioned costs related to the basic financial statements, federal awards, or state awards for the prior year.

oratt-For Discussion only

Board of Directors California Pacific Charter Schools Costa Mesa, California

We have audited the financial statements of California Pacific Charter Schools as of and for the year ended June 30, 2024, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, as well as certain information related to the planned scope and timing of our audit in our planning communication dated May 20, 2024. Professional standards also require that we communicate to you the following information related to our audit.

# Significant audit findings or issues

# Qualitative aspects of accounting practices

# Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by California Pacific Charter Schools are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2024.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

# Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

# Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

# Significant unusual transactions

We identified no significant unusual transactions.

# Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

# Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

# Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

# Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

# Management representations

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

# Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

# Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

# Supplementary information in relation to the financial statements as a whole

With respect to the San Diego, Los Angeles and Sonoma columns, Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

# Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the Local Education Agency Organization Structure. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information included in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exits, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other annual report. We did not identify any

# Upcoming accounting standards

Our promise is to get to know you and help you. For your consideration, we provided recent auditing standards applicable to your School.

# ASU 2023-01 Leases (Topic 842): Common Control Arrangements-

- Effective for audits of financial statements for fiscal years beginning after December 31, 2023. Early adoption is permitted. For your School June 30, 2025's financial statements.
- Financial Accounting Standards Board (FASB) issued Accounting Standards Update No. 2023-01, Leases (Topic 842): Common Control Arrangements, clarifies applying Topic 842 to related party arrangements between entities under common control, reducing diversity in practice.
- ASU 2023-01 provides practical expedient to applied when a written agreement exists; to determine existence, accounting, and classification of a lease in common control arrangements. If no written terms exist, the practical expedient cannot be applied.
- ASU 2023-01 requires that leasehold improvements under common control leases be:
  - Amortized by the lease over the useful life of the improvements to the common control group (regardless of the lease term) and;
  - Accounted for as a transfer between entities under comment control through net assets, if and when, the lessee no longer controls the use of the underlying asset.

This communication is intended solely for the information and use of the Board of Directors and management of California Pacific Charter Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

# CliftonLarsonAllen LLP

Glendora, California REPORT DATE

# Coversheet

# Approval of 2024-25 First Interim Financial Report

Section:XII. Business/Financial ServicesItem:B. Approval of 2024-25 First Interim Financial ReportPurpose:VoteSubmitted by:Shannon GreenRelated Material:State Presentation.pdf2024-25 First Interim Budget #1751 California Pacific Charter School-Los Angeles.pdf2024-25 First Interim Budget #1758 California Pacific Charter School-San Diego.pdf2024-25 First Interim Budget #2037 California Pacific Charter School-Sonoma.pdf

### BACKGROUND:

On or before December 15th, charter schools are required to submit a First Interim Budget to their chartering authority and the County Office of Education (COE). The First Interim Budget provides a critical financial update at the mid-point of the academic year, adjusting the original budget based on actual revenue, expenditures, and any other financial changes. Required by the California Department of Education, this report reflects revised revenue projections, updated expenditures, and a review of each Schools' cash flows and fund balances.

This budget update is essential for the Board to assess each School's financial health and ensure they are on track with their budgets. It helps identify any emerging financial challenges so adjustments can be made as needed. Additionally, the First Interim Budget ensures compliance with state regulations and maintains accountability in how resources are managed to achieve the school's goals.

Approval of the First Interim Budget is a key step in maintaining financial transparency and stability for the remainder of the year.

### **RECOMMENDATION:**

It is recommended the Board approve the First Interim Financial Reports for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.



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	San Diego			L	Los Angeles			Sonoma		
	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change	
Enrollment	270	309	39	415	423	8	169	213	44	
Average Daily Attendance	252.00	276.00	24.00	391.00	383.00	(8.00)	165.00	189.00	24.00	
REVENUES										
General Purpose Revenue	3,416,375	3,801,327	384,952	5,292,787	5,338,147	45,360	2,203,153	2,469,969	266,816	
Federal Revenue	129,887	143,763	13,876	179,726	212,196	32,470	88,403	101,692	13,289	
Other State Revenue	570,454	636,235	65,780	818,681	851,786	33,105	367,991	424,049	56,058	
Other Local Revenue	15,000	28,400	13,400		7	7	2,000	2,000	-	
TOTAL REVENUES	4,131,716	4,609,724	478,008	6,291,194	6,402,136	110,942	2,661,548	2,997,710	336,162	
EXPENDITURES										
Certificated Salaries	1,898,946	2,040,657	141,710	2,848,602	2,933,485	84,883	1,184,116	1,307,285	123,170	
Classified Salaries	566,027	606,989	40,961	847,367	850,483	3,116	352,695	394,368	41,673	
Employee Benefits	752,453	819,754	67,301	1,130,171	1,225,891	95,721	474,081	513,365	39,284	
Books and Supplies	265,038	303,662	38,624	397,556	455,492	57,936	165,648	189,789	24,140	
Other Services and Operating	569,266	707,088	137,822	824,176	915,514	91,337	401,392	439,128	37,736	
Other Outgo		-	-	-	-	-	737	737	-	
TOTAL EXPENDITURES	4,051,730	4,478,149	426,419	6,047,872	6,380,864	332,993	2,578,669	2,844,672	266,003	
BEGINNING BALANCE, RESERVES	1,927,340	1,902,844	(24,496)	2,955,292	3,084,907	129,616	870,235	876,499	6,265	
NET INCREASE / (DECREASE)	79,986	131,575	51,589	243,322	21,271	(222,051)	82,878	153,038	70,159	

# Changes to Salaries and Benefits

	San Diego			L	los Angeles	1			
	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change	Preliminary Budget 2024-25	First Interim Budget 2024-25	\$ Change
EXPENDITURES									
Certificated Salaries	1,898,946	2,040,657	141,710	2,848,602	2,933,485	84,883	1,184,116	1,307,285	123,170
Classified Salaries	566,027	606,989	40,961	847,367	850,483	3,116	352,695	394,368	41,673
Employee Benefits	752,453	819,754	67,301	1,130,171	1,225,891	95,721	474,081	513,365	39,284
TOTAL EXPENDITURES	3,217,426	3,467,399	249,972	4,826,140	5,009,859	183,719	2,010,892	2,215,018	204,127
	01		•	val at the De	-	ive January 4 Board mee			
	01	Pending I	Board appro	•	cember 2024	4 Board mee	ting.		





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	Μι	ilti-	Ye	ar P	roie	ecti	on			
	San Diego				Los Angeles			Sonoma		
	2024-25	2025-26	2026-27	2024-25	2025-26	2026-27	2024-25	2025-26	2026-27	
Enrollment	309	314	320	423	428	433	213	213	213	
Average Daily Attendance	276.00	279.37	284.57	383.00	389.74	396.57	189.00	189.00	189.00	
REVENUES										
General Purpose Revenue	3,801,327	3,949,953	4,130,789	5,338,147	5,495,032	5,651,399	2,469,969	2,487,599	2,495,734	
Federal Revenue	143,763	127,288	129,452	212,196	190,527	193,691	101,692	87,113	87,113	
Other State Revenue	636,235	739,169	649,171	851,786	998,506	909,273	424,049	476,271	392,684	
Other Local Revenue	28,400	5,000	5,000	7	272	-	2,000	1,000	1,000	
TOTAL REVENUES	4,609,724	4,821,410	4,914,412	6,402,136	6,684,065	6,754,363	2,997,710	3,051,983	2,976,531	
EXPENDITURES										
Certificated Salaries	2,040,657	2,300,509	2,355,871	2,933,485	3,158,908	3,234,927	1,307,285	1,407,774	1,441,652	
Classified Salaries	606,989	558,954	572,544	850,483	767,518	786,180	394,368	342,046	350,363	
Employee Benefits	819,754	930,556	945,322	1,225,891	1,272,142	1,292,303	513,365	575,178	584,335	
Books and Supplies	303,662	361,513	370,449	455,492	496,032	508,676	189,789	221,612	203,659	
Other Services and Operating	707,088	630,012	613,094	915,514	861,397	836,983	439,128	423,672	375,132	
Other Outgo	-	-	-	-	-	-	737	-	-	
TOTAL EXPENDITURES	4,478,149	4,781,543	4,857,281	6,380,864	6,555,998	6,659,069	2,844,672	2,970,283	2,955,142	
NET INCREASE / (DECREASE)	131,575	39,867	57,131	21,271	128,067	95,294	153,038	81,700	21,389	
BEGINNING BALANCE, RESERVES	1,902,844	2,034,419	2,074,286	3,084,907	3,106,179	3,234,246	876,499	1,029,537	1,111,238	
NET INCREASE / (DECREASE)	131,575	39,867	57,131	21,271	128,067	95,294	153,038	81,700	21,389	
ENDING BALANCE	2,034,419	2,074,286	2,131,417	3,106,179	3,234,246	3,329,540	1,029,537	1,111,238	1,132,627	









# **California Pacific Charter-Los Angeles**

# 2024-25 First Interim Budget



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

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2024, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

# First Interim Budget Financial Highlights

The financial performance of all three CPCS schools—San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO)—remains strong, with healthy reserves and cash flows.

- CPC-SD: With a surplus of \$131,575, CPC-SD will have an ending fund balance of \$2,034,419, representing 45.43% of annual expenditures. An increase from the Preliminary Budget.
- CPC-LA: With a surplus of \$21,271, CPC-LA will have an ending fund balance of \$3,106,179, representing 48.68% of annual expenditures. A decrease from the Preliminary Budget.
- CPC-SO: With a surplus of \$153,038, CPC-SO will have an ending fund balance of \$1,029,537, representing 36.19% of annual expenditures. An increase from the Preliminary Budget.

# **Enrollment and ADA Assumptions**

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

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

All three California Pacific Charter Schools are seeing strong enrollment projections, the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each school, management has prepared the budget with conservative enrollment and ADA estimates.

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



2024-25 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter-SD	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	270	309	314	320
Total Charter ADA	252.00	276.00	279.37	284.57
Attendance Ratio	93.33%	89.32%	88.97%	88.93%

California Pacific Charter-LA	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	415	423	428	433
Total Charter ADA	391.00	383.00	389.74	396.57
Attendance Ratio	94.22%	90.54%	91.06%	91.59%

California Pacific Charter - Sonoma	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	169	213	213	213
Total Charter ADA	165.00	189.00	189.00	189.00
Attendance Ratio	97.63%	88.73%	88.73%	88.73%

### Revenue

*General Purpose Entitlement - LCFF Revenue* – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) is 1.07% for the 2024-25 First Interim Budget.

Key Changes to Federal Revenue -

- > Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$12K for CPC-SO. For CPC-SO, the ESSER III Learning Loss funds amount to approximately \$3K. All ESSER funds have been fully expended by the September 30, 2024 due date.



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	<u>CPC-SD</u>	<u>CPC-LA</u>	<u>CPC-SO</u>
Federal Special Education	\$44,930	\$55,626	\$35 <i>,</i> 362
Title I	61,377	107,022	36,008
Title II	8,875	14,548	4,932
Title IV	10,000	10,000	10,000
ESSER III	18,581	25,000	12,271
ESSER III - LL			3,119

# Federal Revenue – 2024-25 First Interim Budget:

Key Changes to State Revenue -

- State Special Education Revenue State Special Education Revenues have been updated per the most recent funding schedules.
- Mandated Block Grant (MBG) revenues have been funded at \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- State Lottery funding rates of \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 were used.
- Career Technical Education Incentive Grant (CTEIG) revenues for the CTEIG have been updated to reflect the amounts in the latest application submitted for the 2024-25 funding year. Each application is subject to approval. Additionally, it's important to note that this grant requires a matching contribution of \$2 local funds for every \$1 in state funds.

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	CPC-SD	CPC-LA	<u>CPC-SO</u>
State Special Education	\$312,291	\$424,427	\$198,003
Mandated Cost Reimbursements	20,927	29,039	14,330
Lottery - Non-Prop 20	52,716	73,153	36,099
Lottery - Prop 20	22,632	31,406	15,498
UPK	14,154	13,356	17,912
Educator Effectiveness	33,129	32,396	38,123
CTEIG	93,253	139,509	57,830
Arts & Music Block Grant	33,848	42,658	19,459
Prop 28 (AMS)	4,514	5,670	1,784
A-G Access Grant	13,955	14,075	6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
Learning Recovery Block Grant	29,277	40,510	15,905

### Other State Revenue – 2024-25 First Interim Budget:

Local Revenue –

▶ Interest revenue is projected at \$28K for CPC-SD and \$2K for CPC-SO.


### **Expenses**

Key Changes to Salaries and Benefits -

- Effective January 1, 2025, there will be a 3.5% salary increase for all positions included in the budget, pending Board approval at the December 2024 Board meeting.
- > A new position for a School Psychologist will be added to the budget, starting January 1, 2025.
- The budget also proposes a one-time discretionary bonus for eligible employees within CPC-SD and CPC-SO, subject to Board approval at the December 2024 Board meeting.

### Key Changes to Books and Supplies -

- > Increases are anticipated due to higher costs from Accelerate Education Incorporated.
- Additional online curriculum expenses from eDynamic and Edgenuity for electives, CTE, and Special Education have also contributed to the increase.

### Key Changes to Services and Other Operating Expenditures -

- Expenses for sub-agreements for special education vendored services are higher than expected, leading to an increase in the 2024-25 First Interim Budget.
- Travel and conference expenses have been increased in the First Interim Budget to provide more opportunities for professional development and conferences.
- > Professional services expenses have risen to include temporary technical support.
- > Legal expenses have also been increased in this budget to ensure adequate funding.
- > Postage expenses have also risen to accommodate the mailing of more items.

Per-pupil spending rates for the 2024-25 First Interim Budget are as follows:

- ➢ CPC-SD: \$14,492 per pupil
- > CPC-LA: \$15,085 per pupil
- CPC-SO: \$13,355 per pupil

### **Multi-Year Projection Assumptions**

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



### 2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
  - > 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
  - > 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$16K, \$20K, and \$11K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$103K for CPC-SD, \$154K for CPC-LA, and \$64K for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$106K for CPC-SD, \$162K for CPC-LA, and \$63K for CPC-SO. Each of these applications is subject to approval and will require a 1:2 match (\$2 local to \$1 state match).
- AMIM funds for 2025-26 total approximately \$93K for CPC-SD, \$113K for CPC-LA, and \$53K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
  - ➤ Certificated staff 2.5%
  - ➤ Classified staff 3.0%
- A 3.00% COLA increase for staffing schedules is included for the 2025-26 budget year. However, this increase is not guaranteed and is contingent upon several factors, including the California State budget fully funding LCFF COLA increases, the absence of additional staffing needs, and other budgetary considerations. Additionally, this increase would be subject to approval by the Board.



- For the 2026-27 fiscal year, it's assumed that there will be no COLA increases for staffing schedules.
- Travel and conference budget for 2025-26 includes estimated expenses to potentially host an inperson conference for all CalPac staff across the three schools. The current estimate for this total is \$100K. This event is in the early planning phase and is subject to Board approval.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

### Debt – Revolving Loan Fund Program

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

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

### **Reserves**

Reserves (or "Fund Balance") play a critical role in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.



### California Pacific Charter - San Diego Summary of Ending Fund Balance

2026-27 2024-25 2025-26 \$2,074,286 \$2,034,419 \$2,131,417 Ending Fund Balance (EFB) **Components of EFB** \$134,344 \$143,446 \$145,718 Assigned for Special Education (4%) \$191,262 \$194,291 \$179,126 Assigned for Legal (4%) \$239,077 \$223,907 \$242,864 Assigned for Economic Uncertainty (5%) \$1,497,042 \$1,548,544 Cashflow Reserve (33%) \$1,500,501

### **California Pacific Charter - Los Angeles**

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,106,179	\$3,234,246	\$3,329,540
Components of EFB			
Assigned for Special Education (4%)	\$255,235	\$262,240	\$266,363
Assigned for Legal (4%)	\$255,235	\$262,240	\$266,363
Assigned for Economic Uncertainty (5%)	\$319,043	\$327,800	\$332,953
Cashflow Reserve (35%)	\$2,276,666	\$2,381,966	\$2,463,861

### California Pacific Charter - Sonoma Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$1,029,537	\$1,111,238	\$1,132,627
Components of EFB			
Assigned for Special Education (1%)	\$28,447	\$29,703	\$29,551
Assigned for Legal (4%)	\$113,787	\$118,811	\$118,206
Assigned for Economic Uncertainty (5%)	\$142,234	\$148,514	\$147,757
Cashflow Reserve (26%)	\$745,069	\$814,210	\$837,113



### **Cash Flow**

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year, as shown on the Monthly Cash Forecast. The 2024-25 California State Enacted Budget includes cash deferrals, which will delay apportionment from June 2025 to July 2025. The return of these deferrals highlights the importance of closely monitoring cash flow to ensure that each school remains liquid and can meet its financial obligations. No external borrowing is anticipated to be necessary.

#### 2024-25 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	<u>CPC-SO</u>
Ending Cash Balance as of June 30, 2025	\$ 2,127,386	\$ 3,458,279	\$ 1,006,123
Days of Cash on Hand	173	198	129



**Enrollment & ADA** 

CHARTER 1751	СРС	C-LA	СРС	C-LA	СРС	-LA	
	202	4-25	202	5-26	2026	6-27	
Attendance Ratio:	90.5	54%	91.0	06%	91.5	59%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	
тк	8	7.49	8	7.63	8	7.75	
Kinder	22	20.11	23	20.45	23	20.82	
Grade 1	12	10.58	12	10.77	12	10.96	
Grade 2	25	22.83	26	23.23	25	23.64	
Grade 3	13	12.15	14	12.38	13	12.60	
Grade 4	19	17.23	19	17.53	20	17.84	
Grade 5	23	20.78	22	21.15	24	21.51	
Grade 6	31	27.90	31	28.40	32	28.89	
Grade 7	31	28.23	32	28.73	32	29.24	
Grade 8	32	29.19	32	29.69	32	30.21	
Grade 9	39	35.50	40	36.13	41	36.75	
Grade 10	58	51.50	58	52.41	59	53.33	
Grade 11	50	45.28	50	46.07	51	46.88	
Grade 12	60	54.23	61	55.17	61	56.15	
TOTAL	423	383.00	428	389.74	433	396.57	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	
Total TK-3 Enrollment	80	73.16	83	74.46	81	75.77	
Total 4-6 Enrollment	73	65.91	72	67.08	76	68.24	
Total 7-8 Enrollment	63	57.42	64	58.42	64	59.45	
Total 9-12 Enrollment	207	186.51	209	189.78	212	193.11	
Total Enrollment/ADA	423	383.00	428	389.74	433	396.57	
Unduplicated Pupil Percentage	69.74%	295	69.63%	298	69.52%	301	
Percentage of ELL/LEP students	8.18%	35	8.18%	35	8.18%	35	
Percentage of SPED Student	20.09%	85	20.09%	86	20.09%	87	



**Budget Summary** 

CHARTER 1751	Preliminary Budget 2024-25	Year to Date 10/31/2024	First Interim Budget 2024-25	\$ Change	% Change
Enrollment	415		423	8	1.93%
Average Daily Attendance	391.00		383.00	(8.00)	-2.05%
REVENUES					
General Purpose Revenue	5,292,787	1,085,900	5,338,147	45,360	0.86%
Federal Revenue	179,726	25,000	212,196	32,470	18.07%
Other State Revenue	818,681	105,671	851,786	33,105	4.04%
Other Local Revenue	-	7	7	7	-
TOTAL REVENUES	6,291,194	1,216,577	6,402,136	110,942	1.76%
EXPENDITURES					
Certificated Salaries	2,848,602	823,112	2,933,485	84,883	2.98%
Classified Salaries	847,367	232,186	850,483	3,116	0.37%
Employee Benefits	1,130,171	354,286	1,225,891	95,721	8.47%
Books and Supplies Expenditures	397,556	197,757	455,492	57,936	14.57%
Other Services and Operating Expenditures	824,176	406,582	915,514	91,337	11.08%
Other Outgo	-	-	-	-	-
TOTAL EXPENDITURES	6,047,872	2,013,922	6,380,864	332,993	5.51%
NET INCREASE / (DECREASE)	243,322	(797,345)	21,271	(222,051)	-91.26%
BEGINNING BALANCE, RESERVES	2,955,292	3,084,907	3,084,907	129,616	4.39%
NET INCREASE / (DECREASE)	243,322	(797,345)	21,271	(222,051)	-91.26%
ENDING BALANCE	3,198,613	2,287,562	3,106,179	(92,435)	-2.89%
ENDING BALANCE AS % OF EXPENDITURES	52.89%	113.59%	48.68%	-4.21%	



**Multi-Year Projection** 

California Pacific Charter -			
Los Angeles (#1751)	2024-25	2025-26	2026-27
Enrollment	423	428	433
Average Daily Attendance	383.00	389.74	396.57
REVENUES			
General Purpose Revenue	5,338,147	5,495,032	5,651,399
Federal Revenue	212,196	190,527	193,691
Other State Revenue	851,786	998,506	909,273
Other Local Revenue	7	-	-
TOTAL REVENUES	6,402,136	6,684,065	6,754,363
EXPENDITURES			
Certificated Salaries	2,933,485	3,158,908	3,234,927
Classified Salaries	850,483	767,518	786,180
Employee Benefits	1,225,891	1,272,142	1,292,303
Books and Supplies Expenditures	455,492	496,032	508,676
Other Services and Operating Expenditures	915,514	861,397	836,983
Other Outgo	-	-	-
TOTAL EXPENDITURES	6,380,864	6,555,998	6,659,069
NET INCREASE / (DECREASE)	21,271	128,067	95,294
BEGINNING BALANCE, RESERVES	3,084,907	3,106,179	3,234,246
NET INCREASE / (DECREASE)	21,271	128,067	95,294
ENDING BALANCE	3,106,179	3,234,246	3,329,540
ENDING BALANCE AS % OF EXPENDITURES	48.68%	49.33%	50.00%
MULTI-YEAR REVENUE DETAIL	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	5,080,323	5,232,671	5,384,440
8012 EPA Entitlement	76,600	77,948	79,314
8096 In-Lieu-Of Property Taxes	181,224	184,413	187,645
Total General Purpose Revenue	5,338,147	5,495,032	5,651,399
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	50,857	52,269	53,185
8182 SpEd - Discretionary Grants	4,769	4,549	4,629
8290 Other Federal Revenue	156,570	133,709	135,877
Total Federal Revenue	212,196	190,527	193,691
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	390,748	401,601	408,639
8550 Mandated Cost Reimbursements	29,039	29,550	30,068
8560 State Lottery Revenue	104,559	106,399	108,264
8590 Other State Revenue	327,440	460,956	362,302
Total Other State Revenue	851,786	998,506	909,273
Other Local Revenue Assumptions			
8660 Interest Income	-	-	-
	-		

**Total Other Local Revenue** 

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### California Pacific Charter - Los Angeles

### 2024-25 First Interim Budget

### Monthly Cash Forecast

			July	August	Sept	ember	0	October	Nov	vember	De	cember		anuary	F	ebruary		March		April		May		June			
	BUDGET	Α	ctuals	Actuals	Act	uals	A	Actuals	Fo	recast	Fo	recast	F	orecast	F	orecast	F	orecast	F	orecast	-	orecast	F	Forecast	A	CRUALS	TOTAL
	BEGINNING CASH	3	,044,260	3,219,194	2,9	83,269	2	2,799,431	2,	880,641	3,	,023,750		3,171,327		3,312,053		3,493,500		3,666,947		3,727,970		3,880,765			
Revenues																											
General Purpose Revenue	\$ 5,338,147	\$	-	\$ 278,812	\$ 2	90,324	\$	516,764	\$	507,694	\$	526,844	\$	507,694	\$	537,299	\$	556,449	\$	537,299	\$	537,299	\$	-	\$	541,669	\$ 5,338,147
Federal Revenue	212,196		25,000	-		-		-		-		39,142		-		-		53,049		-		-		21,735		73,270	212,196
Other State Revenue	851,786		11,369	21,786		31,472		41,044		127,768		127,768		127,768		127,768		85,179		-		116,932		-		32,932	851,786
Other Local Revenue	7		7	-		-		-		-		-		-		-		-		-		-		-		-	7
Total Revenues	\$ 6,402,136	\$	36,375	\$ 300,598	\$3	21,796	\$	557,808	\$	635,462	\$	693,754	\$	635,462	\$	665,067	\$	694,677	\$	537,299	\$	654,231	\$	21,735	\$	647,871	\$ 6,402,136
Expenditures																											
Certificated Salaries	\$ 2,933,485	\$	49,744	\$ 278,062	\$ 2	48,865	\$	246,440	\$	246,440	\$	246,440	\$	246,440	\$	246,440	\$	246,440	\$	246,440	\$	246,440	\$	225,653	\$	159,637	\$ 2,933,485
Classified Salaries	850,483		37,291	48,059		69,974		76,862		76,862		76,862		76,862		76,862		76,862		76,862		76,862		65,422		14,838	850,483
Employee Benefits	1,225,891		61,087	99,735		98,713		94,750		94,750		94,750		94,750		94,750		94,750		94,750		94,750		94,299		114,052	1,225,891
Books and Supplies	455,492		135,202	28,195		5,331		29,027		21,771		16,328		12,246		9,184		6,888		6,888		6,888		6,888		170,653	455,492
Other Services and Operating	915,514		148,546	84,952		73,490		99,594		52,528		62,268		64,436		56,382		46,762		51,335		76,494		76,494		22,231	915,514
Other Outgo	-		-	-		-		-		-		-		-												-	-
Total Expenditures	\$ 6,380,864	\$	431,871	\$ 539,003	\$4	96,373	\$	546,675	\$	492,352	\$	496,650	\$	494,736	\$	483,620	\$	471,704	\$	476,277	\$	501,436	\$	468,757	\$	481,411	\$ 6,380,864
BALANCE SHEET ITEMS																											

	Beginning																		Ending
Assets	Balance																		Balance
Cash with Fiscal Agents	\$ 3,152		-		-	-	-		-	-	-		-	-	-		-	-	\$ 3,152
Accounts Receivable	798,316		646,926		37,185	18,765	25,403		-	-	-		-	-	-		-	70,036	647,871
Prepaid Expenditures	187,312		3,673		(225)	(1,512)	225	i	-	-	-		-	-	-		-	180,876	4,275
Other Current Assets	99,183		-		-	-	-		-	-	-		-	-	-		-	26,847	72,336
Liabilities																			
Accounts Payable	139,152		(55,169)		(34,480)	(17,449)	44,449	F	-	-	-		-	-	-		-	(76,503)	481,411
Due To Grantor Governments	113,819		-		-	(9,065)	-		-	-	-		-	-	-		-	(104,754)	-
Unearned Revenues	686,213		(25,000)		-	-	-		-	(49,527)	-		-	(49,527)	-		-	(46,799)	515,360
Other Current Liabilities	104,978		-		-	-	-		-	-	-		-	-	-		-	(25,167)	79,811
Net Increases/Decreases		\$	570,431	\$	2,480	\$ (9,261)	\$ 70,077	\$	-	\$ (49,527)	\$-	\$	-	\$ (49,527) \$	-	\$	-	\$ 24,535	
· · · · · · · · · · · · · · · · · · ·		<u> </u>	, -	<u> </u>	,		,.	<u> </u>											
		\$ 3	,219,194	\$ 2,9	983,269	\$ 2,799,431	\$ 2,880,641	\$3,	023,750	\$ 3,171,327	\$ 3,312,053	\$ 3,4	93,500	\$ 3,666,947 \$	3,727,970	\$ 3,8	80,765	\$ 3,458,279	ENDING CASH

	\$ 3,219,194	\$ 2,983,269	\$ 2,799,431	\$ 2,880,641	\$ 3,023,750	\$ 3,171,327	\$ 3,312,053	\$ 3,493,500	\$ 3,666,947	\$ 3,727,970	\$ 3,880,765	\$ 3,458,279	ENDING CASI
													_
Days Cash on Hand	184	171	160	165	173	181	189	200	210	213	222	198	



## **California Pacific Charter-San Diego**

## 2024-25 First Interim Budget



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

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2024, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

### First Interim Budget Financial Highlights

The financial performance of all three CPCS schools—San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO)—remains strong, with healthy reserves and cash flows.

- CPC-SD: With a surplus of \$131,575, CPC-SD will have an ending fund balance of \$2,034,419, representing 45.43% of annual expenditures. An increase from the Preliminary Budget.
- CPC-LA: With a surplus of \$21,271, CPC-LA will have an ending fund balance of \$3,106,179, representing 48.68% of annual expenditures. A decrease from the Preliminary Budget.
- CPC-SO: With a surplus of \$153,038, CPC-SO will have an ending fund balance of \$1,029,537, representing 36.19% of annual expenditures. An increase from the Preliminary Budget.

### **Enrollment and ADA Assumptions**

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

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

All three California Pacific Charter Schools are seeing strong enrollment projections, the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each school, management has prepared the budget with conservative enrollment and ADA estimates.

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



2024-25 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter-SD	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	270	309	314	320
Total Charter ADA	252.00	276.00	279.37	284.57
Attendance Ratio	93.33%	89.32%	88.97%	88.93%

California Pacific Charter-LA	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	415	423	428	433
Total Charter ADA	391.00	383.00	389.74	396.57
Attendance Ratio	94.22%	90.54%	91.06%	91.59%

California Pacific Charter - Sonoma	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	169	213	213	213
Total Charter ADA	165.00	189.00	189.00	189.00
Attendance Ratio	97.63%	88.73%	88.73%	88.73%

### Revenue

*General Purpose Entitlement - LCFF Revenue* – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) is 1.07% for the 2024-25 First Interim Budget.

Key Changes to Federal Revenue -

- > Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$12K for CPC-SO. For CPC-SO, the ESSER III Learning Loss funds amount to approximately \$3K. All ESSER funds have been fully expended by the September 30, 2024 due date.



i cuciai nevenue		in st miterini	Duuget.
	CPC-SD	<u>CPC-LA</u>	<u>CPC-SO</u>
Federal Special Education	\$44,930	\$55,626	\$35,362
Title I	61,377	107,022	36,008
Title II	8,875	14,548	4,932
Title IV	10,000	10,000	10,000
ESSER III	18,581	25,000	12,271
ESSER III - LL			3,119

### Federal Revenue – 2024-25 First Interim Budget:

Key Changes to State Revenue -

- State Special Education Revenue State Special Education Revenues have been updated per the most recent funding schedules.
- Mandated Block Grant (MBG) revenues have been funded at \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- State Lottery funding rates of \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 were used.
- Career Technical Education Incentive Grant (CTEIG) revenues for the CTEIG have been updated to reflect the amounts in the latest application submitted for the 2024-25 funding year. Each application is subject to approval. Additionally, it's important to note that this grant requires a matching contribution of \$2 local funds for every \$1 in state funds.

			<u> </u>
	CPC-SD	<u>CPC-LA</u>	<u>CPC-SO</u>
State Special Education	\$312,291	\$424,427	\$198,003
Mandated Cost Reimbursements	20,927	29,039	14,330
Lottery - Non-Prop 20	52,716	73,153	36,099
Lottery - Prop 20	22,632	31,406	15,498
UPK	14,154	13,356	17,912
Educator Effectiveness	33,129	32,396	38,123
CTEIG	93,253	139,509	57,830
Arts & Music Block Grant	33,848	42,658	19,459
Prop 28 (AMS)	4,514	5,670	1,784
A-G Access Grant	13,955	14,075	6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
Learning Recovery Block Grant	29,277	40,510	15,905

### Other State Revenue – 2024-25 First Interim Budget:

Local Revenue –

▶ Interest revenue is projected at \$28K for CPC-SD and \$2K for CPC-SO.



### **Expenses**

Key Changes to Salaries and Benefits -

- Effective January 1, 2025, there will be a 3.5% salary increase for all positions included in the budget, pending Board approval at the December 2024 Board meeting.
- > A new position for a School Psychologist will be added to the budget, starting January 1, 2025.
- The budget also proposes a one-time discretionary bonus for eligible employees within CPC-SD and CPC-SO, subject to Board approval at the December 2024 Board meeting.

### Key Changes to Books and Supplies -

- > Increases are anticipated due to higher costs from Accelerate Education Incorporated.
- Additional online curriculum expenses from eDynamic and Edgenuity for electives, CTE, and Special Education have also contributed to the increase.

### Key Changes to Services and Other Operating Expenditures -

- Expenses for sub-agreements for special education vendored services are higher than expected, leading to an increase in the 2024-25 First Interim Budget.
- Travel and conference expenses have been increased in the First Interim Budget to provide more opportunities for professional development and conferences.
- > Professional services expenses have risen to include temporary technical support.
- > Legal expenses have also been increased in this budget to ensure adequate funding.
- > Postage expenses have also risen to accommodate the mailing of more items.

Per-pupil spending rates for the 2024-25 First Interim Budget are as follows:

- ➢ CPC-SD: \$14,492 per pupil
- > CPC-LA: \$15,085 per pupil
- CPC-SO: \$13,355 per pupil

### **Multi-Year Projection Assumptions**

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



### 2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
  - > 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
  - > 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$16K, \$20K, and \$11K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$103K for CPC-SD, \$154K for CPC-LA, and \$64K for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$106K for CPC-SD, \$162K for CPC-LA, and \$63K for CPC-SO. Each of these applications is subject to approval and will require a 1:2 match (\$2 local to \$1 state match).
- AMIM funds for 2025-26 total approximately \$93K for CPC-SD, \$113K for CPC-LA, and \$53K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
  - ➤ Certificated staff 2.5%
  - ➤ Classified staff 3.0%
- A 3.00% COLA increase for staffing schedules is included for the 2025-26 budget year. However, this increase is not guaranteed and is contingent upon several factors, including the California State budget fully funding LCFF COLA increases, the absence of additional staffing needs, and other budgetary considerations. Additionally, this increase would be subject to approval by the Board.



- For the 2026-27 fiscal year, it's assumed that there will be no COLA increases for staffing schedules.
- Travel and conference budget for 2025-26 includes estimated expenses to potentially host an inperson conference for all CalPac staff across the three schools. The current estimate for this total is \$100K. This event is in the early planning phase and is subject to Board approval.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

### Debt – Revolving Loan Fund Program

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

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

### **Reserves**

Reserves (or "Fund Balance") play a critical role in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.



### California Pacific Charter - San Diego Summary of Ending Fund Balance

2024-25 2025-26 2026-27 \$2,074,286 \$2,034,419 \$2,131,417 Ending Fund Balance (EFB) **Components of EFB** \$134,344 \$143,446 \$145,718 Assigned for Special Education (4%) \$179,126 \$191,262 \$194,291 Assigned for Legal (4%) \$239,077 \$223,907 \$242,864 Assigned for Economic Uncertainty (5%) \$1,497,042 \$1,548,544 Cashflow Reserve (33%) \$1,500,501

### **California Pacific Charter - Los Angeles**

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,106,179	\$3,234,246	\$3,329,540
Components of EFB			
Assigned for Special Education (4%)	\$255,235	\$262,240	\$266,363
Assigned for Legal (4%)	\$255,235	\$262,240	\$266,363
Assigned for Economic Uncertainty (5%)	\$319,043	\$327,800	\$332,953
Cashflow Reserve (35%)	\$2,276,666	\$2,381,966	\$2,463,861

### California Pacific Charter - Sonoma Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$1,029,537	\$1,111,238	\$1,132,627
Components of EFB			
Assigned for Special Education (1%)	\$28,447	\$29,703	\$29,551
Assigned for Legal (4%)	\$113,787	\$118,811	\$118,206
Assigned for Economic Uncertainty (5%)	\$142,234	\$148,514	\$147,757
Cashflow Reserve (26%)	\$745,069	\$814,210	\$837,113



### **Cash Flow**

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year, as shown on the Monthly Cash Forecast. The 2024-25 California State Enacted Budget includes cash deferrals, which will delay apportionment from June 2025 to July 2025. The return of these deferrals highlights the importance of closely monitoring cash flow to ensure that each school remains liquid and can meet its financial obligations. No external borrowing is anticipated to be necessary.

#### 2024-25 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	<u>CPC-SO</u>
Ending Cash Balance as of June 30, 2025	\$ 2,127,386	\$ 3,458,279	\$ 1,006,123
Days of Cash on Hand	173	198	129



**Enrollment & ADA** 

CHARTER 1758	СРС	-SD	СРС	-SD	СРС	-SD
	202	4-25	2025	5-26	202	6-27
Attendance Ratio:	89.3	32%	88.9	97%	88.9	93%
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
тк	3	2.77	3	2.80	3	2.87
Kinder	18	15.68	18	15.86	18	16.08
Grade 1	15	13.81	16	13.96	16	14.16
Grade 2	19	16.67	19	16.86	19	17.12
Grade 3	14	12.80	14	12.95	15	13.12
Grade 4	5	4.22	5	4.28	5	4.37
Grade 5	13	11.26	13	11.40	13	11.64
Grade 6	12	11.16	13	11.30	13	11.51
Grade 7	24	21.31	24	21.76	25	22.22
Grade 8	16	14.69	16	14.67	17	14.95
Grade 9	27	24.07	28	24.38	29	24.88
Grade 10	30	27.05	31	27.39	31	27.94
Grade 11	69	61.56	70	62.32	71	63.51
Grade 12	44	38.95	44	39.44	45	40.20
TOTAL	309	276.00	314	279.37	320	284.57
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	69	61.73	70	62.43	71	63.35
Total 4-6 Enrollment	30	26.64	31	26.98	31	27.52
Total 7-8 Enrollment	40	36.00	40	36.43	42	37.17
Total 9-12 Enrollment	170	151.63	173	153.53	176	156.53
Total Enrollment/ADA	309	276.00	314	279.37	320	284.57
Unduplicated Pupil Percentage	67.64%	209	67.52%	212	67.50%	216
Percentage of ELL/LEP students	5.36%	17	5.36%	17	5.36%	17
Percentage of SPED Student	23.21%	72	23.21%	73	23.21%	74



**Budget Summary** 

CHARTER 1758	Preliminary Budget 2024-25	Year to Date 10/31/2024	First Interim Budget 2024-25	\$ Change	% Change
Enrollment	270		309	39	14.44%
Average Daily Attendance	252.00		276.00	24.00	9.52%
REVENUES					
General Purpose Revenue	3,416,375	963,811	3,801,327	384,952	11.27%
Federal Revenue	129,887	23,300	143,763	13,876	10.68%
Other State Revenue	570,454	66,554	636,235	65,780	11.53%
Other Local Revenue	15,000	18,820	28,400	13,400	89.33%
TOTAL REVENUES	4,131,716	1,072,485	4,609,724	478,008	11.57%
EXPENDITURES					
Certificated Salaries	1,898,946	548,969	2,040,657	141,710	7.46%
Classified Salaries	566,027	154,791	606,989	40,961	7.24%
Employee Benefits	752,453	217,449	819,754	67,301	8.94%
Books and Supplies Expenditures	265,038	140,511	303,662	38,624	14.57%
Other Services and Operating Expenditures	569,266	279,859	707,088	137,822	24.21%
Other Outgo	-	-	-	-	-
TOTAL EXPENDITURES	4,051,730	1,341,579	4,478,149	426,419	10.52%
NET INCREASE / (DECREASE)	79,986	(269,094)	131,575	51,589	64.50%
BEGINNING BALANCE, RESERVES	1,927,340	1,902,844	1,902,844	(24,496)	-1.27%
NET INCREASE / (DECREASE)	79,986	(269,094)	131,575	51,589	64.50%
ENDING BALANCE	2,007,326	1,633,750	2,034,419	27,093	1.35%
ENDING BALANCE AS % OF EXPENDITURES	49.54%	121.78%	45.43%	-4.11%	



**Multi-Year Projection** 

California Pacific Charter -			
San Diego (#1758)	2024-25	2025-26	2026-27
Enrollment	309	314	320
Average Daily Attendance	276.00	279.37	284.57
REVENUES			
General Purpose Revenue	3,801,327	3,949,953	4,130,789
Federal Revenue	143,763	127,288	129,452
Other State Revenue	636,235	739,169	649,171
Other Local Revenue	28,400	5,000	5,000
TOTAL REVENUES	4,609,724	4,821,410	4,914,412
EXPENDITURES			
Certificated Salaries	2,040,657	2,300,509	2,355,871
Classified Salaries	606,989	558,954	572,544
Employee Benefits	819,754	930,556	945,322
Books and Supplies Expenditures	303,662	361,513	370,449
Other Services and Operating Expenditures	707,088	630,012	613,094
Other Outgo	-	-	-
TOTAL EXPENDITURES	4,478,149	4,781,543	4,857,281
NET INCREASE / (DECREASE)	131,575	39,867	57,131
BEGINNING BALANCE, RESERVES	1,902,844	2,034,419	2,074,286
NET INCREASE / (DECREASE)	131,575	39,867	57,131
ENDING BALANCE	2,034,419	2,074,286	2,131,417
ENDING BALANCE AS % OF EXPENDITURES	45.43%	43.38%	43.88%
MULTI-YEAR REVENUE DETAIL	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	3,534,269	3,679,634	3,855,438
8012 EPA Entitlement	55,200	55,874	56,914
8096 In-Lieu-Of Property Taxes	211,858	214,445	218,437
Total General Purpose Revenue	3,801,327	3,949,953	4,130,789
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	41,964	42,901	43,700
8182 SpEd - Discretionary Grants	2,966	3,278	3,318
8290 Other Federal Revenue	98,833	81,109	82,434
Total Federal Revenue	143,763	127,288	129,452
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	291,347	297,853	303,397
8550 Mandated Cost Reimbursements	20,927	21,183	21,577
8560 State Lottery Revenue	75,348	76,268	77,688
8590 Other State Revenue	248,613	343,865	246,509
Total Other State Revenue	636,235	739,169	649,171
Other Local Revenue Assumptions			
8660 Interest Income	28,400	5,000	5,000
Total Other Local Revenue	28,400	5,000	5,000



### California Pacific Charter - San Diego

### 2024-25 First Interim Budget

### Monthly Cash Forecast

	BUDGET	A	July ctuals	August Actuals	•	tember tuals		October Actuals		vember precast		cember recast	anuary orecast	ebruary orecast	March orecast	F	April orecast	F	May orecast	I	June Forecast	A	CRUALS	TOTAL
	BEGINNING CASH	2	,564,851	2,354,201	2,:	132,920	2	2,172,805	2	,208,850	2,	,266,666	2,178,038	2,210,807	2,304,696	1	2,361,503		2,367,307		2,486,815			
Revenues																								
General Purpose Revenue	\$ 3,801,327	\$	155,705	\$ 155,705	\$ 3	292,878	\$	359,523	\$	303,096	\$	316,896	\$ 303,096	\$ 357,585	\$ 371,385	\$	357,585	\$	357,585	\$	-	\$	470,289	\$ 3,801,327
Federal Revenue	143,763		18,581	-		-		4,719		-		34,708	-	-	35,941		-		-		16,174		33,640	143,763
Other State Revenue	636,235		3,159	14,027		22,912		26,456		95,435		95,435	95,435	95,435	63,623		-		87,341		-		36,976	636,235
Other Local Revenue	28,400		7,987	230		9,067		1,536		1,200		1,200	1,200	1,200	1,200		1,200		1,200		1,180		-	28,400
Total Revenues	\$ 4,609,724	\$	185,432	\$ 169,962	\$ 3	324,857	\$	392,234	\$	399,731	\$	448,239	\$ 399,731	\$ 454,220	\$ 472,148	\$	358,785	\$	446,126	\$	17,354	\$	540,905	\$ 4,609,724
Expenditures Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Other Services and Operating Other Outgo	\$ 2,040,657 606,989 819,754 303,662 707,088	\$	33,163 24,860 40,687 104,859 103,249	\$ 185,602 32,039 61,690 12,810 60,130	\$	165,910 46,649 65,809 3,329 45,862	\$	164,294 51,242 49,262 19,512 70,618	\$	164,294 51,242 65,809 1,701 58,870	\$	264,294 76,242 85,658 8,922 58,450	\$ 164,294 51,242 65,809 22,972 62,646	\$ 164,294 51,242 72,425 12,381 59,989	\$ 164,294 51,242 74,631 21,512 60,362	\$	164,294 51,242 70,955 5,491 60,999	\$	164,294 51,242 72,670 2,745 35,666	\$	156,974 46,691 72,752 686 16,050	\$	84,658 21,815 21,594 86,740 14,196	\$ 2,040,657 606,989 819,754 303,662 707,088
Total Expenditures	\$ 4,478,149	\$	306,819	\$ 352,272	\$ 3	327,560	\$	354,928	\$	341,916	\$	493,566	\$ 366,963	\$ 360,331	\$ 372,040	\$	352,980	\$	326,618	\$	293,153	\$	229,003	\$ 4,478,149
BALANCE SHEET ITEMS																								

	Beginning															Ending
Assets	Balance															Balance
Cash with Fiscal Agents	\$ 2,554	-	-	-	-	-	-	-	-		-	-		-	-	\$ 2,554
Accounts Receivable	135,980	45,62	7 21,763	(4,883)	18,943	-	-	-	-		-	-		-	54,531	540,905
Prepaid Expenditures	125,910	(90,45	3) (3,131)	13,933	(3,967)	-	-	-	-		-	-		-	205,834	3,695
Other Current Assets	65,865	-	-	-	-	-	-	-	-		-	-		-	17,828	48,037
Liabilities																
Accounts Payable	182,708	(25,85	5) (49,317)	33,538	(16,236)	-	-	-	-		-	-		-	(124,838)	229,003
Due To Grantor Governments	176,151	-	(8,286)	-	-	-	-	-	-		-	-		-	(167,865)	-
Unearned Revenues	561,190	(18,58	1) -	-	-	-	(43,301)	-	-		(43,301)	-		-	(52,408)	403,600
Other Current Liabilities	69,714	-	-	-	-	-	-	-	-		-	-		-	(16,713)	53,001
Net Increases/Decreases		\$ (89,26	3) \$ (38,971)	\$ 42,588	\$ (1,261)	\$ -	\$ (43,301)	Ś -	Ś -	Ś	(43,301) \$	-	Ś	- Ś	6 (83,629)	

Days Cash on Hand	192	174	177	180	185	178	180	188	192	193	203

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# **California Pacific Charter-Sonoma**

## 2024-25 First Interim Budget



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

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2024, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

### First Interim Budget Financial Highlights

The financial performance of all three CPCS schools—San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO)—remains strong, with healthy reserves and cash flows.

- CPC-SD: With a surplus of \$131,575, CPC-SD will have an ending fund balance of \$2,034,419, representing 45.43% of annual expenditures. An increase from the Preliminary Budget.
- CPC-LA: With a surplus of \$21,271, CPC-LA will have an ending fund balance of \$3,106,179, representing 48.68% of annual expenditures. A decrease from the Preliminary Budget.
- CPC-SO: With a surplus of \$153,038, CPC-SO will have an ending fund balance of \$1,029,537, representing 36.19% of annual expenditures. An increase from the Preliminary Budget.

### **Enrollment and ADA Assumptions**

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

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

All three California Pacific Charter Schools are seeing strong enrollment projections, the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each school, management has prepared the budget with conservative enrollment and ADA estimates.

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



2024-25 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter-SD	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	270	309	314	320
Total Charter ADA	252.00	276.00	279.37	284.57
Attendance Ratio	93.33%	89.32%	88.97%	88.93%

California Pacific Charter-LA	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	415	423	428	433
Total Charter ADA	391.00	383.00	389.74	396.57
Attendance Ratio	94.22%	90.54%	91.06%	91.59%

California Pacific Charter - Sonoma	2024-25 Preliminary	2024-25 FIB	2025-26 Projected	2026-27 Projected
Enrollment	169	213	213	213
Total Charter ADA	165.00	189.00	189.00	189.00
Attendance Ratio	97.63%	88.73%	88.73%	88.73%

### Revenue

*General Purpose Entitlement - LCFF Revenue* – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) is 1.07% for the 2024-25 First Interim Budget.

Key Changes to Federal Revenue -

- > Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$19K for CPC-SD, \$25K for CPC-LA, and \$12K for CPC-SO. For CPC-SO, the ESSER III Learning Loss funds amount to approximately \$3K. All ESSER funds have been fully expended by the September 30, 2024 due date.



2024 25 Thist Internit Budget.						
<u>CPC-SD</u>	<u>CPC-LA</u>	CPC-SO				
\$44,930	\$55,626	\$35,362				
61,377	107,022	36,008				
8,875	14,548	4,932				
10,000	10,000	10,000				
18,581	25,000	12,271				
		3,119				
	CPC-SD   \$44,930   61,377   8,875   10,000	CPC-SDCPC-LA\$44,930\$55,62661,377107,0228,87514,54810,00010,000				

### Federal Revenue – 2024-25 First Interim Budget:

Key Changes to State Revenue -

- State Special Education Revenue State Special Education Revenues have been updated per the most recent funding schedules.
- Mandated Block Grant (MBG) revenues have been funded at \$20.06 per ADA for grades K-8 and \$55.76 per ADA for grades 9-12.
- State Lottery funding rates of \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 were used.
- Career Technical Education Incentive Grant (CTEIG) revenues for the CTEIG have been updated to reflect the amounts in the latest application submitted for the 2024-25 funding year. Each application is subject to approval. Additionally, it's important to note that this grant requires a matching contribution of \$2 local funds for every \$1 in state funds.

	CPC-SD	CPC-LA	<u>CPC-SO</u>			
State Special Education	\$312,291	\$424,427	\$198,003			
Mandated Cost Reimbursements	20,927	29,039	14,330			
Lottery - Non-Prop 20	52,716	73,153	36,099			
Lottery - Prop 20	22,632	31,406	15,498			
UPK	14,154	13,356	17,912			
Educator Effectiveness	33,129	32,396	38,123			
CTEIG	93,253	139,509	57,830			
Arts & Music Block Grant	33,848	42,658	19,459			
Prop 28 (AMS)	4,514	5,670	1,784			
A-G Access Grant	13,955	14,075	6,624			
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483			
Learning Recovery Block Grant	29,277	40,510	15,905			

### Other State Revenue – 2024-25 First Interim Budget:

Local Revenue –

▶ Interest revenue is projected at \$28K for CPC-SD and \$2K for CPC-SO.



### **Expenses**

Key Changes to Salaries and Benefits -

- Effective January 1, 2025, there will be a 3.5% salary increase for all positions included in the budget, pending Board approval at the December 2024 Board meeting.
- > A new position for a School Psychologist will be added to the budget, starting January 1, 2025.
- The budget also proposes a one-time discretionary bonus for eligible employees within CPC-SD and CPC-SO, subject to Board approval at the December 2024 Board meeting.

### Key Changes to Books and Supplies -

- > Increases are anticipated due to higher costs from Accelerate Education Incorporated.
- Additional online curriculum expenses from eDynamic and Edgenuity for electives, CTE, and Special Education have also contributed to the increase.

### Key Changes to Services and Other Operating Expenditures -

- Expenses for sub-agreements for special education vendored services are higher than expected, leading to an increase in the 2024-25 First Interim Budget.
- Travel and conference expenses have been increased in the First Interim Budget to provide more opportunities for professional development and conferences.
- > Professional services expenses have risen to include temporary technical support.
- > Legal expenses have also been increased in this budget to ensure adequate funding.
- > Postage expenses have also risen to accommodate the mailing of more items.

Per-pupil spending rates for the 2024-25 First Interim Budget are as follows:

- ➢ CPC-SD: \$14,492 per pupil
- > CPC-LA: \$15,085 per pupil
- CPC-SO: \$13,355 per pupil

### **Multi-Year Projection Assumptions**

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



### 2025-26 & 2026-27 Assumptions

- The LCFF COLA currently stands at 1.00% for both 2025-26 and 2026-27. Management has opted for a lower percentage due to economic uncertainty. The tax revenue in California is falling short of expectations, and management believes that the stated COLAs are not likely to fully materialize. Therefore, 1.00% is considered a conservative approach. Management has internally considered various scenarios and does not anticipate any deficit spending in the next two years using the current projections. Management is keeping a close eye on the Statutory COLA.
- MBG revenue rates at:
  - > 2025-26 \$20.65 per ADA for grades K-8 and \$57.39 per ADA for grades 9-12.
  - > 2026-27 \$21.29 per ADA for grades K-8 and \$59.16 per ADA for grades 9-12.
- California Lottery per ADA rate \$191/ADA for Non-Proposition 20 and \$82/ADA for Proposition 20 for both 2025-26 and 2026-27.
- 2025-26 includes Educator Effectiveness funds for CPC-SD, CPC-LA, and CPC-SO \$16K, \$20K, and \$11K, respectively. The funds are available until June 30, 2026.
- All three CalPac schools intend to continue applying for CTEIG funding each school year. The funding requests for 2025-26 are projected to be \$103K for CPC-SD, \$154K for CPC-LA, and \$64K for CPC-SO. Additionally, the funding requests for 2026-27 are projected to be \$106K for CPC-SD, \$162K for CPC-LA, and \$63K for CPC-SO. Each of these applications is subject to approval and will require a 1:2 match (\$2 local to \$1 state match).
- AMIM funds for 2025-26 total approximately \$93K for CPC-SD, \$113K for CPC-LA, and \$53K for CPC-SO. These funds are available until the 2025-26 fiscal year and are expected to be fully exhausted by that date.
- AMS funds for 2025-26 have been estimated as \$5K for CPC-SD, \$6K for CPC-LA, and \$2K for CPC-SO; for 2026-27 these are estimated as \$13K for CPC-SD, \$19K for CPC-LA, and \$7K for CPC-SO.
- LREBG funds for 2025-26 total approximately \$73K for CPC-SD, \$101K for CPC-LA, and \$56K for CPC-SO; for 2026-27 these are approximately \$102K for CPC-SD, \$142K for CPC-LA, and \$56K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- UPK funds have been included for CPC-SD, CPC-LA, and CPC-SO, a total of \$14K, \$13K, and \$15K, respectively, for 2025-26.
- Staffing Step Advancement factors:
  - ➤ Certificated staff 2.5%
  - ➤ Classified staff 3.0%
- A 3.00% COLA increase for staffing schedules is included for the 2025-26 budget year. However, this increase is not guaranteed and is contingent upon several factors, including the California State budget fully funding LCFF COLA increases, the absence of additional staffing needs, and other budgetary considerations. Additionally, this increase would be subject to approval by the Board.



- For the 2026-27 fiscal year, it's assumed that there will be no COLA increases for staffing schedules.
- Travel and conference budget for 2025-26 includes estimated expenses to potentially host an inperson conference for all CalPac staff across the three schools. The current estimate for this total is \$100K. This event is in the early planning phase and is subject to Board approval.
- To address the issue of high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

### Debt – Revolving Loan Fund Program

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

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

### **Reserves**

Reserves (or "Fund Balance") play a critical role in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.



### California Pacific Charter - San Diego Summary of Ending Fund Balance

2026-27 2024-25 2025-26 \$2,074,286 \$2,034,419 \$2,131,417 **Ending Fund Balance (EFB) Components of EFB** \$134,344 \$143,446 \$145,718 Assigned for Special Education (4%) \$191,262 \$194,291 \$179,126 Assigned for Legal (4%) \$239,077 \$223,907 \$242,864 Assigned for Economic Uncertainty (5%) \$1,497,042 \$1,548,544 Cashflow Reserve (33%) \$1,500,501

### **California Pacific Charter - Los Angeles**

Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$3,106,179	\$3,234,246	\$3,329,540
Components of EFB			
Assigned for Special Education (4%)	\$255,235	\$262,240	\$266,363
Assigned for Legal (4%)	\$255,235	\$262,240	\$266,363
Assigned for Economic Uncertainty (5%)	\$319,043	\$327,800	\$332,953
Cashflow Reserve (35%)	\$2,276,666	\$2,381,966	\$2,463,861

### California Pacific Charter - Sonoma Summary of Ending Fund Balance

	2024-25	2025-26	2026-27
Ending Fund Balance (EFB)	\$1,029,537	\$1,111,238	\$1,132,627
Components of EFB			
Assigned for Special Education (1%)	\$28,447	\$29,703	\$29,551
Assigned for Legal (4%)	\$113,787	\$118,811	\$118,206
Assigned for Economic Uncertainty (5%)	\$142,234	\$148,514	\$147,757
Cashflow Reserve (26%)	\$745,069	\$814,210	\$837,113



### **Cash Flow**

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2024-25 fiscal year, as shown on the Monthly Cash Forecast. The 2024-25 California State Enacted Budget includes cash deferrals, which will delay apportionment from June 2025 to July 2025. The return of these deferrals highlights the importance of closely monitoring cash flow to ensure that each school remains liquid and can meet its financial obligations. No external borrowing is anticipated to be necessary.

#### 2024-25 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	<u>CPC-SO</u>
Ending Cash Balance as of June 30, 2025	\$ 2,127,386	\$ 3,458,279	\$ 1,006,123
Days of Cash on Hand	173	198	129



**Enrollment & ADA** 

CHARTER 2037	CPC-SO		CPC-SO		CPC-SO	
	202	4-25	2025-26		2026-27	
Attendance Ratio:	88.7	73%	88.73%		88.73%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
тк	4	3.10	4	3.10	4	3.10
Kinder	5	4.09	5	4.09	5	4.09
Grade 1	7	6.57	7	6.57	7	6.57
Grade 2	6	5.28	6	5.28	6	5.28
Grade 3	5	4.17	5	4.17	5	4.17
Grade 4	15	13.36	15	13.36	15	13.36
Grade 5	18	15.80	18	15.80	18	15.80
Grade 6	22	19.34	22	19.34	22	19.34
Grade 7	18	17.39	18	17.39	18	17.39
Grade 8	15	13.72	15	13.72	15	13.72
Grade 9	18	15.54	18	15.54	18	15.54
Grade 10	19	16.67	19	16.67	19	16.67
Grade 11	20	17.94	20	17.94	20	17.94
Grade 12	41	36.03	41	36.03	41	36.03
TOTAL	213	189.00	213	189.00	213	189.00
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	27	23.21	27	23.21	27	23.21
Total 4-6 Enrollment	55	48.50	55	48.50	55	48.50
Total 7-8 Enrollment	33	31.11	33	31.11	33	31.11
Total 9-12 Enrollment	98	86.18	98	86.18	98	86.18
Total Enrollment/ADA	213	189.00	213	189.00	213	189.00
Unduplicated Pupil Percentage	57.75%	123	57.75%	123	57.75%	123
Percentage of ELL/LEP students	1.32%	3	1.32%	3	1.32%	3
Percentage of SPED Student	19.74%	42	19.74%	42	19.74%	42



**Budget Summary** 

CHARTER 2037	Preliminary Budget 2024-25	Year to Date 10/31/2024	First Interim Budget 2024-25	\$ Change	% Change
Enrollment	169		213	44	26.04%
Average Daily Attendance	165.00		189.00	24.00	14.55%
REVENUES					
General Purpose Revenue	2,203,153	363,599	2,469,969	266,816	12.11%
Federal Revenue	88,403	15,390	101,692	13,289	15.03%
Other State Revenue	367,991	37,686	424,049	56,058	15.23%
Other Local Revenue	2,000	3	2,000	-	-
TOTAL REVENUES	2,661,548	416,679	2,997,710	336,162	12.63%
EXPENDITURES					
Certificated Salaries	1,184,116	343,361	1,307,285	123,170	10.40%
Classified Salaries	352,695	96,744	394,368	41,673	11.82%
Employee Benefits	474,081	147,628	513,365	39,284	8.29%
Books and Supplies Expenditures	165,648	86,476	189,789	24,140	14.57%
Other Services and Operating Expenditures	401,392	174,824	439,128	37,736	9.40%
Other Outgo	737	605	737	-	-
TOTAL EXPENDITURES	2,578,669	849,638	2,844,672	266,003	10.32%
NET INCREASE / (DECREASE)	82,878	(432,959)	153,038	70,159	84.65%
BEGINNING BALANCE, RESERVES	870,235	876,499	876,499	6,265	0.72%
NET INCREASE / (DECREASE)	82,878	(432,959)	153,038	70,159	84.65%
ENDING BALANCE	953,113	443,540	1,029,537	76,424	8.02%
ENDING BALANCE AS % OF EXPENDITURES	36.96%	52.20%	36.19%	-0.77%	



**Multi-Year Projection** 

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California Pacific Charter -			
Sonoma (#2037)	2024-25	2025-26	2026-27
Enrollment	213	213	213
Average Daily Attendance	189.00	189.00	189.00
REVENUES			
General Purpose Revenue	2,469,969	2,487,599	2,495,734
Federal Revenue	101,692	87,113	87,113
Other State Revenue	424,049	476,271	392,684
Other Local Revenue	2,000	1,000	1,000
TOTAL REVENUES	2,997,710	3,051,983	2,976,531
EXPENDITURES			
Certificated Salaries	1,307,285	1,407,774	1,441,652
Classified Salaries	394,368	342,046	350,363
Employee Benefits	513,365	575,178	584,335
Books and Supplies Expenditures	189,789	221,612	203,659
Other Services and Operating Expenditures	439,128	423,672	375,132
Other Outgo	737	-	-
TOTAL EXPENDITURES	2,844,672	2,970,283	2,955,142
NET INCREASE / (DECREASE)	153,038	81,700	21,389
BEGINNING BALANCE, RESERVES	876,499	1,029,537	1,111,238
NET INCREASE / (DECREASE)	153,038	81,700	21,389
ENDING BALANCE	1,029,537	1,111,238	1,132,627
ENDING BALANCE AS % OF EXPENDITURES	36.19%	37.41%	38.33%
MULTI-YEAR REVENUE DETAIL	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	1,612,892	1,587,462	1,564,393
8012 EPA Entitlement	37,800	37,800	37,800
8096 In-Lieu-Of Property Taxes	819,277	862,337	893,541
Total General Purpose Revenue	2,469,969	2,487,599	2,495,734
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	33,592	33,928	33,928
<ul><li>8182 SpEd - Discretionary Grants</li><li>8290 Other Federal Revenue</li></ul>	1,770 66,330	2,245	2,245 50,940
Total Federal Revenue	<b>101,692</b>	50,940 <b>87,113</b>	87,113
	101,001	07,110	0,,110
Other State Revenue Assumptions	405 504	407.050	407.050
8311 AB602 State SpEd Revenue	185,504	187,359	187,359
8550 Mandated Cost Reimbursements 8560 State Lottery Revenue	14,330	14,330	14,330
8560 State Lottery Revenue 8590 Other State Revenue	51,597 172,618	51,597 222,985	51,597 139 398
Total Other State Revenue	424,049	476,271	139,398 <b>392,684</b>
	12,10,10		002,004
Other Local Revenue Assumptions			
8660 Interest Income			
Total Other Local Revenue	2,000 <b>2,000</b>	1,000 <b>1,000</b>	1,000 <b>1,000</b>



### California Pacific Charter - Sonoma

2024-25 First Interim Budget

### Monthly Cash Forecast

		July		August	September	c	October	November	0	December	J	anuary	F	ebruary		March		April		May		June			
	BUDGET	Actuals		Actuals	Actuals	A	Actuals	Forecast		Forecast	F	orecast	F	orecast	F	orecast	Fo	recast	F	orecast	l	Forecast	A	CCRUALS	TOTAL
	BEGINNING CASH	1,087,80	8	878,039	1,053,239		814,357	910,215		923,842		855,447		1,011,965		1,113,761	1	,209,012		1,258,293		1,353,719			
Revenues																									
General Purpose Revenue	\$ 2,469,969	\$-	\$	59,230	\$ -	\$	304,369	\$ 165,607	\$	255,701	\$	310,767	\$	250,868	\$	260,318	\$	250,868	\$	250,868	\$	-	\$	361,372	\$ 2,469,969
Federal Revenue	101,692	-		8,988	51		6,351	-		16,583		-		-		25,423		-		-		12,157		32,139	101,692
Other State Revenue	424,049	-		11,592	9,887		16,207	63,607		63,607		63,607		63,607		42,405		-		58,213		-		31,316	424,049
Other Local Revenue	2,000		3	-	-		-	831		167		167		167		167		167		167		167		-	2,000
Total Revenues	\$ 2,997,710	\$	3\$	79,810	\$ 9,938	\$	326,927	\$ 230,044	\$	336,058	\$	374,541	\$	314,642	\$	328,313	\$	251,035	\$	309,248	\$	12,324	\$	424,828	\$ 2,997,710
	-																								
Expenditures																									
Certificated Salaries	\$ 1,307,285	\$ 20,72	7\$	116,257	\$ 103,694	\$	102,683	\$ 102,683	\$	202,683	\$	102,683	\$	102,683	\$	102,683	\$	102,683	\$	102,683	\$	100,560	\$	44,581	\$ 1,307,285
Classified Salaries	394,368	15,53	8	20,024	29,156		32,026	32,026		57,026		32,026		32,026		32,026		32,026		32,026		30,336		18,106	394,368
Employee Benefits	513,365	25,40	9	41,583	41,130		39,506	39,506		66,737		39,506		39,506		39,506		39,506		39,506		39,490		22,473	513,365
Books and Supplies	189,789	63,68	9	8,043	2,458		12,287	9,215		6,911		5,183		3,888		2,916		2,916		2,916		2,916		66,453	189,789
Other Services and Operating	439,128	65,57	0	36,799	29,029		43,426	25,195		29,867		30,907		27,044		22,429		24,623		36,691		59,070		8,478	439,128
Other Outgo	737	-		-	-		605	92		26		14												-	737
Total Expenditures	\$ 2,844,672	\$ 190,93	2\$	222,705	\$ 205,467	\$	230,533	\$ 208,718	\$	363,251	\$	210,320	\$	205,147	\$	199,561	\$	201,754	\$	213,822	\$	232,371	\$	160,091	\$ 2,844,672

#### BALANCE SHEET ITEMS Beginning Ending Assets Balance Balance 918 Cash with Fiscal Agents \$ 918 -\$ ---Accounts Receivable 273,997 147 222,975 94 50,777 424,828 5 Prepaid Expenditures 79,540 1,530 (630) 75,396 3,244 -Other Current Assets 32,331 8,751 23,579 Liabilities ----Accounts Payable 75,376 (20,517) 6,211 (42,765) 20,965 (39,269) 160,091 -Due To Grantor Governments 89,606 88,910 (6,108) (172,408) ---46,198 **Current Loans** (15,398) (7,699) (7,699) (7,703) (7,699) --\_ Unearned Revenues 351,776 (51) (33,502) (33,502) (42,592) 242,129 -----34,220 Other Current Liabilities (8,204) 26,016 (18,840) \$ (43,353) \$ (536) \$ (33,502) \$ Net Increases/Decreases 318,095 \$ (7,699) \$ (41,201) \$ (7,703) \$ (7,699) \$ \$ (127,549) \$ -\$ -

	\$ 878,039	\$ 1,053,239 \$	814,357 \$	910,215 \$	923,842 \$	855,447	\$ 1,011,965	\$ 1,113,761	\$ 1,209,012	\$ 1,258,293	\$ 1,353,719	\$ 1,006,123	ENDING CASH
Days Cash on Hand	113	135	104	117	119	110	130	143	155	161	174	129	

### Coversheet

### Approval of 2024-25 School Plan for Student Achievement (SPSA)

Section:	XIII. Education/Student Services
Item:	A. Approval of 2024-25 School Plan for Student Achievement (SPSA)
Purpose:	Vote
Submitted by:	Christine Feher
<b>Related Material:</b>	2024 SPSA Slides Presentation.pdf
	2024_SPSA_CPC- Los Angeles.pdf
	2024_SPSA_CPC-San Diego.pdf
	2024_SPSA_CPC-Sonoma.pdf

### BACKGROUND:

The School Plan for Student Achievement (SPSA) is a comprehensive document required for schools receiving state and federal funding through programs such as Title I. It outlines goals, strategies, and specific actions aimed at improving student outcomes and closing achievement gaps. The SPSA is developed collaboratively by school staff, parents, and stakeholders, ensuring alignment with the Local Control and Accountability Plan (LCAP) and state priorities. Presenting the SPSA to the board for review and approval is a critical step in ensuring compliance with legal requirements and securing necessary funding. This process also provides transparency and an opportunity for the board to provide input on the school's planned initiatives for the upcoming academic year.

### **RECOMMENDATION:**

It is recommended that the Board approve the 2024-25 School Plan for Student Achievement (SPSA) for California Pacific Charter Schools—Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751)—as presented.


# 2024–2025 School Plan for Student Achievement (SPSA)



Powered by BoardOnTrack

## California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM LCFF Priorities/Whole Child Resource Map



This map provides Local Control Funding Formula (LCFF) priorities and whole child resources and supports to help local educational agencies, schools, and families serve the needs of the whole child.



### LCFF Resources by Priority

- LCFF Priority 1: Basic Services (Conditions of Learning)
- LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
- LCFF Priority 3: Parent Involvement (Engagement)
- LCFF Priority 4: Student Achievement (Pupil Outcomes)
- LCFF Priority 5: Student Engagement (Engagement)
- LCFF Priority 6: School Climate (Engagement)
- LCFF Priority 7: Course Access (Conditions of Learning)
- LCFF Priority 8: Student Outcomes (Pupil Outcomes)
- LCFF Priority 9: Expelled Youth (Conditions of Learning)
- LCFF Priority 10: Foster Youth (Conditions of Learning)

# **Categorical Funding**

# S<sup>100HJS</sup>

### Title I Funds

### ESSER III Funds

Learning Recovery Block Grant

► CTEIG

#### Title I funds:

- Support academic tutors offering personalized assistance to struggling students.
- Support English Learners with designated ELD curriculum.

#### ESSER III funds:

Chromebooks

#### The Learning Recovery Block Grant:

- Renaissance Learning, Inc., which aids in identifying and addressing learning gaps and funds supplemental curriculum for learning acceleration.
- Summer school programs
- Social emotional learning curriculum and services to students.

#### **CTEIG:**

- 4 teachers
- 50% salary and benefits for a college and career counselor
- Educational platforms eg: Pathful and Edgenuity (CTE courses)
- 23-24 Added CTE Careers in Education last year
- 24-25 Added CTE Web & Social Media Programming & Design

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM



# **Goal 1- Student Outcomes**



**Metrics** 

CAASPP ELA

CAASPP Math

Participation in Local Assessment

Growth Metrics on Local Assessment

**Course Completion Rates** 

College and Career Readiness

**English Learner Progress** 

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

# **State Assessment**





#### MATH

CALIFORNIA PACIFIC CHARTER - SAN DIEGO

Hispanic, SED (Red)

SCIENCE- 29% meet/exceed the standard

#### CALIFORNIA PACIFIC CHARTER- LOS ANGELES

Academic Performance



MATH

SED, SWD (Red) 

SCIENCE- 21% meet/exceed the standard

#### Powered by BoardOnTrack

#### **CALIFORNIA PACIFIC CHARTER - SONOMA**

#### Academic Performance

View Student Assessment Results and other aspects of school performance.



LEARN MORE

**English Learner** 

Progress

No Performance Color

Less than 11 students -

data not displayed for

privacy



27.1 points below standard



Mathematics

LEARN MORE

Orange

0

Yellov

0

Blue

76.3 points below standard

Declined 39.8 Points V Declined 41 Points V



**English Learner** Progress



LEARN MORE

No Performance Color

Less than 11 students data not displayed for privacy

#### MATH

SED (Red)

SCIENCE- 32.4% meet/exceed the standard

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM
FALL 2023

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#### RENAISSANCE DASHBOARD

### **Overall: Reading & Math Results**



ELA: 57% meet or exceed the standard MATH: 30.2% meet or exceed the standard

## California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM SPRING 2024

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RENAISSANCE DASHBOARD

## **Overall: Reading & Math Results**



ELA: 53.7% meet or exceed the standard (-3.5%) MATH: 30.6% meet or exceed the standard (+0.4%)

187 of 460



# **EL Progress**

Reporting Categories	ng Categories State of California California Pacific Charter- Los California Angeles		California Pacific Charter - San Diego	California Pacific Charter - Sonoma		
		, ingeles		N/A		
Mean Scale Score	N/A	N/A	N/A	10000 000 000 000 000 000 000 000 000 0		
Level 4 0	16.50 %	15.38 %	36.36 %	*		
Level 3 1	33.77 %	46.15 %	27.27 %	*		
Level 2 1	29.40 %	23.08 %	27.27 %			
Level 1 0	20.33 %	15.38 %	9.09 %	*		

### **CA Dashboard**

SD- no performance color (data not displayed <11 students)</li>LA- no performance color (data not displayed <11 students)</li>SO- no performance color (data not displayed <11 students)</li>



# **S24 Completion Rates**

	Elementary School	Middle School	High School
Passed with 60%+	93%	88.6%	94.5%
Passed with 70%+	93.4%	80%	84%
Change from S23	(maintained, +2.4%)	(+17%, +11%)	(+ 4%, maintained)

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

# College & Career







# Goal 2- Conditions of Learning Metrics



Teacher Assignments

Implementation of the State Content Standards

Student Access to Standards Aligned Instructional Materials & Resources

Facilities

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

## **Implementation of State Standards- Reflection**



1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability

- Mathematics- 5 Full Implementation and Sustainability
- NGSS Science- 5 Full Implementation and Sustainability
- History-Social Science- 5 Full Implementation and Sustainability

2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
 ELA- 5 Full Implementation and Sustainability
 ELD- 5 Full Implementation and Sustainability
 Mathematics- 5 Full Implementation and Sustainability
 NGSS Science- 5 Full Implementation and Sustainability
 History-Social Science- 5 Full Implementation and Sustainability

3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation

- Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation
- History-Social Science- 4 Full Implementation

 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation
 Health Education- 5 Full Implementation and Sustainability
 Physical Education- 5 Full Implementation and Sustainability
 VPA- 5 Full Implementation and Sustainability
 World Language- 5 Full Implementation and Sustainability

5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation) -Identifying the professional learning needs of individual teachers (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation) California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM



# Goal 3- Student Outcomes



**Metrics** 

Education Partner Surveys (input & perceptions)
Overall Satisfaction Rates
School Safety Plan

Chronic Absenteeism Rate

Graduation & Drop Out Rates

Suspension and Expulsion Rates

Stability Rate



## **Education Partner Input-students**

Student participation (grades 6-12): SD- 131, LA- 176, SO- 91 (grades K-5): SD- 52, LA- 116, SO- 33

Students identified the following programs as enjoyable/helpful:

- Virtual Learning Hub (52%)
- Summer Bridge Program (17%)
- M.A.R.S. academic support (15.4%)
- Middle School Electives (18.7%)
- Social/Emotional Learning resources (16.5%)
- Individual/Group Counseling (13.2%)
- Career and Technical Education (11%)

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## **Education Partner Input - parents**



#### Parent participation: SD- 48, LA- 102, SO- 27

Parents identified the following programs as helpful:

- Virtual Learning Hub (64%)
- Summer Bridge Program (38%)
- M.A.R.S. academic support (15%)
- Middle School Electives (13%)
- K-6 Enrichment Classes (23%)
- Social/Emotional Learning resources (27%)
- Individual/Group Counseling (21%)
- Career and Technical Education (15%)
- Coding/Technology (18%)
- Opening of TK Program (10%)

# **Education Partner Input - students**



# **Celebrations:**

- "I've really loved CTE and my school counselor"
- "Nearpod is very helpful to me in live sessions"
- "M.A.R.S. Math tutoring really helps me"
- "I find it helpful when my teacher makes me a schedule to get back on track with my work"
- "VLH has helped me a lot"
- "I love the business management class- best class of all time. It has helped me prepare for the real world after high school"
- "Setting goals was effective"
- "CR classes"
- "I love this school"
- "I feel supported in every way"
- "Homeroom"
- Clubs"

## **Education Partner Input-students**



# **Opportunities:**

- Coding and technology classes
- World language options in addition to Spanish
- Field trips are too far to go to
- More group activities in the classrooms and in homeroom to get to know teachers and other students better
- More in person activities

# Education Partner Input - parents Celebrations:



- "This school is wonderful, very supportive"
- "We love CalPac and appreciate all the administration and teachers. My child always has assistance if needed and is progressing amazingly well."
- Great team of teachers and administration has made it possible for my godchild to go from all F"s to getting almost all B's in just a short amount of time. I appreciate the IEP calls and student log reports."
- "We love Calpac! The teachers are amazing and so helpful. My son has never done better in school until he joined Calpac. It has been a truly amazing experience for him and he's able to understand and learn at a perfect pace for him. Calpac is the best!"
- "I love the school it was our first year and it has been amazing. Will be attending next year!"
- "I truly appreciate the school's effective communication and wealth of information provided."

# **Education Partner Input - parents**



# **Opportunities:**

- Accelerated learning program opportunities
- Coding and technology classes
- More language electives
- Music opportunities
- More socialization time for students via Zoom
- More in person activities
- Longer/more live sessions
- More up-to-date technology
- More leadership opportunities for students

## **Education Partner Perceptions - students**

- My school work provides me with grade level instruction and assessment of my academic progress.
  - > SD 98.9% LA 97.2% SO 98.5%
- My teacher is available to me when I need help and supports me with my schoolwork.
  - > SD 100% LA 99.4% SO 99.2%
- My teacher cares about my education and helps me succeed.
  - > SD 100% LA 99.4% SO 100%
- My teacher helps me set goals to be successful in school.
  - > SD 97.8% LA 97.7% SO 97.7%
- I feel safe and welcome at school.
  - > SD 98.9% LA 97.2% SO 96.9%
- If I have a problem, I know I have someone at school that I can talk to for support.
  - > SD 93.4% LA 96.6% SO 96.9%
- Overall, I feel satisfied with my school.
  - > SD 97.8% LA 97.7% SO 94.7%

CIFIC CHA

## **Education Partner Perceptions - parents**

- My child's curriculum and instruction supports their ability to master grade level standards.
  - > SD 93.8% LA 93.1% SO 96.3%
- I have opportunities to be actively involved in my child's education.
  - > SD 95.8% LA 97.1% SO 100%
- I feel welcome to meet with my child's homeroom teacher to discuss my child's progress.
  - > SD 100% LA 97.1% SO 100%
- When working with school staff and administration, I feel my input is valued.
  - > SD 91.7% LA 94.1% SO 92.6%
- Overall, I feel satisfied with the support my child receives to attain their academic goals.
  - > SD 95.8% LA 98% SO 96.3%
- Overall, I feel satisfied with my child's school.
  - > SD 93.8% LA 98% SO 100%





# **School Safety Plan**

 The School Safety Plan was developed and adopted by the School Site Council for all 3 schools at the January 31, 2024 meetings

# **Chronic Absenteeism**





0

Yellow

0

Blue



# ADA (Average Daily Attendance)

- SD- The school met projected ADA. Second interim budget projections were 252 ADA and P2 ADA was 252.17, slightly exceeding the projection.
- LA- The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.
- SO- The school met projected ADA. Second interim budget projections were 148 ADA and P2 ADA was 150.49, exceeding the projection.

Students attended at an average rate of about 94% LA - 94%, SD- 95%, SO- 93%

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## **Graduation Rates**





## **Dropout Rates** SD: 4.1% (-2.7%), LA: 7.7% (-1.8%), SO: 9.5% (-4.1%)

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# **Suspensions & Expulsions**







# **Stability Rates**

	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
California Pacific Charter - San Diego	340	189	55.6%	151	44.4%
California Pacific Charter- Los Angeles	493	277	56.2%	216	43.8%
California Pacific Charter - Sonoma	177	99	55.9%	78	44.1%

Warner Unified- 67.2% SD County- 90.1% Statewide- 91.2% Acton Agua Dulce Unified- 54.6% LA County- 90.5% Statewide- 91.2% Guerneville Elem Dist- 76.6% SO County- 92.3% Statewide- 91.2%



# **Thank You**

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School Year: 2024-25



### **School Plan for Student Achievement (SPSA)**

School Name	County-District-School	Schoolsite Council	Local Board Approval
	(CDS) Code	(SSC) Approval Date	Date
California Pacific Charter - Los Angeles	19-75309-0132654	November 13, 2024	December 10, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by California Pacific Charter - Los Angeles for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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### **Plan Description**

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

This plan is being used by California Pacific Charter - Los Angeles for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

California Pacific Charter- Los Angeles (CPC-LA) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

Focused Support: We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

Data-Driven Decision Making: We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

Family and Community Engagement: We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

Professional Development: Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

Fiscal Responsibility: We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

Continuous Improvement: We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-LA's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.

### **Educational Partner Involvement**

How, when, and with whom did California Pacific Charter - Los Angeles consult as part of the planning process for this SPSA/Annual Review and Update?

#### Involvement Process for the SPSA and Annual Review and Update

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners in order that they have the opportunity to provide input on the school's programs, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Education partner surveys were distributed in Spring 2024.

Virtual staff meeting to review School Plan for Student Achievement was held on November 4, 2024 Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on November 13, 2024 The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 10, 2024

### **Resource Inequities**

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

This section is required for all schools eligible for ATSI and CSI.

N/A. CPC-LA has not been identified for ATSI or CSI.

### **Comprehensive Needs Assessment Components**

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CPC-LA in the state indicator area of CAASPP Math is overall in the Orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. N/A

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The College and Career Readiness dashboard indicator does not yet have a color due to not having comparable year over year dashboard data. However, CPC-LA identifies that CCI is in the low category.

### **School and Student Performance Data**

### Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for California Pacific Charter - Los Angeles. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Student Enrollment by Subgroup										
011	Per	cent of Enroll	ment	Nu	mber of Stude	ents				
Student Group	21-22	22-23	23-24	21-22	22-23	23-24				
American Indian	0.28%	0.28%	0.23%	1	1	1				
African American	8.54%	9.12%	11.21%	31	32	48				
Asian	2.75%	2.85%	3.04%	10	10	13				
Filipino	0.83%	1.14%	1.40%	3	4	6				
Hispanic/Latino	48.76%	53.85%	52.80%	177	189	226				
Pacific Islander	%	0%	%	0	0					
White	28.10%	23.65%	23.60%	102	83	101				
Multiple	7.16%	5.98%	5.37%	26	21	23				
		То	tal Enrollment	363	351	428				

### **Enrollment By Student Group**

### **Enrollment By Grade Level**

	Student Enrollment by Grade Level									
Orreste	Number of Students									
Grade	21-22	22-23	23-24							
Kindergarten	21	10	28							
Grade 1	13	20	17							
Grade 2	15	11	30							
Grade3	10	16	18							
Grade 4	18	17	17							
Grade 5	12	14	21							
Grade 6	29	17	29							
Grade 7	23	28	30							
Grade 8	26	35	30							
Grade 9	25	31	37							
Grade 10	38	31	56							
Grade 11	53	57	49							
Grade 12	80	64	59							
Total Enrollment	363	351	428							

#### Conclusions based on this data:

- 1. CPC-LA continues to see managable growth. The school goal is to continue to grow slowly while increasing the school's stability rate.
- **2.** CPCS-LA is a school with diverse learners. White and Hispanic student groups comprise around 75% of enrolled students, CPC-LA enrolls approximately 11% African American students and 3% Asian students.
- **3.** The majority of CPC-LA's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. Therefore, improving the school's college and career readiness is a concentrated school initiative.

### **School and Student Performance Data**

### English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment										
	Num	ber of Stud	lents	Percent of Students						
Student Group	21-22	22-23	23-24	21-22	22-23	23-24				
English Learners	17	13	35	2.8%	4.7%	8.2%				
Fluent English Proficient (FEP)	41	49	46	16.4%	11.3%	10.7%				
Reclassified Fluent English Proficient (RFEP)				11.1%						

#### Conclusions based on this data:

- 1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-LA makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
- 2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 24-25 SY. CPCS will make a concentrated effort to ensure communication with families is presented in the home language in order to improve school to home communication.
- **3.** CPC-LA continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

### **School and Student Performance Data**

### CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11	18	13	10	17	13	10	17	13	90.9	94.4	100
Grade 4	15	14	16	15	13	16	15	13	16	100.0	92.9	100
Grade 5	9	17	19	9	17	19	9	17	19	100.0	100.0	100
Grade 6	29	16	24	29	15	24	29	15	23	100.0	93.8	100
Grade 7	26	29	18	26	27	18	26	27	18	100.0	93.1	100
Grade 8	28	40	35	27	40	33	27	40	33	96.4	100.0	94.3
Grade 11	51	69	51	48	68	49	48	68	49	94.1	98.6	96.1
All Grades	169	203	176	164	197	172	164	197	171	97.0	97.0	97.7

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

	Overall Achievement for All Students														
Grade	Mean Scale Score			% Standard Exceeded		% Standard Met		% Standard Nearly Met			% Standard Not Met				
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2416.	2470.	*	23.53	30.77	*	17.65	38.46	*	23.53	23.08	*	35.29	7.69
Grade 4	2410.	2412.	2455.	13.33	15.38	18.75	13.33	7.69	31.25	26.67	30.77	12.50	46.67	46.15	37.50
Grade 5	*	2453.	2466.	*	17.65	21.05	*	23.53	26.32	*	11.76	15.79	*	47.06	36.84
Grade 6	2479.	2433.	2477.	10.34	0.00	13.04	13.79	20.00	21.74	34.48	6.67	26.09	41.38	73.33	39.13
Grade 7	2531.	2506.	2506.	15.38	11.11	11.11	26.92	33.33	11.11	23.08	22.22	33.33	34.62	33.33	44.44
Grade 8	2484.	2523.	2554.	7.41	5.00	18.18	18.52	25.00	30.30	29.63	30.00	18.18	44.44	40.00	33.33
Grade 11	2537.	2530.	2511.	18.75	11.76	6.12	20.83	23.53	16.33	14.58	22.06	36.73	45.83	42.65	40.82
All Grades	N/A	N/A	N/A	13.41	11.17	14.62	21.95	23.35	23.39	22.56	22.34	25.73	42.07	43.15	36.26
Demon	strating u	Inderstan	Readin iding of li	•	d non-fic	tional tex	ts								
-------------	------------	-----------	-----------------------	--------	------------	------------	-------	-----------	-------						
	% At	ove Stan	dard	% At o	r Near Sta	andard	% Be	elow Stan	dard						
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24						
Grade 3	*	*	*	*	*	*	*	*	*						
Grade 4	*	*	*	*	*	*	*	*	*						
Grade 5	*	*	*	*	*	*	*	*	*						
Grade 6	*	*	*	*	*	*	*	*	*						
Grade 7	*	*	*	*	*	*	*	*	*						
Grade 8	*	12.50	18.18	*	52.50	57.58	*	35.00	24.24						
Grade 11	18.75	17.65	4.08	45.83	55.88	61.22	35.42	26.47	34.69						
All Grades	15.24	13.71	13.45	53.66	55.33	59.06	31.10	30.96	27.49						

	Writing Producing clear and purposeful writing													
	% Al	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard					
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24					
Grade 3	*	*	*	*	*	*	*	*	*					
Grade 4	*	*	*	*	*	*	*	*	*					
Grade 5	*	*	*	*	*	*	*	*	*					
Grade 6	*	*	*	*	*	*	*	*	*					
Grade 7	*	*	*	*	*	*	*	*	*					
Grade 8	*	10.00	18.18	*	42.50	39.39	*	47.50	42.42					
Grade 11	22.92	13.24	10.42	33.33	48.53	56.25	43.75	38.24	33.33					
All Grades	13.41	10.15	15.29	39.63	46.19	47.06	46.95	43.65	37.65					

	Demons	strating e	Listeniı ffective c	ng ommunic	ation ski	lls			
Orre de Lavrel	% At	oove Stan	ndard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	10.00	15.15	*	82.50	63.64	*	7.50	21.21
Grade 11	10.42	8.82	4.08	77.08	69.12	73.47	12.50	22.06	22.45
All Grades	12.80	9.14	8.19	68.29	71.57	71.35	18.90	19.29	20.47

In	vestigati		esearch/lı zing, and	nquiry presenti	ng inform	ation	_		
	% At	ove Stan	dard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	10.00	33.33	*	77.50	57.58	*	12.50	9.09
Grade 11	14.58	8.82	10.20	60.42	72.06	51.02	25.00	19.12	38.78
All Grades	12.20	8.12	18.13	64.63	69.54	57.89	23.17	22.34	23.98

- 1. CPC-LA met the goal of having a participation rate of over 95%.
- 2. Student academic performance in the area of ELA continues to be an area of need. CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement. CPC-LA anticipates at least a 2% increase of students who meet or exceeded the standard in ELA in Spring 2024 when the CA Dashboard is released on December 1, 2024.
- 3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

### CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

				Overall	Participa	ation for	All Stud	ents					
Grade	# of St	udents E	nrolled	# of S	tudents 1	Tested	# of \$	Students Scores	with	% of Enrolled Students Tested			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	11	18	13	10	17	13	10	17	13	90.9	94.4	100	
Grade 4	15	14	16	15	13	16	15	13	16	100.0	92.9	100	
Grade 5	9	17	19	9	17	19	9	17	19	100.0	100.0	100	
Grade 6	29	16	24	29	16	23	29	16	23	100.0	100.0	95.8	
Grade 7	26	29	18	26	28	18	26	28	18	100.0	96.6	100	
Grade 8	28	40	35	27	40	33	27	40	33	96.4	100.0	94.3	
Grade 11	51	69	51	48	68	49	48	68	49	94.1	98.6	96.1	
All Grades	169	203	176	164	199	171	164	199	171	97.0	98.0	97.2	

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

	Overall Achievement for All Students														
Grade	Mean	Scale	Score	% Standard Exceeded			% Standard Met			% Standard Nearly Met				Standa Not Me	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2403.	2438.	*	11.76	23.08	*	29.41	30.77	*	11.76	30.77	*	47.06	15.38
Grade 4	2410.	2429.	2458.	6.67	7.69	6.25	0.00	15.38	25.00	46.67	23.08	37.50	46.67	53.85	31.25
Grade 5	*	2431.	2457.	*	17.65	21.05	*	5.88	0.00	*	23.53	26.32	*	52.94	52.63
Grade 6	2498.	2412.	2462.	13.79	0.00	8.70	13.79	12.50	13.04	34.48	25.00	30.43	37.93	62.50	47.83
Grade 7	2512.	2504.	2518.	7.69	10.71	11.11	19.23	21.43	5.56	34.62	25.00	61.11	38.46	42.86	22.22
Grade 8	2462.	2505.	2539.	3.70	12.50	18.18	14.81	12.50	15.15	14.81	22.50	30.30	66.67	52.50	36.36
Grade 11	2497.	2480.	2494.	4.17	4.41	6.12	8.33	5.88	14.29	27.08	23.53	20.41	60.42	66.18	59.18
All Grades	N/A	N/A	N/A	8.54	8.54	12.28	11.59	12.56	14.04	30.49	22.61	30.99	49.39	56.28	42.69

	Applying		-	ocedures cepts and		ures					
Orredo Laval	% At	ove Stan	dard	% At o	r Near St	andard	% Be	elow Stan	dard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		
Grade 3	*	*	*	*	*	*	*	*	*		
Grade 4 * * * * * * * * * * *											
Grade 5	*	*	*	*	*	*	*	*	*		
Grade 6	*	*	*	*	*	*	*	*	*		
Grade 7	*	*	*	*	*	*	*	*	*		
Grade 8	*	17.50	18.18	*	37.50	48.48	*	45.00	33.33		
Grade 11	4.17	5.88	6.12	33.33	33.82	36.73	62.50	60.29	57.14		
All Grades	12.80	10.10	13.45	35.98	35.35	43.27	51.22	54.55	43.27		

Using appropr				eling/Data ve real wo			ical prob	lems		
	% AI	oove Star	ndard	% At o	r Near St	andard	% Below Standard			
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	12.50	18.18	*	52.50	48.48	*	35.00	33.33	
Grade 11	4.17	4.41	6.12	58.33	54.41	59.18	37.50	41.18	34.69	
All Grades	9.15	8.54	12.87	51.22	49.75	51.46	39.63	41.71	35.67	

Demo	onstrating		unicating o support			nclusions							
Que de Levrel	% At	oove Stan	ndard	% At o	r Near St	andard	% Be	elow Stan	dard				
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24				
Grade 3	*	*	*	*	*	*	*	*	*				
Grade 4         * </th													
Grade 5	*	*	*	*	*	*	*	*	*				
Grade 6	*	*	*	*	*	*	*	*	*				
Grade 7	*	*	*	*	*	*	*	*	*				
Grade 8	*	10.00	12.12	*	42.50	66.67	*	47.50	21.21				
Grade 11	4.17	7.35	4.08	66.67	52.94	55.10	29.17	39.71	40.82				
All Grades	6.71	7.04	7.60	61.59	51.26	61.40	31.71	41.71	30.99				

- 1. Overall, CPC-LA met the goal of 95% participation rate.
- 2. Student academic performance in the are of Math continues to be an identified area of need. CPC-LA anticipates at least a 2% increase of students who meet or exceeded the standard in Math in Spring 2024 when the CA Dashboard is released on December 1, 2024.

**3.** CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement in Math.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

		Nu	mber of	ELPAC Students			ssment   Scores		tudents			
Grade		Overall			al Langu			en Lang			lumber o dents Te	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
к	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*	*		*	*		
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		4
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	4
10	*	*	*	*	*	*	*	*	*	*	*	5
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*	0	*	*
All Grades										15	13	27

### **ELPAC Results**

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	ŀ		Level 3	5		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
к	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	33.33	15.38	0.00	33.33	46.15	44.44	20.00	23.08	29.63	13.33	15.38	25.93	15	13	27

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4			Level 3			Level 2			Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
к	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	46.67	53.85	29.63	40.00	30.77	33.33	0.00	0.00	11.11	13.33	15.38	25.93	15	13	27

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	Ļ		Level 3	3		Level 2	2	Level 1			Total Number of Students		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
К		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	20.00	0.00	0.00	33.33	15.38	14.81	20.00	53.85	51.85	26.67	30.77	33.33	15	13	27

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed		Somew	vhat/Mod	lerately	Beginning			Total Number of Students			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
к	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	13.33	23.08	7.41	80.00	61.54	55.56	6.67	15.38	37.04	15	13	27

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed			Somew	Somewhat/Moderately		E	Beginnin	g	Total Number of Students		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
к	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	53.33	76.92	57.69	33.33	7.69	19.23	13.33	15.38	23.08	15	13	26

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed		Somew	Somewhat/Moderately		Beginning			Total Number of Students			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
К	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	13.33	0.00	3.70	60.00	38.46	40.74	26.67	61.54	55.56	15	13	27

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Wel	l Develo	ped Somewhat/Moderately			E	Beginnin	g	Total Number of Students			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
К	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	26.67	7.69	3.70	53.33	61.54	74.07	20.00	30.77	22.22	15	13	27

- 1. Students will continue to receive both integrated and desigated ELD supports, with a focus on improving writing skills.
- 2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
- **3.** CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

### California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

	2022-23 Student Population							
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth					
351	66.7	3.7	Students whose well being is the responsibility of a court.					
Total Number of Students enrolled in California Pacific Charter - Los Angeles.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.						

2022-23 Enrollment for All Students/Student Group							
Student Group	Total	Percentage					
English Learners	13	3.7					
Foster Youth							
Homeless	10	2.8					
Socioeconomically Disadvantaged	234	66.7					
Students with Disabilities	71	20.2					

Enrollment by Race/Ethnicity							
Student Group	Total	Percentage					
African American	32	9.1					
American Indian	1	0.3					
Asian	10	2.8					
Filipino	4	1.1					
Hispanic	189	53.8					
Two or More Races	21	6					
White	83	23.6					

### Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our

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

2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

### **Overall Performance**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





- 1. Graduation rates have increased from prior years and the school has exited from CSI as a result.
- 2. Chronic Absenteeism rates have declined significanty and are well below the state average. This can be attributed to the school's robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for

students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

**3.** CPCS acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

### Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer



This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report							
Red	Orange	Yellow	Green	Blue			
0	3	1	0	0			

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Engl	ish Language Arts Performance for Al	I Students/Student Group
All Students	English Learners	Foster Youth
( )	93.1 points below standard	$\bigcirc$
Yellow	Maintained 0 points	No Performance Color
43.3 points below standard		0 Students
Increased +5.6 points	12 Students	
152 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	( )	( )
	Orange	Orange
4 Students	58.4 points below standard	88.9 points below standard
	Maintained +2.3 points	Increased +7.4 points
	103 Students	35 Students

2023 Fall	Dashboard English Languag	e Arts Performance by Race	/Ethnicity
African American	American Indian	Asian	Filipino
40.1 points below standard Increased Significantly +45.5 points 16 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	Yellow
54.7 points below standard	TO Students	0 Students	35.2 points below standard
Maintained +1.9 points 75 Students			Increased Significantly +18.7 points 40 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners							
Current English Learner	Reclassified English Learners	English Only					
Less than 11 Students	Less than 11 Students	36.6 points below standard					
5 Students	7 Students	Increased Significantly +15.8 points					
		124 Students					

- 1. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and test readiness school initiatives.
- 2. Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This student group improved from the previous year but remains an identified area of need that will be addressed through our academic intervention initiatives.
- **3.** Students with disabilities and Hispanic students are performing below the standard at a higher rate as compared to their grade level peers. These student groups experienced an increase from the previous year however, remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

### Academic Performance **Mathematics**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greved out color dial with the words "No Performance Color."







Greer

Blue **Highest Performance** 

Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group				
All Students	English Learners	Foster Youth		
( )	137.8 points below standard	$\cap$		
Orange	Decreased Significantly -56 points	No Performance Color		
90.2 points below standard		0 Students		
Decreased -8.4 points	12 Students			
154 Students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
Less than 11 Students	$\bigcirc$	$\bigcirc$		
	Red	Red		
4 Students	110.7 points below standard	145 points below standard		
	Decreased Significantly -19.1 points	Decreased Significantly -39.7 points		
	105 Students	36 Students		

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
122.3 points below standard Decreased Significantly - 28.7 points 16 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	
Hispanic	Two or More Races	Pacific Islander	White	
Orange	Less than 11 Students	No Performance Color	Orange	
101.9 points below standard	10 Students	0 Students	75.4 points below standard	
Increased +3.4 points			Maintained +0.6 points	
77 Students			40 Students	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners				
Current English Learner	Reclassified English Learners	English Only		
Less than 11 Students	Less than 11 Students	87.7 points below standard		
5 Students	7 Students	Decreased -3.3 points		
		126 Students		

- 1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of students to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
- 2. Socioeconomically disadvantaged students are performing below the standard at a rate higher than their grade level peers (RED). This is an identified area of need and will be addressed through the academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, Math Paths in Middle School addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
- **3.** Students with disabilities are performing below the standard at a higher rate compared to their grade level peers (RED). This is an identified area of need that will be address through the IEP process with members of our special education department and with related service providers.

### Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

#### 2023 Fall Dashboard English Learner Progress Indicator

#### **English Learner Progress**

making progress towards English language proficiency Number of EL Students: 10 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results				
Decreased	Maintained ELPI Level 1,	Maintained	Progressed At Least	
One ELPI Level	2L, 2H, 3L, or 3H	ELPI Level 4	One ELPI Level	

#### Conclusions based on this data:

1. CPCS does not have a statistically significant number of students to have a performance level.

2. The school will continue to offer integrated and designated supports to English Learners to ensure English language development, growth, and progress.

### Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report					
Very Low Medium High Very High					
0	2	0	0	0	

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





- 1. This is an identified area of need for growth. CPCS has made efforts to grow and expand our CTE Pathways and have encouraged students to become Pathway completers. The number of students participating in CTE pathways has in creased in the 24-25 SY.
- 2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.

**3.** CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

### Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greved out color dial with the words "No Performance Color."

Greer



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group				
All Students	English Learners	Foster Youth		
Green	Less than 11 Students	No Performance Color		
8.9% Chronically Absent	10 Students	0 Students		
Declined Significantly -5.6				
214 Students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
Less than 11 Students	Yellow	Green		
8 Students	12% Chronically Absent	7.3% Chronically Absent		
	Declined Significantly -5.7	Declined -12.7		
	150 Students	41 Students		

Blue

**Highest Performance** 

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
19.4% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students	
Increased 11.4	2 Students	5 Students	2 Students	
31 Students				
Hispanic	Two or More Races	Pacific Islander	White	
$(\uparrow)$	3.6% Chronically Absent	$\cap$		
Yellow	Declined -0.8	No Performance Color	Blue	
11.1% Chronically Absent		0 Students	0% Chronically Absent	
Declined -2.8	28 Students		Declined -19.2	
108 Students			38 Students	

- 1. CPC-LA decreased chronic absenteeism by 5.6% and is well below the state average at 8.9%. The school has developed and implemented a robust attendance policy and tiered engagement system to address student attendance.
- 2. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

### Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red Orange Yellow Green Blue				
0	0	0	2	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth			
Green	Less than 11 Students	Less than 11 Students			
87.2% graduated	4 Students	3 Students			
Increased 3.2					
78 Students					
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
Less than 11 Students	$\bigcirc$	85% graduated			
	Green	Decreased Significantly -6.7			
5 Students	86.9% graduated				
	Increased 1.4	20 Students			
	61 Students				

2023 Fall Dashboard Graduation Rate by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	
Hispanic	Two or More Races	Pacific Islander	White	
$\bigcirc$	Less than 11 Students	$\cap$	90.9% graduated	
Green	2 Chudanta	No Performance Color	Increased 2	
84.1% graduated	3 Students	0 Students	00 Obudanta	
Increased 1.6			22 Students	
44 Students				

- 1. CPC-LA has a graduation rate of 87.2% and has exited CSI. All student groups are in the GREEN performance color.
- 2. All student groups are in the GREEN performance color.
- **3.** CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

### Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer



Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group				
All Students	English Learners	Foster Youth		
Blue	0% suspended at least one day	Less than 11 Students 2 Students		
0% suspended at least one day	Maintained 0 21 Students			
Maintained 0 493 Students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
0% suspended at least one day	Blue	Blue		
15 Students	0% suspended at least one day	0% suspended at least one day		
	Maintained 0 325 Students	Maintained 0 108 Students		



- 1. CPC-LA offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.
- 2. CPCS will continue to embrace a restorative justice model of addressing student behaviors.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

### **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned with LCAP Goal 1.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the CA Dashboard, areas of need are identified as College and Career Readiness and Mathematics. 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.

### **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	All Students: (YELLOW) 43 points below standard	Decrease distance from the standard by at least 3 points each year
CAASPP Math	All Students: (ORANGE) 90 points below standard	Decrease distance from the standard by at least 3 points each year
Percent Participation in local diagnostic assessment	Met or Exceeded 95% participation	Maintain
Growth Metrics on local diagnostic assessment- ELA	Renasissance STAR Fall 2023 ELA ALL STUDENTS: 53% met or exceeded the standard Standard Exceeded- 25% Standard Met- 28% 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	Increase performance outcomes by 2% each year

	Asian- 75% 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	
	Renasissance STAR	
	Spring 2024 ELA	
	ALL STUDENTS: 49% met or exceeded the standard	
	Standard Exceeded- 22% Standard Met- 27%	
	Standard Nearly Met- 22% Standard Not met- 29%	
	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	
	SED- 41% met or exceeded EL- 6% met or exceeded	
	SWD- 382% met or exceeded	
Growth Metrics on local diagnostic assessment- Math	Renasissance STAR Fall 2023	Increase performance outcomes by 2% each year
	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	
	Renasissance STAR	
	Spring 2024	
	MATH ALL STUDENTS: 30% met or	
	exceeded the standard	
	Standard Exceeded- 17%	
	Standard Exceeded- 17% Standard Met- 14% Standard Nearly Met- 15%	

	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 SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded	
Course Completion Rates	Completion Rates (compared to SPRING 2023) SPRING 2024 Elementary School 93% completion at grade of 60% or higher (maintained) 93.4% completion at grade of 70% or higher (2.4% increase) Middle School 88.6% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94.5% completion at grade of 60% or higher (4% increase) 84% completion at grade of 70% or higher maintained	Incrementally increase courses passed with grade of 70% or higher by 2% annually.
College and Career Indicators	17.9% Prepared- LOW	Increase performance outcomes by 2% each year
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%)	RFEP rate at or exceeding the state average

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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		78,676.00 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN

	by school administration, guidance department,		
1.2	credentialed teachers, and other staff. 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.	All students	59,008.00 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	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.	Enlgish Learners and Low Income Pupils	204,434.92 LCFF 1000-1999: Certificated Personnel Salaries 31,090.39 LCFF 2000-2999: Classified Personnel Salaries 4,661.76 LCFF 4000-4999: Books And Supplies 7,763.52 LCFF 5000-5999: Services And Other Operating Expenditures 2,505.60 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 58,960.01 Title I 1000-1999: Certificated Personnel Salaries
1.4	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.	English Learners	97,068.48 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	All Students	143,028.23 Other 1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 16,467.36 Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 5,202.67 Other

		5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.6	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

### **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with LCAP Goal 2.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	<ol> <li>The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</li> <li>The LEA's progress in making</li> </ol>	Maintain

instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). **ELA- 4 Full Implementation ELD-4 Full Implementation** Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 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 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

- Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)
- Identifying the professional learning needs of individual teachers (4 Full Implementation)

	<ul> <li>Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)</li> </ul>	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
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

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	All students	1,561,824.38 LCFF 1000-1999: Certificated Personnel Salaries 76,651.79 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 117,784.54 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 612,016.34 Special Education 1000-1999: Certificated Personnel Salaries 47,195.82 Special Education 2000-2999: Classified Personnel Salaries 48,062.00 Title I 1000-1999: Certificated Personnel Salaries 48,062.00 Title I
2.2	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)	All Students	9,600.00 LCFF 1000-1999: Certificated Personnel Salaries 8,873.32 LCFF 2000-2999: Classified Personnel Salaries
	Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		200,697.99 LCFF 4000-4999: Books And Supplies 56,873.32 Other 1000-1999: Certificated Personnel Salaries Summer School 55,572.42 Other 2000-2999: Classified Personnel Salaries Tutors 42,343.87 Other 4000-4999: Books And Supplies 1,776.00 Special Education 4000-4999: Books And Supplies SpEd testing protocols & NCS Pearson, Inc.
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2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.		96,000.00 LCFF 4000-4999: Books And Supplies Computers 1,920.00 LCFF 5000-5999: Services And Other Operating Expenditures Alpha Vision 14,400.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet) 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Computers 24,999.60 ESSER III 4000-4999: Books And Supplies Computers 24,999.60 ESSER III
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	960 LCFF 4000-4999: Books And Supplies ALL PD content area (exclude Admin PD)
	1		

			8,160.00 LCFF 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 13,833.33 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 14,548.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD)
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	126,768.93 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### 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.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 3.

## **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. 94.1% of parents indicate that they feel their input is valued. 99.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.4% of students agree that their teacher cares about their education and helps them succeed. 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. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 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. SELPA Draft of the LCAP was sent to SELPA for input on 5/3/24.	maintain
Overall Satisfaction Rate (parents and students)	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
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
Chronic Absenteeism Rate	2022-23 (GREEN)	maintain or decline by 1% each year

	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.	
Drop Out Rate	Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)	maintain or decrease by 1% each year
Graduation Rate (4-yr cohort)	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	maintain or increase by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-LA 56.2% District 54.6% LA County 90.5% Statewide 91.2%	increase by 2% each year

Strategies/Activities Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	5,520.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 3,917.28 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 58,406.01 LCFF

			5000-5999: Services And Other Operating Expenditures DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls RingCentral AT&T YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	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.	All Students	11,532.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 54,297.45 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	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.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low- Income	122,961.07 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 271,442.87 Special Education 1000-1999: Certificated Personnel Salaries

			school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA Director of Special Education - AKRIDGE, EVANGELINE 34,812.19 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 1,872.00 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	English Learners, Foster Youth, Low-Income	164,832.83 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 7,050.24 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	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" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	247,474.25 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

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

# **Budget Summary**

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

# Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$131,570.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,843,846.78
Total Federal Funds Provided to the School from the LEA for CSI	\$0

# Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

# Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$107,022.01
Title II Part A: Improving Teacher Quality	\$14,548.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$131,570.01

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

State or Local Programs	Allocation (\$)
ESSER III	\$24,999.60
LCFF	\$3,123,381.68
Other	\$468,011.34
Special Education	\$1,095,884.15

Subtotal of state or local funds included for this school: \$4,712,276.77

Total of federal, state, and/or local funds for this school: \$4,843,846.78

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

# **Budgeted Funds and Expenditures in this Plan**

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

# Funds Budgeted to the School by Funding Source

Funding Source

Amount Balance

# **Expenditures by Funding Source**

Funding Source	Amount
ESSER III	24,999.60
LCFF	3,123,381.68
Other	468,011.34
Special Education	1,095,884.15
Title I	107,022.01
Title II Part A: Improving Teacher Quality	14,548.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

# **Expenditures by Budget Reference**

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,612,092.99
2000-2999: Classified Personnel Salaries	501,670.18
4000-4999: Books And Supplies	415,861.46
5000-5999: Services And Other Operating Expenditures	314,222.15

# Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ESSER III	24,999.60
1000-1999: Certificated Personnel Salaries	LCFF	2,303,925.68
2000-2999: Classified Personnel Salaries	LCFF	364,089.75
4000-4999: Books And Supplies	LCFF	317,769.03
5000-5999: Services And Other Operating Expenditures	LCFF	137,597.22
1000-1999: Certificated Personnel Salaries	Other	317,686.09

School Plan for Student Achievement (SPSA)

2000-2999: Classified Personnel Salaries	Other
4000-4999: Books And Supplies	Other
5000-5999: Services And Other Operating Expenditures	Other
1000-1999: Certificated Personnel Salaries	Special Education
2000-2999: Classified Personnel Salaries	Special Education
4000-4999: Books And Supplies	Special Education
5000-5999: Services And Other Operating Expenditures	Special Education
1000-1999: Certificated Personnel Salaries	Title I
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment

# **Expenditures by Goal**

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
708,866.94
3,150,861.65
984,118.19

55,572.42

61,316.83

33,436.00

883,459.21

82,008.01

1,776.00

128,640.93

107,022.01

14,548.00

10,000.00

# **School Site Council Membership**

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

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

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Jasee Rana	Classroom Teacher
Cean Colcord	Classroom Teacher
Daisy Carlos	Other School Staff
Joelle Merino	Parent or Community Member
Alicia De Lira	Parent or Community Member
Camille Jones	Parent or Community Member
Koa Salinas	Secondary Student
Anthony Flores	Secondary Student

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

# **Recommendations and Assurances**

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

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

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

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

#### Signature

#### Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 13, 2024.

Attested:

Ericka gruner Daion Carlo.

Principal, Ericka Zemmer on November 13, 2024

SSC Chairperson, Alexis Morfin on November 13, 2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## **Instructions: Table of Contents**

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at <u>TITLEI@cde.ca.gov</u>.

## **Plan Description**

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

#### Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## **Educational Partner Involvement**

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

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

#### Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

#### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## **Resource Inequities**

This section is required for all schools eligible for ATSI and CSI.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

#### SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

#### **CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

#### **ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

#### Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

#### Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- Measurable,
- Achievable,
- Realistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Identified Need**

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

#### Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal. Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one
  or more specific student groups that will benefit from the strategies and activities. ESSA
  Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or
  more specific student groups, including socioeconomically disadvantaged students,
  students from major racial and ethnic groups, students with disabilities, and English
  learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

#### Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

#### Additional ATSI Planning Requirements:

• When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## **Annual Review**

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

## **Goal Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

## **Budget Summary**

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

#### Additional CSI Planning Requirements:

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

#### Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

### **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

• Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# **Appendix A: Plan Requirements**

## Schoolwide Program Requirements

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

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

## **Requirements for Development of the Plan**

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

## **Requirements for the Plan**

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at <u>SISO@cde.ca.gov</u>.

## **Comprehensive Support and Improvement**

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

The CSI plan shall:

- 1. Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- Include evidence-based interventions (Sections: Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <u>https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatoryguidance-evidence.pdf</u>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

- 3. Be based on a school-level needs assessment (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

- CSI Planning Requirements (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/csi.asp</u>
- CSI Webinars: <u>https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp</u>
- CSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp</u>

# Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/tsi.asp</u>
- ATSI Planning and Support Webinar: <u>https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf</u>
- ATSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp</u>

# **Appendix C: Select State and Federal Programs**

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

- Programs included on the ConApp: <u>https://www.cde.ca.gov/fg/aa/co/</u>
- ESSA Title I, Part A: School Improvement: <u>https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</u>
- Available Funding: <u>https://www.cde.ca.gov/fg/fo/af/</u>

Updated by the California Department of Education, October 2023

School Year: 2024-25



# **School Plan for Student Achievement (SPSA)**

School Name	County-District-School	Schoolsite Council	Local Board Approval
	(CDS) Code	(SSC) Approval Date	Date
California Pacific Charter - San Diego	37-75416-0132472	November 13, 2024	December 10, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by California Pacific Charter - San Diego for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- San Diego's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# **Plan Description**

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

This plan is being used by California Pacific Charter - San Diego for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- San Diego's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

California Pacific Charter - San Diego (CPC-SD) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

Focused Support: We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

Data-Driven Decision Making: We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

Family and Community Engagement: We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

Professional Development: Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

Fiscal Responsibility: We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

Continuous Improvement: We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-SD's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.

# **Educational Partner Involvement**

How, when, and with whom did California Pacific Charter - San Diego consult as part of the planning process for this SPSA/Annual Review and Update?

#### Involvement Process for the SPSA and Annual Review and Update

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners in order that that they have the opportunity to provide input on the school's programs, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Education partner surveys were distributed in Spring 2024. Virtual staff meeting to review School Plan for Student Achievement was held on November 4, 2024 Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on November 13, 2024 The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 10, 2024

# **Resource Inequities**

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

This section is required for all schools eligible for ATSI and CSI.

N/A.CPC-SD has not been identified for ATSI or CSI.

# **Comprehensive Needs Assessment Components**

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CPC-SD in the state indicator area of CAASPP Math is overall in the RED performance category. CPC-SD in the state indicator area of CAASPP ELA is overall in the ORANGE performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Although in the Medium performance category for College/Career, CPC-SD continues to increase CTE pathway options and monitor course enrollement and course completion rates to ensure students can graduate A-G completers and college and career ready.

# **School and Student Performance Data**

# Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for California Pacific Charter - San Diego. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Student Enrollment by Subgroup										
Student Group	Per	cent of Enroll	ment	Nu	mber of Stude	ents				
	21-22	22-23	23-24	21-22	22-23	23-24				
American Indian	1.10%	1.63%	1.07%	3	4	3				
African American	8.46%	6.53%	6.79%	23	16	19				
Asian	4.41%	4.41% 3.67% 3.21%		12	9	9				
Filipino	0.74%	2.04%	0.36%	2	5	1				
Hispanic/Latino	39.34%	37.96%	40.00%	107	93	112				
Pacific Islander	0.74%	1.63%	1.07%	2	4	3				
White	32.72%	35.92%	36.43%	89	88	102				
Multiple	11.03%	9.8%	9.29%	30	24	26				
		То	tal Enrollment	272	245	280				

# **Enrollment By Student Group**

# **Enrollment By Grade Level**

Student Enrollment by Grade Level										
<b>O</b> rresta	Number of Students									
Grade	21-22	22-23	23-24							
Kindergarten	17	11	12							
Grade 1	6	9	10							
Grade 2	9	5	13							
Grade3	7	9	9							
Grade 4	13	6	6							
Grade 5	14	8	12							
Grade 6	15	19	13							
Grade 7	13	18	22							
Grade 8	17	16	17							
Grade 9	23	13	26							
Grade 10	31	39	30							
Grade 11	46	44	65							
Grade 12	61	48	42							
Total Enrollment	272	245	280							

#### Conclusions based on this data:

- 1. CPC-SD continues to see managable growth. The school goal is to continue to grow slowly while increasing the school's stability rate.
- **2.** CPC-SD is a school with diverse learners. White and Hispanic student groups comprise around 75% of enrolled students, CPC-SD enrolls approximately 7% African American students and 3% Asian students.
- **3.** The majority of CPC-SD's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. Therefore, improving the school's college and career readiness is a concentrated school initiative.

# **School and Student Performance Data**

# English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment											
Of a loss of Opener	Num	ber of Stud	lents	Percent of Students							
Student Group	21-22	22-23	23-24	21-22	22-23	23-24					
English Learners	17	11	15	7.5%	6.3%	5.4%					
Fluent English Proficient (FEP)	44	31	36	13.3%	16.2%	12.9%					
Reclassified Fluent English Proficient (RFEP)				4.3%							

#### Conclusions based on this data:

- 1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SD makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
- 2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings. The number of EL students is not high enough to require an ELAC for the 24-25 SY, however support will continue for families whose first language is a language other than English.
- **3.** CPC-SD continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

# **School and Student Performance Data**

# CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade	# of St	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5	7	8	5	7	8	5	7	8	100.0	100.0	100
Grade 4	12	9	7	12	8	7	12	8	7	100.0	88.9	100
Grade 5	12	8	11	12	8	11	12	8	11	100.0	100.0	100
Grade 6	14	19	10	14	19	10	14	19	10	100.0	100.0	100
Grade 7	14	19	23	14	19	23	14	19	23	100.0	100.0	100
Grade 8	18	19	13	18	18	13	18	18	13	100.0	94.7	100
Grade 11	52	56	54	47	55	53	47	55	53	90.4	98.2	98.1
All Grades	127	137	126	122	134	125	122	134	125	96.1	97.8	99.2

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2436.	*	*	8.33	*	*	50.00	*	*	0.00	*	*	41.67	*	*
Grade 5	2443.	*	2449.	8.33	*	18.18	25.00	*	0.00	25.00	*	54.55	41.67	*	27.27
Grade 6	2503.	2438.	*	7.14	5.26	*	35.71	15.79	*	28.57	10.53	*	28.57	68.42	*
Grade 7	2482.	2485.	2483.	7.14	0.00	4.35	21.43	31.58	17.39	21.43	26.32	39.13	50.00	42.11	39.13
Grade 8	2498.	2538.	2510.	5.56	5.56	7.69	27.78	38.89	23.08	27.78	33.33	23.08	38.89	22.22	46.15
Grade 11	2627.	2554.	2552.	34.04	16.36	11.32	40.43	25.45	28.30	14.89	25.45	26.42	10.64	32.73	33.96
All Grades	N/A	N/A	N/A	18.85	9.70	10.40	34.43	25.37	20.00	18.85	22.39	32.00	27.87	42.54	37.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	44.68	23.64	20.75	44.68	52.73	56.60	10.64	23.64	22.64
All Grades	26.23	13.43	16.94	51.64	58.21	57.26	22.13	28.36	25.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	34.04	14.55	15.09	51.06	47.27	52.83	14.89	38.18	32.08
All Grades	18.03	8.96	10.40	48.36	49.25	49.60	33.61	41.79	40.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	21.28	16.36	16.98	74.47	72.73	62.26	4.26	10.91	20.75
All Grades	16.39	11.19	11.20	68.85	71.64	64.00	14.75	17.16	24.80
In	vestigati		esearch/Ir zing, and		ng inform	ation			
-------------	-----------	----------	-------------------------	--------	------------	--------	-------	-----------	-------
	% At	ove Stan	dard	% At o	r Near Sta	andard	% Ве	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	27.66	10.91	16.98	63.83	72.73	60.38	8.51	16.36	22.64
All Grades	16.39	13.43	13.60	63.11	63.43	58.40	20.49	23.13	28.00

- 1. CPC-SD met the goal of having a participation rate of over 95%.
- 2. Student academic performance in the are of ELA continues to be an area of need. CPC-SD will use internal assessments and academic intervention to continue to support student academic achievement. CPC-SD anticipates at least a 2% increase of students who meet or exceeded the standard in ELA in Spring 2024 when the CA Dashboard is released on December 1, 2024.
- 3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

### CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

				Overall	Participa	ation for	All Stud	ents				
Grade	# of St	udents E	nrolled	# of S	tudents <sup>-</sup>	Tested	# of \$	Students Scores	with	% of Er	rolled S <sup>-</sup> Tested	tudents
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5	7	8	5	7	8	5	7	8	100.0	100.0	100
Grade 4	12	9	7	12	8	7	12	8	7	100.0	88.9	100
Grade 5	12	8	11	12	8	11	12	8	11	100.0	100.0	100
Grade 6	14	19	10	14	19	9	14	19	9	100.0	100.0	90
Grade 7	14	19	23	14	19	23	14	19	23	100.0	100.0	100
Grade 8	18	19	13	18	18	13	18	18	13	100.0	94.7	100
Grade 11	52	56	54	46	55	53	46	55	53	88.5	98.2	98.1
All Grades	127	137	126	121	134	124	121	134	124	95.3	97.8	98.4

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		%	Standa Met	ırd		Standa early M			Standa Not Me	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2436.	*	*	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*
Grade 5	2450.	*	2469.	16.67	*	18.18	0.00	*	9.09	33.33	*	27.27	50.00	*	45.45
Grade 6	2476.	2446.	*	7.14	5.26	*	14.29	21.05	*	35.71	15.79	*	42.86	57.89	*
Grade 7	2445.	2471.	2470.	7.14	0.00	0.00	14.29	15.79	21.74	14.29	26.32	30.43	64.29	57.89	47.83
Grade 8	2488.	2471.	2494.	5.56	11.11	7.69	11.11	5.56	7.69	22.22	22.22	38.46	61.11	61.11	46.15
Grade 11	2549.	2494.	2565.	10.87	1.82	9.43	21.74	18.18	26.42	17.39	18.18	22.64	50.00	61.82	41.51
All Grades	N/A	N/A	N/A	10.74	3.73	9.68	15.70	17.16	23.39	23.97	20.90	22.58	49.59	58.21	44.35

	Applying			ocedures		ures			
	% At	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	17.39	7.27	15.09	34.78	27.27	45.28	47.83	65.45	39.62
All Grades	12.40	8.21	12.10	37.19	32.84	42.74	50.41	58.96	45.16

Using appropr			ng & Mode es to solv				ical prob	ems	
Oursels Leaved	% Al	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	13.04	7.27	15.09	54.35	58.18	71.70	32.61	34.55	13.21
All Grades	9.09	8.21	12.90	53.72	47.76	58.06	37.19	44.03	29.03

Den	nonstrating		unicating o support			nclusions			
Orredo Laval	% AI	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	17.39	7.27	16.98	47.83	43.64	54.72	34.78	49.09	28.30
All Grades	13.22	6.72	11.29	52.89	45.52	55.65	33.88	47.76	33.06

- 1. Overall, CPC-SD met the goal of 95% participation rate.
- 2. Student academic performance in the are of Math continues to be an identified area of need. CPC-SD anticipates at least a 2% increase of students who meet or exceeded the standard in Math in Spring 2024 when the CA Dashboard is released on December 1, 2024.

**3.** CPC-SD will use internal assessments and academic intervention to continue to support student academic achievement in Math.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

		Nu	mber of				ssment   Scores	Data for All S	tudents			
Grade		Overall		Ora	al Langu	age	Writt	ten Lang	uage	-	lumber o dents Te	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		4	*
12	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										13	11	12

### **ELPAC Results**

		Pe	rcentaç	ge of Si	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	;		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	2 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-24						23-24	21-22	22-23	23-24	
1	*		*	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	36.36	16.67	30.77	27.27	33.33	38.46	27.27	25.00	7.69	9.09	25.00	13	11	12

		Pe	rcentag	ge of St	tudents		l Lang ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	;		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	2 22-23 23-24 21-22 22-23 23-24 21-22 22-23 23-2						23-24	21-22	22-23	23-24	
1	*		*	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	63.64	41.67	30.77	27.27	16.67	15.38	9.09	16.67	7.69	0.00	25.00	13	11	12

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	3		Level 2	2		Level 1	l		al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
2	*	*		*	*		*	*		*	*		*	*	
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	18.18	0.00	23.08	27.27	16.67	53.85	18.18	41.67	15.38	36.36	41.67	13	11	12

		Percent	age of S	tudents l		ing Dom in Perfoi		_evel for	All Stud	ents		
Grade	Wel	ll Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	9.09	33.33	69.23	81.82	33.33	15.38	9.09	33.33	13	11	12

		Percent	age of S	tudents I		ing Dom in Perfoi		_evel for	All Stud	ents		
Grade	Wel	ll Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.54	81.82	50.00	30.77	18.18	40.00	7.69	0.00	10.00	13	11	10

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students					
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	27.27	8.33	38.46	36.36	25.00	38.46	36.36	66.67	13	11	12

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Developed		ped	Somewhat/Moderately		Beginning		Total Number of Students				
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	18.18	0.00	92.31	72.73	83.33	0.00	9.09	16.67	13	11	12

1. Students will continue to receive both integrated and desigated ELD supports, with a focus on improving writing skills.

2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

**3.** CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

### California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population						
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth			
245	59.6	4.5	0.8			
Total Number of Students enrolled in California Pacific Charter - San Diego.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.			

2022-23 Enrollment for All Students/Student Group					
Student Group	Total	Percentage			
English Learners	11	4.5			
Foster Youth	2	0.8			
Homeless	10	4.1			
Socioeconomically Disadvantaged	146	59.6			
Students with Disabilities	40	16.3			

Enrollment by Race/Ethnicity					
Student Group	Total	Percentage			
African American	16	6.5			
American Indian	4	1.6			
Asian	9	3.7			
Filipino	5	2			
Hispanic	93	38			
Two or More Races	24	9.8			
Pacific Islander	4	1.6			
White	88	35.9			

- 1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.
- 2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

### **Overall Performance**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





- 1. Graduation rates have increased from prior years and the school has exited from CSI as a result.
- 2. Chronic Absenteeism rates have declined significanty and are well below the state average. This can be attributed to the school's robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for

students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

**3.** CPCS acknowledges the need for growth in student outcomes on CAASPP Math and ELA. School goals, established programs & interventions, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

#### Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer

Blue Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report						
Red	Orange	Yellow	Green	Blue		
0	3	0	0	0		

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group						
All Students	English Learners	Foster Youth				
Orange	Less than 11 Students 9 Students	No Performance Color				
42.6 points below standard	9 Students	0 Students				
Decreased Significantly -37.6 points						
96 Students						
Homeless	Socioeconomically Disadvantaged	Students with Disabilities				
Less than 11 Students	$\wedge$	91.1 points below standard				
	Orange	Increased Significantly +19.8 points				
6 Students	67.8 points below standard					
	Decreased Significantly -46.6 points	20 Students				
	58 Students					

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity						
African American	American Indian	Asian	Filipino			
108.5 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students			
11 Students	2 Students	3 Students	2 Students			
Hispanic	Two or More Races	Pacific Islander	White			
	Less than 11 Students	Less than 11 Students				
Orange	5 Students	1 Student	Orange			
54.3 points below standard			12.9 points below standard			
Decreased Significantly - 45.6 points			Decreased Significantly - 16.1 points			
39 Students			33 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners						
Current English Learner	Reclassified English Learners	English Only				
Less than 11 Students	Less than 11 Students	42.7 points below standard				
4 Students	5 Students	Decreased Significantly -34.8 points				
		81 Students				

- 1. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and culture of test readiness school initiatives.
- 2. School wide performance in is the ORANGE performace category along with three student groups. Improvement efforts will be addressed through the school-wode academic intervention programs.
- **3.** Students with disabilities and Hispanic students are performing below the standard at a higher rate as compared to their grade level peers. These student groups experienced an increase from the previous year however, remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

#### Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer

Blue Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report						
Red	Orange	Yellow	Green	Blue		
2	1	0	0	0		

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group						
All Students	English Learners	Foster Youth				
Red	Less than 11 Students 9 Students	No Performance Color				
107.4 points below standard	9 Students	0 Students				
Decreased Significantly -38.2 points						
96 Students						
Homeless	Socioeconomically Disadvantaged	Students with Disabilities				
Less than 11 Students	$\bigcirc$	149.7 points below standard				
	Red	Increased Significantly +22.9 points				
6 Students	128.1 points below standard					
	Decreased Significantly -52.3 points	20 Students				
	58 Students					

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity						
African American	American Indian	Asian	Filipino			
148 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students			
11 Students	2 Students	3 Students	2 Students			
Hispanic	Two or More Races	Pacific Islander	White			
Red	Less than 11 Students	Less than 11 Students	Orange			
131.5 points below standard	5 Students	1 Student	80.5 points below standard			
Decreased Significantly - 59.7 points			Decreased Significantly - 22.3 points			
39 Students			33 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners				
Current English Learner	Reclassified English Learners	English Only		
Less than 11 Students	Less than 11 Students	104 points below standard		
4 Students	5 Students			
		81 Students		

- 1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
- 2. Socio economically disadvantaged students are performing below the standard at a rate higher than their grade level peers. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
- **3.** Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

#### Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

#### 2023 Fall Dashboard English Learner Progress Indicator

#### English Learner Progress

making progress towards English language proficiency Number of EL Students: 8 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results					
Decreased One ELPI Level	,,,				

#### Conclusions based on this data:

**1.** 54.5% of English Learners made progress towards English language proficiency.

2. 9% of English Learners decreased one level towards English language proficiency. This will be addressed in the school's comprehensive ELD program and students will receive targeted support in the areas of listening, speaking, reading, and writing to ensure that all English Learners are making progress toward English language proficiency.

### Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low Medium High Very High				
0	0	1	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





- 1. CPC=SD is medium in College and CAreer Readiness. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 24-25SY.
- 2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.

**3.** CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

#### Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greved out color dial with the words "No Performance Color."





Greei



This section provides number of student groups in each level

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red Orange Yellow Green Blue				

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth			
Green	Less than 11 Students	No Performance Color			
8.8% Chronically Absent	9 Students	0 Students			
Declined -6.9					
125 Students					
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
Less than 11 Students	$(\uparrow)$	14.8% Chronically Absent			
	Yellow	Declined -4.4			
3 Students	11.1% Chronically Absent				
	Declined -8.3	27 Students			
	81 Students				

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity					
African American	American Indian	Asian	Filipino		
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students		
10 Students	2 Students	4 Students	5 Students		
Hispanic	Two or More Races	Pacific Islander	White		
Green	Less than 11 Students	Less than 11 Students	Green		
10% Chronically Absent	7 Students	3 Students	9.1% Chronically Absent		
Declined -11.7			Declined -2.7		
50 Students			44 Students		

- 1. CPC-SD decreased chronic absenteeism by 6.9% and is well below the state average at 8.8%. The school has developed and implemented a robust attendance policy and tiered engagement system to address student attendance.
- 2. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

### Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Blue Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth			
Green	Less than 11 Students	No Performance Color			
94% graduated	2 Students	0 Students			
Maintained 0.7					
50 Students					
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
Less than 11 Students	Green	Less than 11 Students			
3 Students	94.1% graduated	8 Students			
	Increased 1.7				
	34 Students				

2023 Fall Dashboard Graduation Rate by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	
Hispanic	Two or More Races	Pacific Islander	White	
100% graduated	Less than 11 Students	$\cap$	84.2% graduated	
Increased Significantly 8.1 21 Students	8 Students	No Performance Color 0 Students	Decreased Significantly - 15.8 19 Students	

- 1. CPCS-SD has, for the last three years had a graduation rate above 90%. This has allowed for CPC-SD to exit CSI.
- 2. All student groups are in the GREEN performance color.
- **3.** CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

#### Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer



Lowest renormance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red Orange Yellow Green Blue				
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students	English Learners	Foster Youth			
Blue	0% suspended at least one day	Less than 11 Students 2 Students			
0% suspended at least one day	Maintained 0 18 Students				
Maintained 0 340 Students					
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
Less than 11 Students 10 Students	Blue	Blue			
	0% suspended at least one day	0% suspended at least one day			
	Maintained 0 195 Students	Maintained 0 62 Students			

2023 Fall Dashboard Suspension Rate by Race/Ethnicity					
African American	American Indian	Asian	Filipino		
0% suspended at least one day	Less than 11 Students 4 Students	0% suspended at least one day	Less than 11 Students 6 Students		
Maintained 0 20 Students		Maintained 0 11 Students			
Hispanic	Two or More Races	Pacific Islander	White		
Blue	Blue	Less than 11 Students 3 Students	Blue		
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day		
Maintained 0 142 Students	Maintained 0 35 Students		Maintained 0 119 Students		

- 1. CPC-SD offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.
- 2. CPCS will continue to embrace a restorative justice model of addressing student behaviors.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

### **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Outcomes

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the CA Dashboard, areas of need are identified as CAASPP ELA and Math. Dashboard data suggests a continued need for enhanced instruction and intervention programs.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 25.4% met the standard 22.4% nearly met 42.5% standard not met 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 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	Decrease distance from the standard by at least 3 points each year
CAASPP Math	<ul> <li>CAASPP MATH 2022-23</li> <li>*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 20.9% nearly met 58.2% standard not met</li> <li>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)</li> <li>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</li> </ul>	Decrease distance from the standard by at least 3 points each year
Meet 95% participation on local assessment.	Met 95% student participation	Maintain

Growth Metrics on local diagnostic assessment- ELA	Renasissance STAR Fall 2023 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 EL- 30% met or exceeded SWD- 34% met or exceeded SWD- 34% met or exceeded 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 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	Increase performance outcomes by 2% each year
Growth Metrics on local diagnostic assessment- Math	Renasissance STAR MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21% Standard Not met- 52% 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	Increase performance outcomes by 2% each year

	SED- 22% met or exceeded EL- 16% met or exceeded	
	SWD- 18% met or exceeded	
	SWD- 18% met or exceeded Renasissance STAR Spring 2024 MATH ALL STUDENTS: 28% met or exceeded the standard Standard Exceeded- 14% Standard Met- 13% Standard Met- 13% Standard Nearly Met- 21% Standard Not met- 51% White- 29% met or exceeded Hispanic-31% met or exceeded African American- 9% met or exceeded Asian- 67% met or exceeded the standard Two or more- not enough students SED- 21% met or exceeded	
	EL- 0% met or exceeded	
	SWD- 12% met or exceeded	
Course Completion Rates	Completion Rates (compared to SPRING 2023) SPRING 2024 Elementary School 93% completion at grade of 60% or higher (maintained) 93.4% completion at grade of 70% or higher (2.4% increase) Middle School 88.6% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94.5% completion at grade of 60% or higher (4% increase) 84% completion at grade of 70% or higher (4% increase) 84% completion at grade of 70% or higher	Incrementally increase courses passed with grade of 70% or higher by 2% annually.
College and Career Indicators	42.9% prepared-MEDUIM	Increase performance outcomes by 2% each year
ELPAC/ EL Progress	ELPAC 2022-23 Level 1- (9.1%) Level 2- (27.3%) Level 3- (27.3%) Level 4- (36.4%)	RFEP rate at or exceeding the state average

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students	52,450.53 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	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.		39,338.97 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	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.		136,289.94 LCFF 1000-1999: Certificated Personnel Salaries 20,726.93 LCFF 2000-2999: Classified Personnel Salaries 3,107.84 LCFF 4000-4999: Books And Supplies 5,175.68 LCFF 5000-5999: Services And Other Operating Expenditures 1,670.40 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 29,335.67 Title I 1000-1999: Certificated Personnel Salaries
1.4	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.	English Learners	64,712.32 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	Develop a comprehensive College and Career readiness program for middle and high school	All Students	95,352.15 Other

	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.		1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 10,978.24 Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 3,468.45 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.6	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Low Income Pupils	
1.7			

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

### **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions of Learning

Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (<u>https://ies.ed.gov/ncee/wwc/FWW</u>).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability	Maintain

2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation

Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation

4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability

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

- Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)
- Identifying the professional learning needs of individual

	<ul> <li>teachers (4 Full Implementation)</li> <li>Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)</li> </ul>	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
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

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	All students	1,041,216.25 LCFF 1000-1999: Certificated Personnel Salaries Teachers Education Specialist Superintendent 51,101.19 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 78,523.03 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 408,010.89 Special Education 1000-1999: Certificated Personnel Salaries 31,463.88 Special Education 2000-2999: Classified Personnel Salaries 31,463.88 Special Education 2000-2999: Classified Personnel Salaries 32,041.33 Title I 1000-1999: Certificated Personnel Salaries
2.2	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	All Students	6,400.00 LCFF 1000-1999: Certificated Personnel Salaries

	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 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		5,915.55 LCFF 2000-2999: Classified Personnel Salaries 133,798.66 LCFF 4000-4999: Books And Supplies 37,915.55 Other 1000-1999: Certificated Personnel Salaries Summer School 37,048.28 Other 2000-2999: Classified Personnel Salaries Tutors 28,229.25 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 1,184.00 Special Education 4000-4999: Books And Supplies SpEd testing protocols & NCS Pearson, Inc.
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	64,000.00 LCFF 4000-4999: Books And Supplies Computers 1,280.00 LCFF 5000-5999: Services And Other Operating Expenditures Alpha Vision 9,600.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet) 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Computers 18,580.60 ESSER III 4000-4999: Books And Supplies

			Computers
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	640.00 LCFF 4000-4999: Books And Supplies ALL PD content area (exclude Admin PD) 5,440.00 LCFF 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 13,833.33 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 8,875.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 8,875.00
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	90,355.48 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

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

# Goal 3

## **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family Community 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.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

## **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. 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 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. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners.	maintain
School Safety Plan	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
Chronic Absenteeism Rate	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.than the state average.	Maintain

Graduation Rate (4-yr cohort)	2022-23 ALL- (50 students) GREEN 94% graduated (0.7% increase over 2021-22) Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- SED Blue- 0 student groups	maintain or decrease by 1% each year
Drop Out Rate	Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)	maintain or decrease by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%	increase by 2% each year

Strategies/Activities Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	3,680.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 2,611.52 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 46,155.63 LCFF 5000-5999: Services And Other Operating Expenditures DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls RingCentral AT&T

			YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	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.	All Students	7,688.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 31,718.30 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	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.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low- Income	<ul> <li>81,974.05</li> <li>LCFF</li> <li>1000-1999: Certificated</li> <li>Personnel Salaries</li> <li>Homeless Liasson - Tiffany</li> <li>Cozzi (PORTION)</li> <li>JONES, JOCELIN</li> <li>180,961.91</li> <li>Special Education</li> <li>1000-1999: Certificated</li> <li>Personnel Salaries</li> <li>school social worker -</li> <li>SANDOVAL, YENI</li> <li>school psychologists - LAW,</li> <li>VICTORIA</li> <li>Special Education Program</li> <li>Specialist - STEVENS,</li> <li>ERIKA</li> <li>Director of Special Education</li> <li>- AKRIDGE, EVANGELINE</li> <li>23,208.13</li> <li>Special Education</li> </ul>

			2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 1,248.00 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.		109,888.56 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 4,700.16 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	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" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	164,982.83 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

#### N/A

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

# **Budget Summary**

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

# Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$80,252.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,236,876.48
Total Federal Funds Provided to the School from the LEA for CSI	\$0

# Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

# Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$61,377.00
Title II Part A: Improving Teacher Quality	\$8,875.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$80,252.00

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

State or Local Programs	Allocation (\$)
ESSER III	\$18,580.60
LCFF	\$2,084,992.91
Other	\$316,618.68
Special Education	\$736,432.29

Subtotal of state or local funds included for this school: \$3,156,624.48

Total of federal, state, and/or local funds for this school: \$3,236,876.48

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

# **Budgeted Funds and Expenditures in this Plan**

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

# Funds Budgeted to the School by Funding Source

**Funding Source** 

Amount **Balance** 

# **Expenditures by Funding Source**

Funding Source	Amount
ESSER III	18,580.60
LCFF	2,084,992.91
Other	316,618.68
Special Education	736,432.29
Title I	61,377.00
Title II Part A: Improving Teacher Quality	8,875.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

# **Expenditures by Budget Reference**

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,398,091.15
2000-2999: Classified Personnel Salaries	334,446.79
4000-4999: Books And Supplies	282,488.51
5000-5999: Services And Other Operating Expenditures	221,850.03

# **Expenditures by Budget Reference and Funding Source**

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ESSER III	18,580.60
1000-1999: Certificated Personnel Salaries	LCFF	1,535,950.62
2000-2999: Classified Personnel Salaries	LCFF	242,726.50
4000-4999: Books And Supplies	LCFF	211,846.02
5000-5999: Services And Other Operating Expenditures	LCFF	94,469.77
1000-1999: Certificated Personnel Salaries	Other	211,790.73

2000-2999: Classified Personnel Salaries	Other
4000-4999: Books And Supplies	Other
5000-5999: Services And Other Operating Expenditures	Other
1000-1999: Certificated Personnel Salaries	Special Education
2000-2999: Classified Personnel Salaries	Special Education
4000-4999: Books And Supplies	Special Education
5000-5999: Services And Other Operating Expenditures	Special Education
1000-1999: Certificated Personnel Salaries	Title I
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
462,607.12
2,115,452.27
658,817.09

37,048.28

40,877.89

26,901.78

588,972.80

54,672.01

1,184.00

91,603.48

61,377.00

8,875.00

10,000.00

# **School Site Council Membership**

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

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

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Jasee Rana	Classroom Teacher
Cean Colcord	Classroom Teacher
Daisy Carlos	Other School Staff
Cara Luhring	Parent or Community Member
Greg Johansen	Parent or Community Member
Tri Tran	Parent or Community Member
Isabella Johansen	Secondary Student
Aidan Nelson	Secondary Student

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

# **Recommendations and Assurances**

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

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

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

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

#### Signature

#### Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 13, 2024.

Attested:

Einden Zemme Deisig Carl

Principal, Ericka Zemmer on November 13, 2024

SSC Chairperson, Daisy Carlos on November 13, 2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## **Instructions: Table of Contents**

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at <u>TITLEI@cde.ca.gov</u>.

## **Plan Description**

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

#### Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## **Educational Partner Involvement**

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

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

#### Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

#### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## **Resource Inequities**

This section is required for all schools eligible for ATSI and CSI.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

#### SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

#### **CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

#### **ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

#### Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

#### Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Identified Need**

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

#### Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal. Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one
  or more specific student groups that will benefit from the strategies and activities. ESSA
  Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or
  more specific student groups, including socioeconomically disadvantaged students,
  students from major racial and ethnic groups, students with disabilities, and English
  learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

#### Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

#### Additional ATSI Planning Requirements:

• When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## **Annual Review**

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

## **Goal Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

## **Budget Summary**

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

#### Additional CSI Planning Requirements:

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

#### Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

### **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

• Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# **Appendix A: Plan Requirements**

# Schoolwide Program Requirements

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

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

## **Requirements for Development of the Plan**

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

## **Requirements for the Plan**

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at <u>SISO@cde.ca.gov</u>.

## **Comprehensive Support and Improvement**

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

The CSI plan shall:

- 1. Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- Include evidence-based interventions (Sections: Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <u>https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatoryguidance-evidence.pdf</u>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

- 3. Be based on a school-level needs assessment (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/csi.asp</u>
- CSI Webinars: <u>https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp</u>
- CSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp</u>

# Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/tsi.asp</u>
- ATSI Planning and Support Webinar: <u>https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf</u>
- ATSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp</u>

# **Appendix C: Select State and Federal Programs**

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

- Programs included on the ConApp: <u>https://www.cde.ca.gov/fg/aa/co/</u>
- ESSA Title I, Part A: School Improvement: <u>https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</u>
- Available Funding: <u>https://www.cde.ca.gov/fg/fo/af/</u>

Updated by the California Department of Education, October 2023

School Year: 2024-25



# **School Plan for Student Achievement (SPSA)**

School Name	County-District-School	Schoolsite Council	Local Board Approval
	(CDS) Code	(SSC) Approval Date	Date
California Pacific Charter- Sonoma	49-70722-039048	November 13, 2024	December 10, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by California Pacific Charter- Sonoma for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- Sonoma's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# **Plan Description**

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

This plan is being used by California Pacific Charter- Sonoma for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

California Pacific Charter- Sonoma's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

California Pacific Charter - Sonoma (CPS-SO) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

Focused Support: We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

Data-Driven Decision Making: We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

Family and Community Engagement: We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

Professional Development: Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

Fiscal Responsibility: We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

Continuous Improvement: We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-SO's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.

# **Educational Partner Involvement**

How, when, and with whom did California Pacific Charter- Sonoma consult as part of the planning process for this SPSA/Annual Review and Update?

#### Involvement Process for the SPSA and Annual Review and Update

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners in order that that they have the opportunity to provide input on the school's programs, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Education partner surveys were distributed in Spring 2024. Virtual staff meeting to review School Plan for Student Achievement was held on November 4, 2024 Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on November 13, 2024 The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 10, 2024

# **Resource Inequities**

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

This section is required for all schools eligible for ATSI and CSI.

N/A. CPC-SO has not been identified for ATSI or CSI.

# **Comprehensive Needs Assessment Components**

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CPC-SO in the state indicator area of CAASPP Math is overall in the Orange performance category and in the state indicator of CAASPP ELA is overall in the Orange performace category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The College and Career Readiness dashboard indicator does not have a performance band due to having less than 30 students in grade 12. However, local data shows that 14.3% of graduates are graduating college and career prepared, whch would be in the low performance category.

# **School and Student Performance Data**

# Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for California Pacific Charter- Sonoma. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

	Stu	dent Enrollme	ent by Subgroup	)		
	Per	cent of Enrollr	ment	Nu	mber of Stude	ents
Student Group	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.58%	1.56%	0.66%	1	2	1
African American	7.51%	8.59%	8.55%	13	11	13
Asian	1.16%	3.91%	0.66%	2	5	1
Filipino	1.73%	3.13%	2.63%	3	4	4
Hispanic/Latino	32.95%	31.25%	35.53%	57	40	54
Pacific Islander	%	0.78%	%	0	1	
White	42.77%	34.38%	40.13%	74	44	61
Multiple	10.98%	16.41%	9.21%	19	21	14
		То	tal Enrollment	173	128	152

# **Enrollment By Student Group**

# **Enrollment By Grade Level**

	Student Enrollme	nt by Grade Level	
<b>A</b> 1		Number of Students	
Grade	21-22	22-23	23-24
Kindergarten	8	4	4
Grade 1	13	5	5
Grade 2	6	6	5
Grade3	11	3	3
Grade 4	11	7	7
Grade 5	13	8	8
Grade 6	13	10	12
Grade 7	11	9	15
Grade 8	15	10	13
Grade 9	13	14	14
Grade 10	18	13	16
Grade 11	16	23	15
Grade 12	25	16	32
Total Enrollment	173	128	152

#### Conclusions based on this data:

- 1. CPC-SO continues to see managable growth. The school goal is to continue to grow slowly while improving the school's stability rate.
- **2.** CPCS-SO is a school with diverse learners. White and Hispanic student groups comprise approximately 75% of the enrollment, CPC-SO enrolls approximately 9% African American students.
- **3.** The majority of CPC-SO's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. Therefore, improving the school's college and career readiness is a concentrated school initiative.

# **School and Student Performance Data**

# English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment										
	Num	ber of Stud	lents	Perc	ent of Stud	ents				
Student Group	21-22	22-23	23-24	21-22	22-23	23-24				
English Learners	5	7	2	2.8%	2.9%	1.3%				
Fluent English Proficient (FEP)	17	12	18	5.6%	9.8%	11.8%				
Reclassified Fluent English Proficient (RFEP)				0.0%						

#### Conclusions based on this data:

- 1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SO makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
- 2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 24-25 SY. CPCS will make a concentrated effort to ensure communication with families is presented in the home language in order to improve school to home communication.
- **3.** CPC-SO continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

# **School and Student Performance Data**

# CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade # of Students Enrolled			# of S	tudents 1	<b>Fested</b>	# of \$	Students Scores	with	% of Enrolled Students Tested			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8	4	*	8	4	*	8	4	*	100.0	100.0	
Grade 4	12	5	6	12	5	6	12	5	6	100.0	100.0	100
Grade 5	12	8	7	12	8	7	12	8	7	100.0	100.0	100
Grade 6	9	11	11	9	11	11	9	11	11	100.0	100.0	100
Grade 7	8	12	13	8	12	13	8	12	13	100.0	100.0	100
Grade 8	15	13	13	15	13	12	15	13	12	100.0	100.0	92.3
Grade 11	15	31	16	15	30	14	15	30	14	100.0	96.8	87.5
All Grades	79	84	68	79	83	65	79	83	65	100.0	98.8	95.6

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

	Overall Achievement for All Students														
Grade Mean Scale Score		% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met				
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2458.	*	*	33.33	*	*	8.33	*	*	16.67	*	*	41.67	*	*
Grade 5	2499.	*	*	16.67	*	*	33.33	*	*	25.00	*	*	25.00	*	*
Grade 6	*	2436.	2485.	*	0.00	18.18	*	9.09	9.09	*	36.36	27.27	*	54.55	45.45
Grade 7	*	2560.	2540.	*	16.67	0.00	*	50.00	46.15	*	16.67	30.77	*	16.67	23.08
Grade 8	2581.	2543.	2586.	26.67	15.38	25.00	33.33	23.08	33.33	20.00	23.08	25.00	20.00	38.46	16.67
Grade 11	2606.	2566.	2545.	26.67	20.00	21.43	33.33	26.67	21.43	26.67	23.33	28.57	13.33	30.00	28.57
All Grades	N/A	N/A	N/A	24.05	16.87	16.92	26.58	24.10	23.08	24.05	24.10	27.69	25.32	34.94	32.31

Reading Demonstrating understanding of literary and non-fictional texts												
Over de Lavrel	% At	ove Stan	dard	% At o	r Near Sta	andard	% Be	elow Stan	dard			
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	26.67	*	*	50.00	*	*	23.33	*			
All Grades	25.32	18.07	18.46	51.90	56.63	61.54	22.78	25.30	20.00			

Writing Producing clear and purposeful writing												
Grade Level	% Al	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	23.33	*	*	46.67	*	*	30.00	*			
All Grades	17.72	21.69	16.92	51.90	40.96	46.15	30.38	37.35	36.92			

Listening Demonstrating effective communication skills												
	% At	oove Stan	ndard	% At o	r Near St	andard	% Below Standard					
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	16.67	*	*	66.67	*	*	16.67	*			
All Grades	20.25	12.05	15.38	68.35	69.88	70.77	11.39	18.07	13.85			

Research/Inquiry Investigating, analyzing, and presenting information												
<b>-</b>	% At	ove Stan	dard	% At o	r Near Sta	andard	% Below Standard					
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	*	20.00	*	*	60.00	*	*	20.00	*			
All Grades	25.32	19.28	20.00	58.23	56.63	56.92	16.46	24.10	23.08			

#### Conclusions based on this data:

- 1. CPC-SO met the goal of having a participation rate of over 95%.
- 2. Student academic performance in the area of ELA continues to be an area of need. CPC-SO will use internal assessments and academic intervention to continue to support student academic achievement. CPC-SO anticipates at least a 2% increase of students who meet or exceeded the standard in ELA in Spring 2024 when the CA Dashboard is released on December 1, 2024.
- 3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

# **School and Student Performance Data**

# CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of Students with Scores			% of Enrolled Students Tested			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	8	4	*	8	4	*	8	4	*	100.0	100.0		
Grade 4	12	5	6	12	5	6	12	5	6	100.0	100.0	100	
Grade 5	12	8	7	12	8	7	12	8	7	100.0	100.0	100	
Grade 6	9	11	11	9	11	11	9	11	11	100.0	100.0	100	
Grade 7	8	12	13	8	12	13	8	12	13	100.0	100.0	100	
Grade 8	16	13	13	15	13	12	15	13	12	93.8	100.0	92.3	
Grade 11	15	31	16	14	30	14	14	30	14	93.3	96.8	87.5	
All Grades	80	84	68	78	83	65	78	83	65	97.5	98.8	95.6	

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score				% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Grade 4	2423.	*	*	8.33	*	*	25.00	*	*	25.00	*	*	41.67	*	*	
Grade 5	2496.	*	*	16.67	*	*	16.67	*	*	33.33	*	*	33.33	*	*	
Grade 6	*	2473.	2490.	*	0.00	9.09	*	9.09	9.09	*	54.55	45.45	*	36.36	36.36	
Grade 7	*	2553.	2500.	*	16.67	0.00	*	41.67	15.38	*	16.67	38.46	*	25.00	46.15	
Grade 8	2550.	2498.	2573.	20.00	0.00	16.67	20.00	38.46	33.33	26.67	0.00	33.33	33.33	61.54	16.67	
Grade 11	2544.	2532.	2531.	7.14	6.67	7.14	14.29	13.33	14.29	35.71	33.33	14.29	42.86	46.67	64.29	
All Grades	N/A	N/A	N/A	15.38	4.82	7.69	17.95	22.89	18.46	30.77	30.12	29.23	35.90	42.17	44.62	
	Applying			ocedures		ures										
-------------	----------	----------	-------	----------	-----------	--------	-------	-----------	-------							
	% At	ove Stan	ndard	% At o	r Near St	andard	% Be	elow Stan	dard							
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24							
Grade 3	*	*	*	*	*	*	*	*	*							
Grade 4	*	*	*	*	*	*	*	*	*							
Grade 5	*	*	*	*	*	*	*	*	*							
Grade 6	*	*	*	*	*	*	*	*	*							
Grade 7	*	*	*	*	*	*	*	*	*							
Grade 8	*	*	*	*	*	*	*	*	*							
Grade 11	*	10.00	*	*	40.00	*	*	50.00	*							
All Grades	14.10	12.05	9.23	48.72	43.37	43.08	37.18	44.58	47.69							

Using appropr				eling/Data /e real wo			ical prob	lems	
One de Lavad	% Al	oove Star	ndard	% At o	r Near St	andard	% Be	elow Star	ndard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	10.00	*	*	56.67	*	*	33.33	*
All Grades	17.95	4.82	10.77	52.56	56.63	60.00	29.49	38.55	29.23

Dem	onstrating		unicating o support			nclusions			
Orre de Laurel	% At	oove Stan	ndard	% At o	r Near St	andard	% Be	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	6.67	*	*	60.00	*	*	33.33	*
All Grades	16.67	10.84	12.31	53.85	55.42	64.62	29.49	33.73	23.08

- 1. Overall, CPC-SO met the goal of 95% participation rate.
- 2. Student academic performance in the are of Math continues to be an identified area of need. CPC-SO anticipates at least a 2% increase of students who meet or exceeded the standard in Math in Spring 2024 when the CA Dashboard is released on December 1, 2024.

**3.** CPC-SO will use internal assessments and academic intervention to continue to support student academic achievement in Math.

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the <u>ELPAC.org</u> website for more information about the ELPAC.

		Nu	mber of			ive Asse an Scale			tudents				
Grade Level         Overall         Oral Language         Written Language         Number of Students Tested           21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24         21-22         22-23         23-24													
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
11	*	*		*	*		*	*		*	*		
12		*	*		*	*		*	*		*	*	
All Grades										4	4	*	

		Pe	rcentag	ge of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	5	Level 2				Level 1		Total Number of Students		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

		Pe	rcentag	ge of Si	tudents		l Lang ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	;	Level 2				Level 1		Total Number of Students		
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

		Pe	rcentag	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade	;		Level 2	2		Level 1		Total Number of Students							
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

		Percent	age of S	tudents l		ing Dom in Perfo		_evel for	All Stud	ents		
Grade	Wel	ll Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

		Percent	age of S	tudents I		ing Dom in Perfo		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

		Percent	age of S	tudents l		ng Doma in Perfoi		.evel for	All Stud	ents		
Grade	Wel	ll Develo	ped	Somew	/hat/Mod	erately	E	Beginning	g		tal Numb f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

		Percent	age of S	tudents I		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	ll Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numb f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

- 1. Students will continue to receive both integrated and desigated ELD supports, with a focus on improving writing skills.
- 2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
- **3.** CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

# California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population				
Total EnrollmentSocioeconomically DisadvantagedEnglish Learners			Foster Youth	
128	60.2	5.5	0.8	
Total Number of Students enrolled in California Pacific Charter- Sonoma.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.	

2022-23 Enrollment for All Students/Student Group				
Student Group Total Percentage				
English Learners	7	5.5		
Foster Youth	1	0.8		
Homeless	2	1.6		
Socioeconomically Disadvantaged	77	60.2		
Students with Disabilities	26	20.3		

Enrollment by Race/Ethnicity					
Student Group Total Percentage					
African American	11	8.6			
American Indian	2	1.6			
Asian	5	3.9			
Filipino	4	3.1			
Hispanic	40	31.3			
Two or More Races	21	16.4			
Pacific Islander	1	0.8			
White	44	34.4			

- 1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.
- 2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers in the area of Math. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

# **Overall Performance**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





- **1.** Graduation rates remain high and competative with the state average.
- 2. Chronic Absenteeism rates have declined significanty and are well below the state average. This can be attributed to the school's robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for

students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

**3.** CPCS acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

### Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer

Blue Highest Performance

Lowest renormance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red Orange Yellow Green Blue				
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth		
Orange	Less than 11 Students	No Performance Color		
27.1 points below standard	5 Students	0 Students		
Decreased Significantly -39.8 points				
63 Students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
Less than 11 Students	( )	106.7 points below standard		
	Orange	Decreased Significantly -35.1 points		
0 Students	61.6 points below standard			
	Decreased Significantly -47 points	14 Students		
	35 Students			

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	
Hispanic	Two or More Races	Pacific Islander	White	
28.8 points below standard	Less than 11 Students	$\cap$	13 points below standard	
Decreased Significantly - 18.7 points 23 Students	8 Students	No Performance Color 0 Students	Decreased Significantly - 30.5 points 23 Students	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners				
Current English Learner Reclassified English Learners English Only				
Less than 11 Students	Less than 11 Students	20.5 points below standard		
2 Students	3 Students	Decreased Significantly -29.6 points		
		52 Students		

- 1. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and test readiness school initiatives.
- 2. Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This student group improved from the previous year but remains an identified area of need that will be addressed through our academic intervention initiatives.
- **3.** Students with disabilities and Hispanic students are performing below the standard at a higher rate as compared to their grade level peers. These student groups experienced an increase from the previous year however, remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

### Academic Performance **Mathematics**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greved out color dial with the words "No Performance Color."







Greer

Blue **Highest Performance** 

Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report					
Red Orange Yellow Green Blue					
1	0	0	0	0	

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group				
All Students	English Learners	Foster Youth		
Orange	Less than 11 Students	No Performance Color		
76.3 points below standard	5 Students	0 Students		
Decreased Significantly -41 points				
63 Students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
Less than 11 Students	$\bigcirc$	151.6 points below standard		
	Red	Decreased Significantly -50.1 points		
0 Students	101.7 points below standard			
	Decreased Significantly -20.1 points	14 Students		
	35 Students			

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity				
African American	American Indian	Asian	Filipino	
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	
Hispanic	Two or More Races	Pacific Islander	White	
78.3 points below standard Decreased Significantly - 34.9 points 23 Students	Less than 11 Students 8 Students	No Performance Color 0 Students	62.2 points below standard Decreased Significantly - 28.4 points 23 Students	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners			
Current English Learner         Reclassified English Learners         English Only			
Less than 11 Students	Less than 11 Students	74.4 points below standard	
2 Students	3 Students	Decreased Significantly -29.2 points	
		52 Students	

- 1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of students to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
- 2. Socioeconomically disadvantaged students are performing below the standard at a rate higher than their grade level peers (RED). This is an identified area of need and will be addressed through the academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, Math Paths in Middle School addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
- **3.** Students with disabilities are performing below the standard at a higher rate compared to their grade level peers (RED). This is an identified area of need that will be address through the IEP process with members of our special education department and with related service providers.

### Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

#### 2023 Fall Dashboard English Learner Progress Indicator

#### English Learner Progress

making progress towards English language proficiency Number of EL Students: 3 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results					
Decreased One ELPI Level	,, _,				

#### Conclusions based on this data:

1. CPCS does not have a statistically significant number of students to have a performance level.

2. The school will continue to offer integrated and designated supports to English Learners to ensure English language development, growth, and progress.

# Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





- 1. This is an identified area of need for growth. CPCS has made efforts to grow and expand our CTE Pathways and have encouraged students to become Pathway completers. The number of students participating in CTE pathways has in creased in the 24-25 SY.
- 2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.

**3.** CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

#### Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greved out color dial with the words "No Performance Color."

Greer

Blue

**Highest Performance** 



Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group			
All Students	English Learners	Foster Youth	
Yellow	Less than 11 Students	No Performance Color	
15.6% Chronically Absent	3 Students	0 Students	
Declined -5.1			
77 Students			
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	
$\cap$		23.5% Chronically Absent	
		,	
No Performance Color	Orange	Declined -16.5	
No Performance Color 0 Students	Orange 20.5% Chronically Absent	Declined -16.5	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	1 Student	2 Students	4 Students
Hispanic	Two or More Races	Pacific Islander	White
22.7% Chronically Absent	6.7% Chronically Absent	$\cap$	8.3% Chronically Absent
Increased 5.2	Declined -26.7	No Performance Color	Declined -7.6
22 Students	15 Students	0 Students	24 Students

- 1. CPC-LA decreased chronic absenteeism by 5.1% and is well below the state average at 15.6%. The school has developed and implemented a robust attendance policy and tiered engagement system to address student attendance.
- 2. CPC-SO meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

### Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





Greer

Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group			
All Students	English Learners	Foster Youth	
90.5% graduated	Less than 11 Students	Less than 11 Students	
Increased 3.5	3 Students	1 Student	
21 Students			
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	
Less than 11 Students	87.5% graduated	Less than 11 Students	
3 Students	Increased Significantly 8.9	4 Students	
	16 Students		

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students	Less than 11 Students	$\cap$	Less than 11 Students
4 Students	2 Students	No Performance Color 0 Students	7 Students

- 1. CPC-SO maintains high graduation rates that are competetive with the state average.
- 2. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to continue to support a high graduation rate.
- **3.** CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

### Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







Greer



Lowest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group			
All Students	English Learners	Foster Youth	
Blue	Less than 11 Students 7 Students	Less than 11 Students 1 Student	
0% suspended at least one day			
Maintained 0 177 Students			
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	
Less than 11 Students 4 Students	Blue	0% suspended at least one day	
	0% suspended at least one day	Maintained 0 43 Students	
	Maintained 0 108 Students		

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students 2 Students	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Maintained 0 20 Students			
Hispanic	Two or More Races	Pacific Islander	White
Blue	0% suspended at least one day	Less than 11 Students 2 Students	Blue
0% suspended at least one day	Maintained 0 32 Students		0% suspended at least one day
Maintained 0 50 Students			Maintained 0 61 Students

1. CPC-SO offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned with LCAP Goal 1.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the CA Dashboard, areas of need are identified as College and Career Readiness and CAASPP ELA and Mathematics. College/Career Readiness has no performance band due to having less than 30 students in grade 12, but local data shows that only 14.3% of students in grade 12 are prepared for college and career, which would be in the low performance category. This indicates a need for stronger career guidance and programs ensuring students graduate college and career prepared. Mathematics Performance (Orange): The performance in mathematics scores 76.3 points below the standard and a decline of 41 points from the previous year. Additionally, 1 student groups (SED) are in the Red performance band. This suggests a continued need for enhanced math instruction and intervention programs. CAASPP ELA performance (Orange) 27.1 points below the standard with a decline of 39.8 points.

### **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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 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	Decrease distance from the standard by at least 3 points each year
CAASPP Math	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 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) 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	Decrease distance from the standard by at least 3 points each year
Percent Participation in internal diagnostic assessments	Met or exceeded 95% participation	Maintain

Growth Metrics on internal diagnostic assessments ELA	Renasissance STAR Fall 2023 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 Two or more- not enough students SED- 65% met or exceeded EL- not enough students SWD- 15% met or exceeded Renasissance STAR Spring 2024 ELA ALL STUDENTS: 62% met or exceeded the standard Standard Exceeded- 31% Standard Met- 31% Standard Nearly Met- 24% Standard Not met- 14% White- 74% met or exceeded Hispanic- 57% 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 SED- 64% met or exceeded EL- not enough students SWD- 20% met or exceeded	Increase performance outcomes by 2% each year
Growth Metrics on internal diagnostic assessments Math	MATH Fall 2023 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	Increase performance outcomes by 2% each year

Course Completion Rates	SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded MATH Spring 2024 ALL STUDENTS: 37% met or exceeded the standard Standard Exceeded- 20% Standard Met- 17% Standard Nearly Met- 18% Standard Not met- 45% White- 41% met or exceeded Hispanic- 36% met or exceeded African American- 0% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94. 5% completion at grade of 60% or higher (1% increase) 84% completion at grade of 70% or higher (1% increase) 84% completion at grade of 70% or higher maintained	Incrementally increase courses passed with grade of 70% or higher by 2% annually.
College and Career Readiness Indicators	No Dashboard Performance level (<30 students in grade 12) 14.3% prepared	Incrementally increase by 2% each year
ELPAC/EL Progress	No Dashboard Performance Color (<11 students)	Meet or exceed the state in RFEP and ELPI

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students	32,781.58 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	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.	All Students	24,586.86 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	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.		85,181.22 LCFF 1000-1999: Certificated Personnel Salaries 12,954.33 LCFF 2000-2999: Classified Personnel Salaries 1,942.40 LCFF 4000-4999: Books And Supplies 3,234.80 LCFF 5000-5999: Services And Other Operating Expenditures 1,044.00 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 15,982.17 Title I 1000-1999: Certificated Personnel Salaries
1.4	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.		40,445.20 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged	Low Income Pupils	59,595.10 Other

	students or students who are experiencing financial hardship.	1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 6,861.40 Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 2,167.78 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.7		

# **Annual Review**

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

# **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **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.

# LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with LCAP Goal 2.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	<ol> <li>The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</li> <li>The LEA's progress in making instructional materials that are aligned to the recently adopted academic</li> </ol>	Maintain

standards and/or curriculum	
frameworks identified below available	
in all classrooms where the subject is	
taught.	
ELA- 5 Full Implementation and Sustainability	
ELD- 5 Full Implementation and	
Sustainability	
MAthematics- 5 Full Implementation	
and Sustainability	
NGSS Science- 5 Full Implementation	
and Sustainability	
History-Social Science- 5 Full	
Implementation and Sustainability	
3. The LEA's progress in implementing	
policies or programs to support staff in	
identifying areas where they can	
improve in delivering instruction	
aligned to the recently adopted	
academic standards and/or curriculum	
frameworks identified below (e.g.,	
collaborative time, focused classroom	
walkthroughs, teacher pairing). ELA- 4 Full Implementation	
ELD- 4 Full Implementation	
Mathematics- 4 Full Implementation	
NGSS Science- 4 Full Implementation	
History-Social Science- 4 Full	
Implementation	
4. The LEA's progress implementing	
each of the following academic	
standards adopted by the state board	
for all students:	
CTE- 4 Full implementation	
Health Education- 5 Full	
Implementation and Sustainability	
Physical Education- 5 Full	
Implementation and Sustainability	
VPA- 5 Full Implementation and Sustainability	
World Language- 5 Full	
Implementation and Sustainability	
5. The LEA's success at engaging in	
the following activities with teachers	
and school administrators during the	
prior school year (including the	
summer preceding the prior school	
year)	
Identifying the professional	
learning needs of groups of	
teachers or staff as a whole	
(4 Full Implementation)	
Identifying the professional	
learning needs of individual	
teachers (4 Full Implementation)	
<ul> <li>Providing support for</li> </ul>	

teachers on the standards

	they have not yet mastered (4 Full Implementation)	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
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

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.		650,760.16 LCFF 1000-1999: Certificated Personnel Salaries Teachers Education Specialist Superintendent 31,938.25 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 49,076.89 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 255,006.81 Special Education 1000-1999: Certificated Personnel Salaries 19,664.92 Special Education 2000-2999: Classified Personnel Salaries 20,025.83 Title I 1000-1999: Certificated Personnel Salaries 20,025.83 Title I
2.2	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	All Students	4,000.00 LCFF 1000-1999: Certificated Personnel Salaries 3,697.22 LCFF

	completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		2000-2999: Classified Personnel Salaries 83,624.16 LCFF 4000-4999: Books And Supplies 23,697.22 Other 1000-1999: Certificated Personnel Salaries Summer School 23,155.18 Other 2000-2999: Classified Personnel Salaries Tutors 17,643.28 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 740.00 Special Education 4000-4999: Books And Supplies SpEd testing protocols & NCS Pearson, Inc.
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	40,000.00 LCFF 4000-4999: Books And Supplies Computers 800.00 LCFF 5000-5999: Services And Other Operating Expenditures Alpha Vision 6,000.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet) 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Computers 12,271.20 ESSER III 4000-4999: Books And Supplies Computers
2.4	Provide professional development in content and related technology areas for the purpose of	All Students	400.00 LCFF

	delievering effective instrucion, increased student engagement and student outcomes.		4000-4999: Books And Supplies ALL PD content area (exclude Admin PD) 3,400.00 LCFF 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 13,833.33 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 4,932.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 4,932.00
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	63,875.59 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

# **Annual Review**

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## **Title and Description of School Goal**

Broad statement that describes the desired result to which all strategies/activities are directed.

#### 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 3.

### **Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. 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. 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. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners.	maintain
Overall Satisfaction Rate (parents and students)	94.7% of students are satisfied overall with their school. 100% of parents are satisfied with the school overall.	maintain
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
Chronic Absenteeism Rate	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	maintain or decline by 1% each year

	were 148 ADA and P2 ADA was 150.49, exceeding the projection. Attendance ADA was the result of an attendance percentage of 93.5%.	
Graduation Rate (4-yr cohort)	2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR	maintain or increase by 1% each year
Drop Out Rate	Dropout Rates HS- 9.5% (decrease of 4.1%) MS- 0%	maintain or decrease by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%	increase by 2% each year

**Strategies/Activities** Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	2,300.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 1,632.20 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 26,434.15 LCFF 5000-5999: Services And Other Operating Expenditures DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom
			Field Trips DialMyCalls RingCentral AT&T YAMM
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3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	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.	All Students	4,805.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 22,623.94 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	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.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low- Income	51,233.78 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 113,101.20 Special Education 1000-1999: Certificated Personnel Salaries school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA

			Director of Special Education - AKRIDGE, EVANGELINE 14,505.08 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 780.00 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.		68,680.35 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 2,937.60 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	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" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	103,114.27 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

# **Annual Review**

#### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

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

N/A

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

# **Budget Summary**

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

# Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$50,940.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,037,466.45
Total Federal Funds Provided to the School from the LEA for CSI	\$0

# Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

# Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$36,008.00
Title II Part A: Improving Teacher Quality	\$4,932.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$50,940.00

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

State or Local Programs	Allocation (\$)
ESSER III	\$12,271.20
LCFF	\$1,303,507.47
Other	\$203,074.18
Special Education	\$467,673.60

Subtotal of state or local funds included for this school: \$1,986,526.45

Total of federal, state, and/or local funds for this school: \$2,037,466.45

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM

# **Budgeted Funds and Expenditures in this Plan**

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

# Funds Budgeted to the School by Funding Source

Funding Source

Amount	Balance
--------	---------

## **Expenditures by Funding Source**

Funding Source	Amount
ESSER III	12,271.20
LCFF	1,303,507.47
Other	203,074.18
Special Education	467,673.60
Title I	36,008.00
Title II Part A: Improving Teacher Quality	4,932.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

# **Expenditures by Budget Reference**

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,496,454.37
2000-2999: Classified Personnel Salaries	209,029.25
4000-4999: Books And Supplies	180,963.64
5000-5999: Services And Other Operating Expenditures	151,019.19

# Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ESSER III	12,271.20
1000-1999: Certificated Personnel Salaries	LCFF	959,969.15
2000-2999: Classified Personnel Salaries	LCFF	151,704.07
4000-4999: Books And Supplies	LCFF	132,403.76
5000-5999: Services And Other Operating Expenditures	LCFF	59,430.49
1000-1999: Certificated Personnel Salaries	Other	132,369.21

2000-2999: Classified Personnel Salaries	Other
4000-4999: Books And Supplies	Other
5000-5999: Services And Other Operating Expenditures	Other
1000-1999: Certificated Personnel Salaries	Special Education
2000-2999: Classified Personnel Salaries	Special Education
4000-4999: Books And Supplies	Special Education
5000-5999: Services And Other Operating Expenditures	Special Education
1000-1999: Certificated Personnel Salaries	Title I
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment

# **Expenditures by Goal**

Goal Number		
Goal 1		
Goal 2		
Goal 3		

Total Expenditures
286,776.84
1,338,542.04
412,147.57

23,155.18

25,548.68

22,001.11

368,108.01

34,170.00

740.00

64,655.59

36,008.00

4,932.00

10,000.00

# **School Site Council Membership**

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

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

- - -

2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Holly Hess	Classroom Teacher
Jasee Rana	Classroom Teacher
Cean Colcord	Classroom Teacher
Daisy Carlos	Other School Staff
Sheryl Grummer	Parent or Community Member
Amber Garcia	Parent or Community Member
MaryKatheryn Marion	Parent or Community Member
Brooklynn'Kalel Arrington	Secondary Student
Christian Orduno	Secondary Student

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

# **Recommendations and Assurances**

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

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

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

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

#### Signature

#### Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 13, 2024.

Attested:

Ericka Zemmer Daisy Conl Principal, Ericka Zemmer on November 13, 2024 SSC Chairperson, Daisy Carlos on November 13, 2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

### **Instructions: Table of Contents**

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at <u>TITLEI@cde.ca.gov</u>.

### **Plan Description**

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

#### Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

### **Educational Partner Involvement**

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

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

#### Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

#### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

### **Resource Inequities**

This section is required for all schools eligible for ATSI and CSI.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

### **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

#### SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

#### **CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

#### **ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

### Goals, Strategies/Activities, and Expenditures

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

#### Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

#### Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

### Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Identified Need**

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

#### Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

#### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

#### Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

#### Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal. Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one
  or more specific student groups that will benefit from the strategies and activities. ESSA
  Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or
  more specific student groups, including socioeconomically disadvantaged students,
  students from major racial and ethnic groups, students with disabilities, and English
  learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

#### Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

#### Additional ATSI Planning Requirements:

• When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

### **Annual Review**

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

### **Goal Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

#### Additional CSI Planning Requirements:

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

#### Additional ATSI Planning Requirements:

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

### **Budget Summary**

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

#### Additional CSI Planning Requirements:

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

#### Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

### **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

• Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# **Appendix A: Plan Requirements**

## Schoolwide Program Requirements

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

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

### **Requirements for Development of the Plan**

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

### **Requirements for the Plan**

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at <u>SISO@cde.ca.gov</u>.

## **Comprehensive Support and Improvement**

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

The CSI plan shall:

- 1. Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- Include evidence-based interventions (Sections: Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <u>https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatoryguidance-evidence.pdf</u>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

- 3. Be based on a school-level needs assessment (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

### **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/csi.asp</u>
- CSI Webinars: <u>https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp</u>
- CSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp</u>

# Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

# Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

### **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): <u>https://www.cde.ca.gov/sp/sw/t1/tsi.asp</u>
- ATSI Planning and Support Webinar: <u>https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf</u>
- ATSI Planning Summary for Charters and Single-school Districts: <u>https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp</u>

# **Appendix C: Select State and Federal Programs**

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

- Programs included on the ConApp: <u>https://www.cde.ca.gov/fg/aa/co/</u>
- ESSA Title I, Part A: School Improvement: <u>https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</u>
- Available Funding: <u>https://www.cde.ca.gov/fg/fo/af/</u>

Updated by the California Department of Education, October 2023

# Coversheet

# Approval of Renaissance (Renewal)

Section:	XIII. Education/Student Services
Item:	B. Approval of Renaissance (Renewal)
Purpose:	Vote
Submitted by:	Christine Feher
<b>Related Material:</b>	Renaissance Quote.pdf

#### BACKGROUND:

The proposed approval of funding for Renaissance's STAR Comprehensive Suite and Freckle interventions reflects CalPac's strategic commitment to enhancing academic achievement and fulfilling our charter renewal goals. Renaissance, a global leader in educational innovation since 1986, provides tools that empower teachers and deliver actionable insights through data. The STAR Suite, which includes robust progress monitoring and social-emotional behavior assessments (SAEBRS), offers unparalleled precision in tracking student growth. Additionally, the Freckle platform supports differentiated instruction in ELA and Math, ensuring targeted interventions that align with CalPac's "Know Your Score" initiative. This investment, encompassing Lalilo for literacy and professional development for effective implementation, equips educators with the resources to cultivate measurable improvement in student outcomes, ultimately supporting CalPac's mission of achieving excellence in K-12 online education. Approval of this funding will directly contribute to data-driven strategies and sustained academic growth, locking in the best pricing for the 2025-2026 school year.

#### **RECOMMENDATION:**

It is recommended the Board approve the renewal contract with Renaissance for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.



Reference ID: 706058

2911 Peach Street, Wisconsin Rapids, WI 54494-1905 Phone: (800) 338-4204 | Fax: (877) 280-7642 Federal I.D. 39-1559474 www.renaissance.com

#### California Pacific Charter Schools - 8286404

940 S Coast Dr Ste 185 Costa Mesa, CA 92626-1780 Contact: Christine Feher -Email: cfeher@cal-pacs.org

**Quote Summary** 

School Count: 3	
Renaissance Products & Services Total	\$41,725.90
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$41,725.90

#### This quote includes: Lalilo, Renaissance Freckle and Star Comprehensive Suite.

By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <u>https://doc.renlearn.com/KMNet/R62416.pdf</u> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy
   <u>https://docs.renaissance.com/R63870</u> directed to you as the school official responsible for authorizing the use of the
   Renaissance Products and Services in the educational context.

#### To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

#### Please check here if your organization requires a purchase order prior to invoicing: [ ]

Renaissance Learning, Inc.	California Pacific Charter Schools - 8286404
Ted Loll	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 11/22/2024	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below. Bill To:

#### If changes are necessary, or additional information is required, please contact your account executive Alexis Mauren at (760)424-5715, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.



2911 Peach Street, Wisconsin Rapids, WI 54494-1905 Phone: (800) 338-4204 | Fax: (877) 280-7642 Federal I.D. 39-1559474 www.renaissance.com

All quotes and orders are subject to availability of merchandise. This Quote is valid until 12/31/2024. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Quote # 3210493

2911 Peach Street, Wisconsin Rapids, WI 54494-1905 Phone: (800) 338-4204 | Fax: (877) 280-7642 Federal I.D. 39-1559474 www.renaissance.com

Quote Details					
California Pacific C	harter Schools - 8	3286404			
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Data Integration Services					
Custom Data Integration Level 5	07/01/2025 - 06/30/2026	1	\$2,500.00	\$0.00	\$2,500.00
Professional Services					
Core Training Professional Learning Package (7 Remote Hours)		1	\$4,025.00	\$0.00	\$4,025.00
California Pacific Charter Schools Total \$0.00			\$6,525.00		

California Pacific Charter - San Diego - 8690294					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Individualized Skills Practice - Literacy (Lalilo + Freckle ELA Add- On)	07/01/2025 - 06/30/2026	240	\$10.00	\$0.00	\$2,400.00
Freckle Math Student Subscription	07/01/2025 - 06/30/2026	240	\$16.22	\$0.00	\$3,892.80
Star Comprehensive Suite with SAEBRS	07/01/2025 - 06/30/2026	240	\$15.49	\$0.00	\$3,717.60
Platform Services					
Annual All Product Renaissance Platform	07/01/2025 - 06/30/2026	1	\$750.00	\$0.00	\$750.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
California Pacific Charter - San Diego Total \$0.00 \$10,760.40				\$10,760.40	

California Pacific Charter - Sonoma - 8690293					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Individualized Skills Practice - Literacy (Lalilo + Freckle ELA Add- On)	07/01/2025 - 06/30/2026	175	\$10.00	\$0.00	\$1,750.00
Freckle Math Student Subscription	07/01/2025 - 06/30/2026	175	\$16.22	\$0.00	\$2,838.50
Star Comprehensive Suite with SAEBRS	07/01/2025 - 06/30/2026	175	\$15.49	\$0.00	\$2,710.75
Platform Services					
Annual All Product Renaissance Platform	07/01/2025 - 06/30/2026	1	\$750.00	\$0.00	\$750.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00

# Quote # 3210493

2911 Peach Street, Wisconsin Rapids, WI 54494-1905 Phone: (800) 338-4204 | Fax: (877) 280-7642 Federal I.D. 39-1559474 www.renaissance.com

California Pacific Charter - Sonoma Total			\$0.00	\$8,049.25	
California Pacific Cha	rter- Los Angeles	- 8690296			
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Individualized Skills Practice - Literacy (Lalilo + Freckle ELA Add- On)	07/01/2025 - 06/30/2026	375	\$10.00	\$0.00	\$3,750.00
Freckle Math Student Subscription	07/01/2025 - 06/30/2026	375	\$16.22	\$0.00	\$6,082.50
Star Comprehensive Suite with SAEBRS	07/01/2025 - 06/30/2026	375	\$15.49	\$0.00	\$5,808.75
Platform Services					
Annual All Product Renaissance Platform	07/01/2025 - 06/30/2026	1	\$750.00	\$0.00	\$750.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
California Pac	ific Charter- Los An	geles Total		\$0.00	\$16,391.25

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# Coversheet

# Approval of One-Time Discretionary Staff Bonuses

Section:	XIV. Personnel Services
Item:	A. Approval of One-Time Discretionary Staff Bonuses
Purpose:	Vote
Submitted by:	
Related Material:	BUS CPCS One-Time Discretionary Staff Bonuses December 2024.pdf CPCS Resolution One-Time Discretionary Bonuses to Staff Dec 2024.pdf

#### CALIFORNIA PACIFIC CHARTER SCHOOLS

**Date:** December 10, 2024

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

#### **Item Requires Board Action:** X

Item is for Information Only:

Item: Approval of One-Time Discretionary Staff Bonuses

**Background:** Staff recommend a one-time discretionary bonus for employees that recognizes and supports retention of highly qualified and effective educators and support staff. CalPac staff continue to provide the highest level of professional services and academic support.

The bonus would be issued as follows:

Regular, full-time employees shall receive a discretionary bonus of \$2,600.00 Employees must be a minimum 0.80 Full Time Equivalency ("FTE") to be considered "full-time" for purposes of this bonus.

Part-time employees who are employed 0.60 FTE to a 0.79 FTE shall receive a discretionary bonus of \$1,560.00.

Part-time employees who are employed 0.20 FTE to a 0.59 FTE shall receive a discretionary bonus of \$650.00.

Staff who completed less than 75% of the work year as of December 1, 2024, would receive 50% of the associated one-time discretionary bonus.

Staff have reviewed the budget for 2024-2025 and future projected years and have determined that sufficient funds exist to provide this limited-term, one time discretionary bonus.

It is recommended the Board approve the bonus as outlined in the attached Resolution.

### Fiscal Impact: \$247,778.38

California Pacific Charter - San Diego (#1758) \$123,889.19

California Pacific Charter - Sonoma (#2037) \$123,889.19

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



### RESOLUTION OF THE BOARD OF DIRECTORS OF CALIFORNIA PACIFIC CHARTER SCHOOLS

"One-Time Discretionary Bonuses to Staff" December 10, 2024

The Board of Directors ("Board") of California Pacific Charter Schools ("CalPac"), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, employees of CalPac have made tremendous efforts to engage students and families in personalized learning goals and supported a school-wide concentrated effort to close the achievement gap, improve attendance, and maximize student retention; and

WHEREAS, CalPac has availability of funds with appropriate fiscal reserves to weather future economic uncertainty and unanticipated expenses, and would like to ensure that LCFF dollars are expended to support the teaching and learning of all students; and

WHEREAS, staff at CalPac have made extraordinary efforts and commitment to promoting the best interest of students and the successful operations of the school; and

WHEREAS, the Board wishes to recognize the efforts and commitment of staff in the launch of the 2024-2025 school year and encourage future retention of staff; and

WHEREAS, the Board wishes to recognize the exemplary efforts of staff in learning recovery, increased student engagement, and combating declining enrollment.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors that:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication during the 2024-2025 school year as follows:

Regular, full-time employees shall receive a discretionary bonus of \$2,600.00. Employees must be a minimum 0.80 Full Time Equivalency ("FTE") to be considered "full-time" for purposes of this bonus.

Part-time employees who are employed 0.6 FTE to a 0.79 FTE shall receive a discretionary bonus of \$1,560.00.

Part-time employees who are employed 0.20 FTE to a 0.59 FTE shall receive a discretionary bonus of \$650.00.

- 2. Employees must have completed at least 75% of the 2024-2025 work year calendar as of the December board meeting in order to be eligible for a full discretionary bonus under this Resolution. Employees who will not complete 75% of the work year calendar, but were employed prior to December 1, 2024, will receive a discretionary bonus equivalent to 50% of the bonus amount as outlined.
- 3. Bonuses shall be paid to eligible employees no later than Thursday, December 26, 2024, subject to any related payroll deductions.
- 4. Vendors or contractors are excluded from eligibility for this bonus.

Bonuses are provided on a one-time non-precedent setting basis in gratitude and recognition of the dedicated work of CalPac staff in the 2024-2025 school year and in anticipation of the valuable work to be completed going forward.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Superintendent hereby is authorized to certify this resolution.

\*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 10th day of December, 2024.

By: \_

\*

Christine Feher, Superintendent

\*

# Coversheet

# Approval of Revisions to 2024-2025 Salary Schedules

Section: Item: Purpose: Submitted by:	XIV. Personnel Services B. Approval of Revisions to 2024-2025 Salary Schedules Vote
Related Material:	BUS Revisions to 2024-2025 Salary Schedules.docx.pdf Classified Salary Schedule 2024-2025 rev. 1.2025.pdf Classified Admin Salary Schedule 2024-2025 rev. 1.2025.pdf Certificated Sub Salary Schedule 2024-2025 rev. 1.2025.pdf Certificated Admin Salary Schedule 2024-2025 rev. 1.2025.pdf Certificated Spec Salary Schedule 2024-2025 rev. 1.2025.pdf Certificated Salary Schedule 2024-2025 rev. 1.2025.pdf

#### CALIFORNIA PACIFIC CHARTER SCHOOLS

#### Agenda Item:

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

#### **Item Requires Board Action:** X

#### Item is for Information Only:

Item: Approval of Revisions to 2024-2025 Salary Schedules

#### **Background:**

#### SALARY SCHEDULES

In consideration of State and federal funding and in alignment with the schools' 2024-2025 budgets, staff recommend the following changes to the board approved salary schedules. The increases are feasible and support CalPac's interest to provide appropriate and competitive compensation, support retention of highly qualified staff, and provide internal and external alignment.

An increase of 3.5% on schedule is recommended for the following salary schedules:

- Classified
- Certificated
- Certificated Substitute
- Certificated Specialist
- Certificated Administrative
- Classified Administrative

It is recommended the Board approve the revised salary schedules as presented and direct staff to apply the new compensation rates beginning January 1, 2025.

Fiscal Impact: \$ 326,588.01 total salary and benefits

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	\$ 156,762.24
California Pacific Charter - San Diego (#1758)	\$ 104,508.16
California Pacific Charter - Sonoma (#2037)	\$ 65,317.61

#### Date: December 10, 2024

БТЕР		1			2			3			4			5			6	
Grade	н	М	А	н	м	А	н	м	А	н	м	А	н	м	А	н	м	Α
1	\$19.59	\$3,395.60	\$40,747.20	\$20.18	\$3,497.47	\$41,969.62	\$20.78	\$3,602.39	\$43,228.70	\$21.41	\$3,710.46	\$44,525.57	\$22.05	\$3,821.78	\$45,861.33	\$ 22.71	\$ 3,936.43	\$ 47,237.17
2	\$20.08	\$3,480.49	\$41,765.88	\$20.68	\$3,584.90	\$43,018.86	\$21.30	\$3,692.45	\$44,309.42	\$21.94	\$3,803.23	\$45,638.70	\$22.60	\$3,917.32	\$47,007.87	\$ 23.28	\$ 4,034.84	\$ 48,418.10
3	\$20.58	\$3,567.50	\$42,810.03	\$21.20	\$3,674.53	\$44,094.33	\$21.84	\$3,784.76	\$45,417.16	\$22.49	\$3,898.31	\$46,779.67	\$23.16	\$4,015.26	\$48,183.06	\$ 23.86	\$ 4,135.71	\$ 49,628.55
4	\$21.10	\$3,656.69	\$43,880.28	\$21.73	\$3,766.39	\$45,196.69	\$22.38	\$3,879.38	\$46,552.59	\$23.05	\$3,995.76	\$47,949.16	\$23.74	\$4,115.64	\$49,387.64	\$ 24.46	\$ 4,239.11	\$ 50,869.27
5	\$21.62	\$3,748.11	\$44,977.28	\$22.27	\$3,860.55	\$46,326.60	\$22.94	\$3,976.37	\$47,716.40	\$23.63	\$4,095.66	\$49,147.89	\$24.34	\$4,218.53	\$50,622.33	\$ 25.07	\$ 4,345.08	\$ 52,141.00
6	\$22.16	\$3,841.81	\$46,101.72	\$22.83	\$3,957.06	\$47,484.77	\$23.51	\$4,075.78	\$48,909.31	\$24.22	\$4,198.05	\$50,376.59	\$24.95	\$4,323.99	\$51,887.89	\$ 25.69	\$ 4,453.71	\$ 53,444.52
7	\$22.72	\$3,937.85	\$47,254.26	\$23.40	\$4,055.99	\$48,671.89	\$24.10	\$4,177.67	\$50,132.04	\$24.83	\$4,303.00	\$51,636.01	\$25.57	\$4,432.09	\$53,185.09	\$ 26.34	\$ 4,565.05	\$ 54,780.64
8	\$23.29	\$4,036.30	\$48,435.62	\$23.98	\$4,157.39	\$49,888.68	\$24.70	\$4,282.11	\$51,385.35	\$25.45	\$4,410.58	\$52,926.91	\$26.21	\$4,542.89	\$54,514.71	\$ 27.00	\$ 4,679.18	\$ 56,150.15
9	\$23.87	\$4,137.21	\$49,646.51	\$24.58	\$4,261.33	\$51,135.90	\$25.32	\$4,389.16	\$52,669.98	\$26.08	\$4,520.84	\$54,250.08	\$26.86	\$4,656.47	\$55,877.58		\$ 4,796.16	\$ 57,553.91
10	\$24.47	\$4,240.64	\$50,887.67	\$25.20	\$4,367.86	\$52,414.30	\$25.96	\$4,498.89	\$53,986.73	\$26.73	\$4,633.86	\$55,606.33	\$27.54	\$4,772.88	\$57,274.52	\$ 28.36	\$ 4,916.06	\$ 58,992.76
11	\$25.08	\$4,346.66	\$52,159.86	\$25.83	\$4,477.05	\$53,724.66	\$26.60	\$4,611.37	\$55,336.40	\$27.40	\$4,749.71	\$56,996.49	\$28.22	\$4,892.20	\$58,706.38	\$ 29.07	\$ 5,038.96	\$ 60,467.57
12	\$25.70	\$4,455.32	\$53,463.86	\$26.47	\$4,588.98	\$55,067.77	\$27.27	\$4,726.65	\$56,719.81	\$28.09	\$4,868.45	\$58,421.40	\$28.93	\$5,014.50	\$60,174.04	\$ 29.80	\$ 5,164.94	\$ 61,979.26
13	\$26.35	\$4,566.70	\$54,800.45	\$27.14	\$4,703.71	\$56,444.47	\$27.95	\$4,844.82	\$58,137.80	\$28.79	\$4,990.16	\$59,881.94	\$29.65	\$5,139.87	\$61,678.39		\$ 5,294.06	\$ 63,528.75
14	\$27.01	\$4,680.87	\$56,170.47	\$27.82	\$4,821.30	\$57,855.58	\$28.65	\$4,965.94	\$59,591.25	\$29.51	\$5,114.92	\$61,378.98	\$30.39	\$5,268.36	\$63,220.35	\$ 31.31	\$ 5,426.41	\$ 65,116.96
15	\$27.68	\$4,797.89	\$57,574.73	\$28.51	\$4,941.83	\$59,301.97	\$29.37	\$5,090.09	\$61,081.03	\$30.25	\$5,242.79	\$62,913.46	\$31.15	\$5,400.07	\$64,800.86	\$ 32.09	. ,	\$ 66,744.89
16 17	\$28.37	\$4,917.84	\$59,014.10 \$60,489.45	\$29.22	\$5,065.38 \$5,192.01	\$60,784.52 \$62,304.13	\$30.10	\$5,217.34 \$5,347.77	\$62,608.05 \$64,173.25	\$31.00	\$5,373.86 \$5,508.20	\$64,486.30	\$31.93	\$5,535.07	\$66,420.88 \$68,081.41	\$ 32.89 \$ 33.71	\$ 5,701.13 \$ 5,843.65	\$ 68,413.51
17	\$29.08 \$29.81	\$5,040.79	\$62.001.68	\$29.95 \$30.70	\$5,192.01	\$63,861.73	\$30.85 \$31.62	\$5,347.77	\$65,777.59	\$31.78 \$32.57		\$66,098.45 \$67,750.91	\$32.73 \$33.55	\$5,673.45	\$69,783.44	-		\$ 70,123.85 \$ 71,876.94
		\$5,166.81	1		. ,	. ,		. ,			\$5,645.91			\$5,815.29	1007 00		\$ 5,989.75	
19	\$30.55	\$5,295.98	\$63,551.73	\$31.47	\$5,454.86	\$65,458.28	\$32.41	\$5,618.50	\$67,422.03	\$33.39	\$5,787.06	\$69,444.69	\$34.39	\$5,960.67	\$71,528.03	\$ 35.42	\$ 6,139.49	\$ 73,673.87
20	\$31.32	\$5,428.38	\$65,140.52	\$32.26	\$5,591.23	\$67,094.73	\$33.22	\$5,758.96	\$69,107.58	\$34.22	\$5,931.73	\$71,180.80	\$35.25	\$6,109.69	\$73,316.23	\$ 36.31	\$ 6,292.98	\$ 75,515.71
21	\$32.10	\$5,564.09	\$66,769.03	\$33.06	\$5,731.01	\$68,772.10	\$34.06	\$5,902.94	\$70,835.27	\$35.08	\$6,080.03	\$72,960.32	\$36.13	\$6,262.43	\$75,149.13	\$ 37.21		\$ 77,403.61
22	\$32.90	\$5,703.19	\$68,438.26	\$33.89	\$5,874.28	\$70,491.41	\$34.91	\$6,050.51	\$72,606.15	\$35.95	\$6,232.03	\$74,784.33	\$37.03	\$6,418.99	\$77,027.86	\$ 38.14	\$ 6,611.56	
23	\$33.73	\$5,845.77	\$70,149.21	\$34.74	\$6,021.14	\$72,253.69	\$35.78	\$6,201.78	\$74,421.30	\$36.85	\$6,387.83	\$76,653.94	\$37.96	\$6,579.46	\$78,953.56	\$ 39.10	\$ 6,776.85	\$ 81,322.17
24	\$34.57	\$5,991.91	\$71,902.94	\$35.61	\$6,171.67	\$74,060.03	\$36.67	\$6,356.82	\$76,281.83	\$37.77	\$6,547.52	\$78,570.29	\$38.91	\$6,743.95	\$80,927.40	\$ 40.07	\$ 6,946.27	\$ 83,355.22
25	\$35.43	\$6,141.71	\$73,700.52	\$36.50	\$6,325.96	\$75,911.53	\$37.59	\$6,515.74	\$78,188.88	\$38.72	\$6,711.21	\$80,534.55	\$39.88	\$6,912.55	\$82,950.58	\$ 41.08	\$ 7,119.92	\$ 85,439.10
26	\$36.32	\$6,295.25	\$75,543.03	\$37.41	\$6,484.11	\$77,809.32	\$38.53	\$6,678.63	\$80,143.60	\$39.69	\$6,878.99	\$82,547.91	\$40.88	\$7,085.36	\$85,024.35	\$ 42.10	\$ 7,297.92	\$ 87,575.08
27	\$37.23	\$6,452.63	\$77,431.61	\$38.34	\$6,646.21	\$79,754.55	\$39.49	\$6,845.60	\$82,147.19	\$40.68	\$7,050.97	\$84,611.61	\$41.90	\$7,262.50	\$87,149.96	\$ 43.16	\$ 7,480.37	\$ 89,764.45
28	\$38.16	\$6,613.95	\$79,367.40	\$39.30	\$6,812.37	\$81,748.42	\$40.48	\$7,016.74	\$84,200.87	\$41.70	\$7,227.24	\$86,726.90	\$42.95	\$7,444.06	\$89,328.70		\$ 7,667.38	\$ 92,008.57
29	\$39.11	\$6,779.30	\$81,351.58	\$40.28	\$6,982.68	\$83,792.13	\$41.49	\$7,192.16	\$86,305.89	\$42.74	\$7,407.92	\$88,895.07	\$44.02	\$7,630.16	\$91,561.92		\$ 7,859.06	\$ 94,308.78
30	\$40.09	\$6,948.78	\$83,385.37	\$41.29	\$7,157.24	\$85,886.93	\$42.53	\$7,371.96	\$88,463.54	\$43.81	\$7,593.12	\$91,117.45	\$45.12	\$7,820.91	\$93,850.97		\$ 8,055.54	\$ 96,666.50
31	\$41.09	\$7,122.50	\$85,470.01	\$42.32	\$7,336.18	\$88,034.11	\$43.59	\$7,556.26	\$90,675.13	\$44.90	\$7,782.95	\$93,395.38	\$46.25	\$8,016.44	\$96,197.24		\$ 8,256.93	\$ 99,083.16
32	\$42.12	\$7,300.56	\$87,606.76	\$43.38	\$7,519.58	\$90,234.96	\$44.68	\$7,745.17	\$92,942.01	\$46.02	\$7,977.52	\$95,730.27	\$47.40	\$8,216.85	\$98,602.18	\$ 48.83	\$ 8,463.35	\$ 101,560.2
33	\$43.17	\$7,483.08	\$89,796.92	\$44.47	\$7,707.57	\$92,490.83	\$45.80	\$7,938.80	\$95,265.56	\$47.17	\$8,176.96	\$98,123.52	\$48.59	\$8,422.27	\$101,067.23	\$ 50.05		\$ 104,099.2
34	\$44.25	\$7,670.15	\$92,041.85	\$45.58	\$7,900.26	\$94,803.10	\$46.95	\$8,137.27	\$97,647.20	\$48.35	\$8,381.38		\$49.80	\$8,632.83	\$103,593.91	\$ 51.30	\$ 8,891.81	\$ 106,701.7
35	\$45.36	\$7,861.91	\$94,342.89	\$46.72	\$8,097.77	\$97,173.18	\$48.12	\$8,340.70	\$100,088.38	\$49.56	\$8,590.92		\$51.05	\$8,848.65		\$ 52.58	\$ 9,114.11	\$ 109,369.2
36	\$46.49	\$8,058.46	\$96,701.47	\$47.89	\$8,300.21	\$99,602.51	\$49.32	\$8,549.22	\$102,590.59	\$50.80	\$8,805.69		\$52.33	\$9,069.86	\$108,838.35	\$ 53.90	\$ 9,341.96	\$ 112,103.5
37	\$47.65	\$8,259.92	\$99,119.00	\$49.08	\$8,507.71	\$102,092.57	\$50.56	\$8,762.95	\$105,155.35	\$52.07	\$9,025.83	\$108,310.01	\$53.63	\$9,296.61	\$111,559.31	\$ 55.24	\$ 9,575.51	\$ 114,906.0
38	\$48.84	\$8,466.41	\$101,596.98	\$50.31	\$8,720.41	\$104,644.89	\$51.82	\$8,982.02	\$107,784.23	\$53.37	\$9,251.48	\$111,017.76	\$54.98	\$9,529.02	\$114,348.29	\$ 56.62	\$ 9,814.90	\$ 117,778.7
39	\$50.07	\$8,678.08	\$104,136.90	\$51.57	\$8,938.42	\$107,261.01	\$53.11	\$9,206.57	\$110,478.84	\$54.71	\$9,482.77	\$113,793.21	\$56.35	\$9,767.25		\$ 58.04	\$ 10,060.27	\$ 120,723.2
40	\$51.32	\$8,895.03	\$106,740.33	\$52.86	\$9,161.88	\$109,942.53	\$54.44	\$9,436.73	\$113,240.81	\$56.08	\$9,719.84	\$116,638.04	\$57.76	\$10,011.43	\$120,137.18	\$ 59.49	\$ 10,311.77	\$ 123,741.2
Ste	ep Factor	1.03																
	ade Factor	1.025																
The annual amounts listed reflect a full time, 12 month salary.																		
Board Approval: 5/9/23																		
Board Approval: 6/13/23, 5% COLA effective 7/1/23																		
	ard Approva			.,1123														
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25																		
60	aru Approval	. 12/10/24, 3	.5 % COLA EIIE	CUVE 1/1/23														

		7				8					9				10		STEP
	н	м	А		н	м	А		н		м	А		н	м	Α	
\$	23.39	\$ 4,054.52	\$ 48,654.29	\$	24.09	\$ 4,176.16	\$ 50,113.92	\$	24.82	Ś	4,301.44	\$ 51,617.33	\$	25.56	\$ 4,430.49	\$ 53,165.85	1
\$	23.98	\$ 4,155.89	\$ 49,870.64	\$	24.70	\$ 4,280.56	\$ 51,366.76	\$	25.44	<u> </u>	4,408.98	\$ 52,907.77	\$	26.20	\$ 4,541.25	\$ 54,495.00	2
\$	24.58	\$ 4,259.78	\$ 51,117.41	\$	25.31	\$ 4,387.58	\$ 52,650.93	\$	26.07	<u> </u>	4,519.21	\$ 54,230.46	\$	26.85	\$ 4,654.78	\$ 55,857.38	3
\$	25.19	\$ 4,366.28	\$ 52,395.35	\$	25.95	\$ 4,497.27	\$ 53,967.21	\$	26.72		4,632.19	\$ 55,586.22	\$	27.53	\$ 4,771.15	\$ 57,253.81	4
\$	25.82	\$ 4,475.44	\$ 53,705.23	\$	26.59	\$ 4,609.70	\$ 55,316.39	\$	27.39		4,747.99	\$ 56,975.88	\$	28.21	\$ 4,890.43	\$ 58,685.15	5
\$	26.47	\$ 4,587.32	\$ 55,047.86	\$	27.26	\$ 4,724.94	\$ 56,699.30	\$	28.08		4,866.69	\$ 58,400.28	\$	28.92	\$ 5,012.69	\$ 60.152.28	6
\$	27.13	\$ 4,702.00	\$ 56,424.06	\$	27.94	\$ 4,843.06	\$ 58,116.78	\$	28.78		4,988.36	\$ 59,860.28	\$	29.64	\$ 5,138.01	\$ 61,656.09	7
\$	27.81	\$ 4,819.55	\$ 57,834.66	\$	28.64	\$ 4,964.14	\$ 59,569.70	\$	29.50		5,113.07	\$ 61,356.79	\$	30.38	\$ 5,266.46	\$ 63,197.49	8
\$	28.50	\$ 4,940.04	\$ 59,280.53	\$	29.36	\$ 5,088.25	\$ 61,058.94	\$	30.24		5,240.89	\$ 62,890.71	\$	31.14	\$ 5,398.12	\$ 64,777.43	9
\$	29.21	\$ 5,063.54	\$ 60,762.54	\$	30.09	\$ 5,215.45	\$ 62,585.41	\$	30.99	-	5,371.91	\$ 64,462.98	\$	31.92	\$ 5,533.07	\$ 66,396.87	10
\$	29.94	\$ 5,190.13	\$ 62,281.60	\$	30.84	\$ 5,345.84	\$ 64,150.05	\$	31.77		5,506.21	\$ 66,074.55	\$	31.32	\$ 5,671.40	\$ 68,056.79	10
\$ \$	30.69	\$ 5,3190.13	\$ 63,838.64	\$	31.61	\$ 5,479.48	\$ 65,753.80	\$	32.56		5,643.87	\$ 67,726.42	\$	33.54	\$ 5,813.18	, ,	11
				· ·				-		-			<u> </u>			\$ 69,758.21	
\$	31.46	\$ 5,452.88	\$ 65,434.61	\$	32.40	\$ 5,616.47	\$ 67,397.65	\$	33.37		5,784.96	\$ 69,419.58	\$	34.38	\$ 5,958.51	\$ 71,502.16	13
\$	32.25	\$ 5,589.21	\$ 67,070.47	\$	33.21	\$ 5,756.88	\$ 69,082.59	\$	34.21	-	5,929.59	\$ 71,155.06	\$	35.24	\$ 6,107.48	\$ 73,289.72	14
\$	33.05	\$ 5,728.94	\$ 68,747.23	\$	34.04	\$ 5,900.80	\$ 70,809.65	\$	35.06	-	6,077.83	\$ 72,933.94	\$	36.12	\$ 6,260.16	\$ 75,121.96	15
\$	33.88	\$ 5,872.16	\$ 70,465.92	\$	34.89	\$ 6,048.32	\$ 72,579.89	\$	35.94	<u> </u>	6,229.77	\$ 74,757.29	\$	37.02	\$ 6,416.67	\$77,000.01	16
\$	34.72	\$ 6,018.96	\$72,227.56	\$	35.77	\$ 6,199.53	\$ 74,394.39	\$	36.84		6,385.52	\$ 76,626.22	\$	37.94	\$ 6,577.08	\$ 78,925.01	17
\$	35.59	\$ 6,169.44	\$74,033.25	\$	36.66	\$ 6,354.52	\$ 76,254.25	\$	37.76	\$	6,545.16	\$ 78,541.88	\$	38.89	\$ 6,741.51	\$ 80,898.13	18
\$	36.48	\$ 6,323.67	\$ 75,884.08	\$	37.58	\$ 6,513.38	\$ 78,160.61	\$	38.70	\$	6,708.79	\$ 80,505.42	\$	39.87	\$ 6,910.05	\$ 82,920.59	19
\$	37.39	\$ 6,481.77	\$ 77,781.19	\$	38.52	\$ 6,676.22	\$ 80,114.62	\$	39.67	\$	6,876.51	\$ 82,518.06	\$	40.86	\$ 7,082.80	\$ 84,993.60	20
\$	38.33	\$ 6,643.81	\$ 79,725.72	\$	39.48	\$ 6,843.12	\$ 82,117.49	\$	40.66	\$	7,048.42	\$ 84,581.01	\$	41.88	\$ 7,259.87	\$ 87,118.44	21
\$	39.29	\$ 6,809.90	\$ 81,718.86	\$	40.47	\$ 7,014.20	\$ 84,170.42	\$	41.68	\$	7,224.63	\$ 86,695.54	\$	42.93	\$ 7,441.37	\$ 89,296.40	22
\$	40.27	\$ 6,980.15	\$ 83,761.83	\$	41.48	\$ 7,189.56	\$ 86,274.69	\$	42.72		7,405.24	\$ 88,862.93	\$	44.00	\$ 7,627.40	\$ 91,528.81	23
\$	41.28	\$ 7,154.66	\$ 85,855.88	\$	42.52	\$ 7,369.30	\$ 88,431.55	\$	43.79	-	7,590.37	\$ 91,084.50	\$	45.10	\$ 7,818.09	\$ 93,817.03	24
\$	42.31	\$ 7,333.52	\$ 88,002.27	\$	43.58	\$ 7,553.53	\$ 90,642.34	\$	44.89		7,780.13	\$ 93,361.61	\$	46.23	\$ 8,013.54	\$ 96,162.46	25
Ś	43.37	\$ 7,516.86	\$ 90,202.33	\$	44.67	\$ 7,742.37	\$ 92,908.40	\$	46.01		7,974.64	\$ 95,695.65	\$	47.39	\$ 8,213.88	\$ 98,566.52	26
\$		\$ 7,704.78		· ·			\$ 95,231.11	\$		-	8,174.00	\$ 98,088.04	\$		\$ 8,419.22		20
-	44.45		\$ 92,457.39	\$	45.78	\$ 7,935.93		-	47.16	-			-	48.57		\$ 101,030.68	
\$	45.56	\$ 7,897.40	\$ 94,768.82	\$	46.93	\$ 8,134.32	\$ 97,611.89	\$	48.34	-	8,378.35	\$ 100,540.24	\$	49.79	\$ 8,629.70	\$ 103,556.45	28
\$	46.70	\$ 8,094.84	\$ 97,138.04	\$	48.10	\$ 8,337.68	\$ 100,052.18		49.55		8,587.81	\$ 103,053.75	\$	51.03	\$ 8,845.45	\$ 106,145.36	29
\$	47.87	\$ 8,297.21	\$ 99,566.49	\$	49.30	\$ 8,546.12	\$ 102,553.49	-	50.78		8,802.51	\$ 105,630.09	\$	52.31	\$ 9,066.58	\$ 108,799.00	30
\$	49.07	\$ 8,504.64	\$ 102,055.66	\$	50.54	\$ 8,759.78	\$ 105,117.33	\$	52.05	\$	9,022.57	\$ 108,270.85	\$	53.61	\$ 9,293.25	\$ 111,518.97	31
\$	50.29	\$ 8,717.25	\$ 104,607.05	\$	51.80	\$ 8,978.77	\$ 107,745.26	\$	53.35	\$	9,248.13	\$ 110,977.62	\$	54.96	\$ 9,525.58	\$ 114,306.95	32
\$	51.55	\$ 8,935.19	\$ 107,222.22	\$	53.10	\$ 9,203.24	\$ 110,438.89	\$	54.69	\$	9,479.34	\$ 113,752.06	\$	56.33	\$ 9,763.72	\$ 117,164.62	33
\$	52.84	\$ 9,158.56	\$ 109,902.78	\$	54.42	\$ 9,433.32	\$ 113,199.86	\$	56.06	\$	9,716.32	\$ 116,595.86	\$	57.74	\$ 10,007.81	\$ 120,093.73	34
\$	54.16	\$ 9,387.53	\$ 112,650.35	\$	55.78	\$ 9,669.15	\$ 116,029.86	\$	57.46	\$	9,959.23	\$ 119,510.76	\$	59.18	\$ 10,258.01	\$ 123,096.08	35
\$	55.51	\$ 9,622.22	\$ 115,466.61	\$	57.18	\$ 9,910.88	\$ 118,930.61		58.89		0,208.21	\$ 122,498.52	<u> </u>	60.66	\$ 10,514.46	\$ 126,173.48	
\$	56.90	\$ 9,862.77	\$ 118,353.27	\$	58.61	\$ 10,158.66	\$ 121,903.87		60.37	-	0,463.42	\$ 125,560.99	\$	62.18	\$ 10,777.32	\$ 129,327.82	
\$	58.32	\$ 10,109.34	\$ 121,312.11	Ś	60.07	\$ 10,412.62	\$ 124,951.47		61.88	-	0,725.00	\$ 128,700.01		63.73	\$ 11,046.75	\$ 132,561.01	38
ې \$	59.78	\$ 10,362.08	\$ 124,344.91	\$ \$	61.57	\$ 10,412.02	\$ 124,931.47	\$ \$	63.42	<u> </u>	0,993.13	\$ 131,917.51	\$	65.32	\$ 11,322.92	\$ 135,875.04	39
			. ,	<u> </u>									· ·			1 1	
\$	61.28	\$ 10,621.13	\$ 127,453.53	\$	63.11	\$ 10,939.76	\$ 131,277.14	\$	65.01	\$ 1	1,267.95	\$ 135,215.45	\$	66.96	\$ 11,605.99	\$ 139,271.91	40


	Classified Administrative Salary Schedule								
12 Month/260 Days									
Coordinator	1	2	3	4	5	6	7	8	
1.025	\$ 91,329.38	\$ 93,612.61	\$ 95,952.93	\$ 98,351.75	\$ 100,810.55	\$ 103,330.81	\$ 105,914.08	\$ 108,561.93	
Daily	\$ 351.27	\$ 360.05	\$ 369.05	\$ 378.28	\$ 387.73	\$ 397.43	\$ 407.36	\$ 417.55	
Hourly	\$ 43.91	\$ 45.01	\$ 46.13	\$ 47.28	\$ 48.47	\$ 49.68	\$ 50.92	\$ 52.19	
Assistant Director	1	2	3	4	5	6	7	8	
1.025	\$113,224.46	\$116,055.07	\$118,956.45	\$121,930.36	\$124,978.62	\$128,103.08	\$131,305.66	\$134,588.30	
Daily	\$435.48	\$446.37	\$457.52	\$468.96	\$480.69	\$492.70	\$505.02	\$517.65	
Hourly	\$54.43	\$55.80	\$57.19	\$58.62	\$60.09	\$61.59	\$63.13	\$64.71	
Director	1	2	3	4	5	6	7	8	
1.025	\$133,231.22	\$136,562.00	\$139,976.05	\$143,475.45	\$147,062.34	\$150,738.90	\$154,507.37	\$158,370.05	
Daily	\$512.43	\$525.24	\$538.37	\$551.83	\$565.62	\$579.76	\$594.26	\$609.12	
Hourly	\$64.05	\$65.65	\$67.30	\$68.98	\$70.70	\$72.47	\$74.28	\$76.14	
Assistant Superintendent	1	2	3	4	5	6	7	8	
1.025	\$156,773.18	\$160,692.50	\$164,709.82	\$168,827.56	\$173,048.25	\$177,374.46	\$181,808.82	\$186,354.04	
Daily	\$602.97	\$618.05	\$633.50	\$649.34	\$665.57	\$682.21	\$699.26	\$716.75	
Hourly	\$75.37	\$77.26	\$79.19	\$81.17	\$83.20	\$85.28	\$87.41	\$89.59	

Step Factor 1.025

#### Educational Stipend:

Effective 7/1/19 management personnel in possesion of an educationally related Doctorate degree

from an accredited college or university will receive a maximum annual stipend of \$3,000.

Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

The Classified Manager is compensated for a total of 260 days as follows:

260 Total compensated days

18 Holidays

18 Vacation days

224 Work days

Board Approval: 5/9/23 Board Approval: 6/13/23, 3% COLA effective 7/1/23 Board Approved: 05/14/24 Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25



## Salary Schedule - Substitute Teacher

	Hourly	Daily Rate	1/2 day	
30 day sub permit	\$37.20	\$297.58	\$148.79	90% of step 1 of certificated schedule
30 day sub permit after 30 days	\$38.02	\$304.19		92% of step 1
Credentialed substitute teacher	\$38.85	\$310.80	\$155.40	94% of step 1
Credentialed substitute teacher after 30 days	\$41.33	\$330.64	\$165.32	Step 1 of certificated schedule
Credentialed Education Specialist	\$44.87	\$358.98		94% of step 1 Education Specialist
Credentialed Education Specialist after 30 days	\$47.74	\$381.89		Step 1 of Education Specialist
Board Approval: 5/9/23				
Board Approval: 6/13/23, 5% COLA effective 7/1/23				
Board Approved: 05/14/24				
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25				



Certificated Administrative Salary Schedule								
220 Work days								
Coordinator	1	2	3	4	5	6	7	8
1.025	\$ 91,329.38	\$ 93,612.61	\$ 95,952.93	\$ 98,351.75	\$ 100,810.55	\$ 103,330.81	\$ 105,914.08	\$ 108,561.93
Daily	\$ 415.13	\$ 425.51	\$ 436.15	\$ 447.05	\$ 458.23	\$ 469.69	\$ 481.43	\$ 493.46
Hourly	\$ 51.89	\$ 53.19	\$ 54.52	\$ 55.88	\$ 57.28	\$ 58.71	\$ 60.18	\$ 61.68
Assistant Director	1	2	3	4	5	6	7	8
1.025	\$113,224.47	\$116,055.08	\$118,956.46	\$121,930.37	\$124,978.63	\$128,103.10	\$131,305.67	\$134,588.31
Daily	\$514.66	\$527.52	\$540.71	\$554.23	\$568.08	\$582.29	\$596.84	\$611.77
Hourly	\$64.33	\$65.94	\$67.59	\$69.28	\$71.01	\$72.79	\$74.61	\$76.47
Director	1	2	3	4	5	6	7	8
1.025	\$133,231.22	\$136,562.00	\$139,976.05	\$143,475.45	\$147,062.34	\$150,738.90	\$154,507.37	\$158,370.05
Daily	\$605.60	\$620.74	\$636.25	\$652.16	\$668.47	\$685.18	\$702.31	\$719.86
Hourly	\$75.70	\$77.59	\$79.53	\$81.52	\$83.56	\$85.65	\$87.79	\$89.98
Assistant Superintendent	1	2	3	4	5	6	7	8
1.025	\$156,773.18	\$160,692.51	\$164,709.82	\$168,827.57	\$173,048.26	\$177,374.46	\$181,808.82	\$186,354.05
Daily	\$712.61	\$730.42	\$748.68	\$767.40	\$786.58	\$806.25	\$826.40	\$847.06
Hourly	\$89.08	\$91.30	\$93.59	\$95.92	\$98.32	\$100.78	\$103.30	\$105.88
Superintendent	1	2	3	4	5	6	7	8
1.025	\$181,180.81	\$185,710.33	\$190,353.09	\$195,111.92	\$199,989.71	\$204,989.46	\$210,114.19	\$215,367.05
Daily	\$823.55	\$844.14	\$865.24	\$886.87	\$909.04	\$931.77	\$955.06	\$978.94
Hourly	\$102.94	\$105.52	\$108.16	\$110.86	\$113.63	\$116.47	\$119.38	\$122.37

Step Factor 1.025

#### **Educational Stipend:**

Effective 7/1/19 management personnel in possesion of an educationally related Doctorate degree

from an accredited college or university will receive a maximum annual stipend of \$3,000.

Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

Board Approval: 5/9/23 Board Approval: 6/13/23, 3% COLA effective 7/1/23 Board Approved: 05/14/24 Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25



#### **Certificated Specialist Salary Schedule**

	Speech Language Pathologist			School Cou	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	\$59.57	\$476.60	\$88,170.41	\$49.39	\$395.12	\$80,999.93	\$67.16	\$537.29	\$107,457.84	\$69.46	\$555.67	\$113,912.51	
2	\$61.06	\$488.48	\$90,368.80	\$50.62	\$404.96	\$83,016.80	\$68.84	\$550.72	\$110,144.00	\$71.20	\$569.60	\$116,768.00	
3	\$62.59	\$500.72	\$92,633.20	\$51.89	\$415.12	\$85,099.60	\$70.56	\$564.48	\$112,896.00	\$72.98	\$583.84	\$119,687.20	
4	\$64.15	\$513.20	\$94,942.00	\$53.19	\$425.52	\$87,231.60	\$72.32	\$578.56	\$115,712.00	\$74.80	\$598.40	\$122,672.00	
5	\$65.75	\$526.00	\$97,310.00	\$54.52	\$436.16	\$89,412.80	\$74.13	\$593.04	\$118,608.00	\$76.67	\$613.36	\$125,738.80	
6	\$67.39	\$539.12	\$99,737.20	\$55.88	\$447.04	\$91,643.20	\$75.98	\$607.84	\$121,568.00	\$78.59	\$628.72	\$128,887.60	
7	\$69.07	\$552.56	\$102,223.60	\$57.28	\$458.24	\$93,939.20	\$77.88	\$623.04	\$124,608.00	\$80.55	\$644.40	\$132,102.00	
8	\$70.80	\$566.40	\$104,784.00	\$58.71	\$469.68	\$96,284.40	\$79.83	\$638.64	\$127,728.00	\$82.56	\$660.48	\$135,398.40	
9	\$72.57	\$580.56	\$107,403.60	\$60.18	\$481.44	\$98,695.20	\$81.83	\$654.64	\$130,928.00	\$84.62	\$676.96	\$138,776.80	
10	\$74.38	\$595.04	\$110,082.40	\$61.68	\$493.44	\$101,155.20	\$83.88	\$671.04	\$134,208.00	\$86.74	\$693.92	\$142,253.60	
11	\$76.24	\$609.92	\$112,835.20	\$63.22	\$505.76	\$103,680.80	1.025 1.025					1.025	
12	\$78.15	\$625.20	\$115,662.00	\$64.80	\$518.40	\$106,272.00							

Step Factor

1.025

1.025

#### 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 Board Approval: 6/13/23, 5% COLA effective 7/1/23 Board Approved: 05/14/24 Board Revise 8/13/24: Program Specialist from 200 to 205 day calendar Remove School Psychologist Internship Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25



## Certificated Salary Schedule

2       \$       42.36       \$       33.8.91       \$       62.697.61       \$       64.392.14       \$       74,559.32       2       \$       48.93       \$       391.44       \$       \$72,415.74       \$74,372.92         3       \$       43.42       \$       347.38       \$       64,265.05       \$       66,001.94       \$       76,423.30       3       \$       50.15       \$       411.25       \$       \$       774,226.13       \$       \$       \$       \$       \$       411.25       \$	Certificated						Education Specialist									
2       \$       4.2.6       \$       3.8.3.9.1       \$       2.6.2677.6.1       \$       7.4.57.9.2       2       \$       4.0.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       3.0.1.1       \$       \$       3.0.1.1       \$       \$       3.0.1.1       \$       \$       3.0.1.1       \$       \$       3.0.1.1       \$       \$       \$       \$       \$       \$       3.0.1.1       \$		Hou	rly Rate	Da	ily Rate	•					Hou	rly Rate	Da	ily Rate	Annual (185 Days)	
3       5       33.42       5       364,265       5       66,001.44       5       76,232.30       3       5       50.12       574,226.33       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.24       576,232.27       576,232.07       576,232.07       576,232.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,252.07       576,524.02       576,352.07 <th>1</th> <th>\$</th> <th>41.33</th> <th>\$</th> <th>330.64</th> <th>\$ 61,168.40</th> <th>\$ 62,821.60</th> <th>\$ 72,740.80</th> <th></th> <th>1</th> <th>\$</th> <th>47.74</th> <th>\$</th> <th>381.89</th> <th>\$70,649.50</th> <th>\$72,558.95</th>	1	\$	41.33	\$	330.64	\$ 61,168.40	\$ 62,821.60	\$ 72,740.80		1	\$	47.74	\$	381.89	\$70,649.50	\$72,558.95
4       \$       4.1       \$       5.6.6.7       \$       6.8.7.1.0.8       \$       7.5.8.8.2.8       8.0.2.7.2.3       5       5.2.6.9       5       5       5.2.6.9       5	2	\$	42.36	\$	338.91	\$ 62,697.61	\$ 64,392.14	\$ 74,559.32		2	\$	48.93	\$	391.44	\$72,415.74	\$74,372.92
5       5	3	\$	43.42	\$	347.38	\$ 64,265.05	\$ 66,001.94	\$ 76,423.30		3	\$	50.15	\$	401.22	\$74,226.13	\$76,232.24
6         6         6         7         5         92.99.54         6         5         42.07         579.33.33         520.91.57           7         5         53.65         42.27         579.33.35         422.77         579.33.55         422.77         579.33.55         422.77         579.33.55         422.77         579.33.55         422.77         579.33.55         589.00.65         589.33.55         589.00.65         589.33.55         589.00.65         589.33.55         589.00.65         589.35.55         589.00.65         589.35.55         589.00.65         589.35.55         589.00.65         589.35.55         589.00.65         589.00.65         589.00.65         589.00.65         589.00.65         589.00.65         589.00.65         589.00.65         589.00.65         599.00.75         599.00.75         599.00.75         599.00.75         599.00.75         599.00.75 <t< td=""><td>4</td><td>\$</td><td>44.51</td><td>\$</td><td>356.06</td><td>\$ 65,871.68</td><td>\$ 67,651.99</td><td>\$ 78,333.89</td><td></td><td>4</td><td>\$</td><td>51.41</td><td>\$</td><td>411.25</td><td>\$76,081.79</td><td>\$78,138.05</td></t<>	4	\$	44.51	\$	356.06	\$ 65,871.68	\$ 67,651.99	\$ 78,333.89		4	\$	51.41	\$	411.25	\$76,081.79	\$78,138.05
7       \$       \$       7       \$       \$       53.6       \$       44.27       \$81.17.6       \$84.14.51         8       5       57.41       \$       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.30       \$7.283.20       \$7.283.20       \$9.283.41       \$7.283.20       \$9.283.41       \$7.283.20       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.41       \$9.283.42       \$9.783.72       \$9.42.23       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72       \$9.783.72	5	\$	45.62	\$	364.96	\$ 67,518.47	\$ 69,343.29	\$ 80,292.23		5	\$	52.69	\$	421.53	\$77,983.83	\$80,091.50
8       5       491.03       5       72.70.01       5       75.40.2       8       8       9.65.74       5       43.30       58.80.00       58.88.000         9       5       51.61       5       443.30       58.80.00.0       58.80.00.0       58.80.00<	6	\$	46.76	\$	374.09	\$ 69,206.43	\$ 71,076.87	\$ 82,299.54		6	\$	54.01	\$	432.07	\$79,933.43	\$82,093.79
9       \$       503.6       \$       745.277.6       \$       76,260.27.56       \$88,627.00       9       \$       \$81.6       \$       455.20       \$66,079.56       \$58,84.06.03         10       \$       51.62       \$       412.92       \$       76,300.072       \$       80,413.96       \$       99,41.427       11       \$       61.11       \$       64.63       \$       590,615.18       590,615.18       590,615.18       590,615.18       590,615.18       590,615.18       590,612.73       \$       64.86       \$       592,812.75       \$       594,802.75       \$       64.86.75       \$       592,612.73       594,802.75       \$       595,402.75       \$       594,802.75       \$       595,402.75       \$       592,402.73       \$       5       62.43       \$       501.07       \$       592,012.73       597,532.75 <t< td=""><td>7</td><td></td><td>47.93</td><td>\$</td><td>383.44</td><td>\$ 70,936.59</td><td>\$ 72,853.80</td><td>\$ 84,357.03</td><td></td><td>7</td><td>\$</td><td>55.36</td><td>\$</td><td>442.87</td><td>\$81,931.76</td><td>\$84,146.13</td></t<>	7		47.93	\$	383.44	\$ 70,936.59	\$ 72,853.80	\$ 84,357.03		7	\$	55.36	\$	442.87	\$81,931.76	\$84,146.13
10       \$       5162       \$       76.93       \$88.231.55       \$90.061.8         11       \$       \$5.291       \$       423.25       \$76,300.72       \$80,416.96       \$93,114.37       11       \$61.11       \$48.85       \$90,437.34       \$92,0481.99         12       \$       \$64.23       \$5.383       \$80,285.24       \$82,247.38       \$97,828.29       12       \$64.20       \$51.60       \$95,05.73       \$97,583.72         14       \$       \$55.97       \$84,213.13       \$86,002.77       \$07,283.72       \$100,272.31       \$100,270.57       \$100,472.41       \$100,370.45       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21       \$100,280.21<	8		49.13	\$		\$ 72,710.01	\$ 74,675.14	\$ 86,465.95		8	\$	56.74	\$	453.95	\$83,980.06	\$86,249.79
11       5       5.9.42.3       5       7.8.00.72       8       8.9.3.14.37       11       5       61.11       5       68.88.5       \$.9.9.43.34       5.9.2.8.1.53         12       5       5.54.2       5       4.44.67       5       8.2.264.70       5       8.4.42.01       5       6.7.0.23       5       5.0.07       5.9.26.26.4       5.9.7.9.2.12       5.9.9.7.8.2.5       5.9.7.26.25       5       5.0.6.0       5       5.2.6.4       5.9.7.9.2.12       5.9.9.7.8.2.5       5       5.9.7.6.0       5       6.6.4.20       5       5.5.3.00       5.9.9.7.9.5.0       5.9.9.7.8.5.0       5       6.7.4.5       5       5.5.0.0       5.9.7.2.5.0       5       6.7.4.5       5       5.5.0.0       5       6.7.4.5       5       5.9.0.0.5.0       5       5.7.2.0.0       5       7.6.6.2       5       5.10.0.0       5       5.10.0.0       5       5.10.0.0       5       5.10.0.0.0.1       5       1.10.2.0       5       7.6.2.0       5       6.5.0.2       5       5.10.0.0.0.1       5       1.10.2.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0	9	· ·	50.36	\$	402.85	\$ 74,527.76	\$ 76,542.02	\$ 88,627.60		9	\$	58.16	\$	465.29	\$86,079.56	\$88,406.03
12       \$       54.33       \$       43.84       \$       8.274.73       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.747.38       \$       9.778.38       \$       9.747.38       \$       9.778.38       \$       9.747.38       \$       9.778.38       \$       9.778.38       \$       9.778.58       \$       9.747.38       \$       9.787.88       \$       8.978.63       \$       9.988.43       \$       9.978.83       \$       9.978.83       \$       9.978.83       \$       9.978.83       \$       9.978.83       \$       9.998.85.90       \$       9.978.83       \$       9.998.85.90       \$       9.978.83       \$       9.988.83       \$       9.979.83.85       \$       9.968.92       \$       9.968.92       \$       9.968.92       \$       9.968.92       \$       9.968.92       \$       9.968.92       \$       9.998.82.90       \$       9.978.83.85       9.978.83.82       \$       9.978.93.82       \$       9.10.23.33       \$       10.23       \$       \$ <t< td=""><td>10</td><td>\$</td><td>51.62</td><td>\$</td><td>412.92</td><td>\$ 76,390.95</td><td>\$ 78,455.57</td><td>\$ 90,843.29</td><td></td><td>10</td><td>\$</td><td>59.62</td><td>\$</td><td>476.93</td><td>\$88,231.55</td><td>\$90,616.18</td></t<>	10	\$	51.62	\$	412.92	\$ 76,390.95	\$ 78,455.57	\$ 90,843.29		10	\$	59.62	\$	476.93	\$88,231.55	\$90,616.18
13       \$ 55.58       \$ 444.67       \$ 82,264.70       \$ 84,88.07       \$ 97,828.29       13       \$ 64.20       \$ 513.60       \$ 95,015.73       \$ 997,837.2         14       \$ 55.80       \$ 513.60       \$ 513.60       \$ 997,817.2       \$ 100,023.31         15       \$ 57.86       \$ 477.19       \$ 86,023       \$ 88,750.85       \$ 105,850.5       \$ 50.04       \$ 53.00       \$ 999,233.05       \$ 100,233.15       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,023.31       \$ 100,024.55       \$ 100,490.57       \$ 100,490.5       \$ 100,490.57       \$ 100,490.55       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.55       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 100,490.57       \$ 110,490.57       \$ 110,490.57       \$ 110,490.57       \$ 110,490.57       \$ 110,490.57       \$ 110,490	11		52.91	\$	423.25	\$ 78,300.72	\$ 80,416.96	\$ 93,114.37		11		61.11		488.85	\$90,437.34	\$92,881.59
14       \$       56.97       \$       48.321.31       \$       86.600.27       \$100.274.00       14       \$       65.80       \$       526.44       \$97.391.12       \$100.023.31         15       \$       5.98.6       \$       478.75       \$85.890.08       \$90.982.50       \$10.273.48       \$100.780.85       116       \$       66.14       \$       55.09       \$100.232.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.732.15       \$100.740.70       \$100.727.50       \$100.727.50       \$100.747.50       \$566.92       \$100.877.501.57       \$110.407.02       \$100.747.50       \$596.62       \$100.877.501.57       \$110.407.02       \$100.727.501.57       \$110.407.02       \$100.727.501.57       \$110.407.02       \$100.747.50       \$596.62       \$100.887.11       \$113.450.20       \$100.747.50       \$506.02       \$100.887.11       \$113.450.20       \$100.748.13       \$97.802.65       \$113.450.82       \$100.741.40       \$100.745.15       \$596.62       \$110.487.45       \$100.741.40       \$100.745.15       \$110.948.48       \$111.948.48       \$111.948.48       \$111.948.48       \$115.996.58       \$110.748.45<	12		54.23	\$	433.83	\$ 80,258.24	\$ 82,427.38	\$ 95,442.23		12		62.63		501.07	\$92,698.27	\$95,203.63
15       5       58.40       5       46.719       5       66.749       5       539.60       599.825.90       5102,523.89         16       5       599.86       5       478.87       5       859,004.85       599.827.90       5107,741.7       5       67.085       5       556.92       5100,827.94       5100,7714.17         18       5       62.89       5       503.11       5       93,074.95       5       95,590.49       5110,683.73       18       5       72.64       5       581.09       5107,501.57       5110,407.02         19       5       64.46       5       55.77       5       57.768.8       5       05.778.8       5       010,231.55       5       102,942.96       5       16.827.09       20       5       78.31       6       65.07       5       55.01.01	13	\$	55.58	\$	444.67	\$ 82,264.70	\$ 84,488.07	\$ 97,828.29		13	\$	64.20	\$	513.60	\$95,015.73	\$97,583.72
16       5       5986       5       478.87       5       88,590.08       5       90,944.41       5 105,303.07       16       5       69.14       5       553.09       S102,321.54       S105,065.99         17       5       61.36       5       40.04       5       90,304.35       5       95,504.9       S106,837.3       18       5       72.64       5       581.09       S107,051.77       S101,470.77	14	\$	56.97	\$	455.79	\$ 84,321.31	\$ 86,600.27	\$ 100,274.00		14	\$	65.80	\$	526.44	\$97,391.12	\$100,023.31
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# Coversheet

# Approval of SPED/Counseling Professional Development

Section:	XIV. Personnel Services
Item:	C. Approval of SPED/Counseling Professional Development
Purpose:	Vote
Submitted by:	Christine Feher
Related Material:	Cape Rey Contract for SPED Counseling Retreat.pdf
	Cape Rey SPED Retreat Cost Estimate 24-25.pdf

BACKGROUND:

The SPED/Counseling Professional Development is a two-day training program focused on strengthening the partnership between Special Education teams and School Counselors. The event's agenda emphasizes establishing achievable goals, effectively tracking student progress, and refining transition processes for students with Individualized Education Programs (IEPs). By fostering collaboration between these two essential groups, the retreat aims to create a comprehensive support system for students who require special education services. This collaborative approach underscores the importance of teamwork in ensuring smooth transitions and ultimately promoting student success.

The total cost for 21 participants for two days of training is approximately \$35,000. This covers travel, rooms, food, activities, guest speakers, and supplies for the event.

## **RECOMMENDATION:**

It is recommended the Board approve the SPED/Counseling Retreat for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.



## **GROUP SALES AGREEMENT**

Monday, October 21, 2024

#### **DESCRIPTION OF GROUP AND EVENT**

The following represents an agreement between California Pacific Charter Schools (Group) and Cape Rey Carlsbad Beach, a Hilton Resort & Spa (Hotel) 1 Ponto Road, Carlsbad, CA 92011. The Hotel agrees to hold the guest rooms and meeting space as outlined in this agreement from Tuesday, February 11, 2025 through Thursday, February 13, 2025, on a tentative first option basis until 11/04/2024 (expiration date). If this agreement is not fully executed by the group and the Hotel by the expiration date, the Hotel will notify you and you have forty-eight (48) hours from Hotel notification to execute and return this agreement.

ORGANIZATION: California Pacific Charter Schools

#### CONTACT INFORMATION:

Name:	Daisy Carlos
Title:	Executive Assistant
Address:	940 S. Coast Drive #185
	Costa Mesa, CA 92626
Phone #:	949-688-7798
E-mail Address:	dcarlos@cal-pacs.org

#### NAME OF EVENT: CalPac

OFFICIAL PROGRAM DATES: Tuesday, February 11, 2025 through Thursday, February 13, 2025

### **GUEST ROOM COMMITMENT & GROUP RATES**

The Hotel agrees that it will provide, and the Group agrees that it will be responsible for utilizing, 16 room nights in the pattern set forth below (such number and such pattern, the "Room Night Commitment"). The Hotel confirms the following net non-commissionable group rates (plus applicable state and local taxes currently 10% plus 2% CTBID Tax, \$1.00 state park assessment tax, 1% Carlsbad tourism assessment tax, 0.195% California tourism assessment tax) in effect at the time of check in.

	Tue 02,	/11/2025	Wed 02/12/2025		
	Rooms	Rate	Rooms	Rate	
Standard Guestroom	10	\$239.00	10	\$239.00	

Check-in is 4:00PM; check-out is 12:00Noon. The Hotel will make every effort to accommodate early arrivals but cannot guarantee them. Group rates are extended per room, per night, single or double occupancy. For additional third person(s) eighteen (18) years and older in the same room, there is a \$25.00 per person per day charge.

This published group rate will be extended to your attendees three (3) days prior and three (3) days after your meeting dates, based on availability.

#### SPECIAL CONCESSIONS

The Hotel is pleased to provide the following based on 80% pick-up of contracted block:

• Discounted Resort fee of \$20 (value of \$35)

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[[Sertifilnitial 1]]

[[Sertifilnitial\_3]]

[[Sertifilnitial\_4]]

INITIALS: Christine Feher \_\_\_\_

Discounted overnight self-parking to \$20 (value of \$30)

### **HHONORS MEETING PLANNER POINTS**

This event qualifies you to receive HHonors meeting Planner Points. If you would like to take advantage of the points earned by revenues consumed, please provide your HHonors Membership Number Below. **HHonors Name:** and HHonors Number:

#### **RESORT FEES**

Included in the sleeping room rates outlined above, there is a daily resort charge of \$20 per room, per night, plus applicable state and local tax, posted to all guest rooms to cover the following:

- Complimentary Wi-Fi in guest rooms •
- Complimentary coffee in guestrooms as well as daily coffee & assorted teas in the lobby; •
- Complimentary Rental of beach chairs, umbrellas & towels to enjoy Carlsbad State Beach (seasonal) ٠
- 15% off spa treatments at the Ocean Crest Spa
- Complimentary 90-minute Beach Cruiser bike rentals ٠
- Complimentary local & toll-free calls •
- Complimentary access to the fitness center •

Group shall be solely and fully responsible for informing Group's attendees of all applicable daily resort charges and service fees, as such charges and fees are separate and distinct from the sleeping room rate and applicable taxes. Should any attendee object to paying for an automatic charge [such as a daily resort charge and taxes (if any) thereon, etc.] on the basis of inadequate notice of the charge, the charges to which such guest objects shall be posted to the Group's Master Account. The Hotel will endeavor to advise guests who make reservations directly with the Hotel of the daily resort charge.

#### EARLY DEPARTURE FEE

In the event that a guest who has reserved a room within your block checks out prior to the guest's reserved checkout date, an early departure fee of one night's room and tax will be charged to that guest's individual account. Guests wishing to avoid this fee must advise the hotel at or before check-in. The hotel will deduct any such fees that are collected from any amount you may owe as sleeping room attrition.

### **ROOMS ATTRITION**

The Hotel is relying on and the Group agrees to provide, an aggregate minimum of \$3,504.00 over the event dates outlined, which represents a 20% reduction of the contracted room revenue. Should the Group fall below attrition outlined above, the Group will be responsible for the difference between the minimum outlined \$3,504.00 and the actualized revenue, plus applicable taxes. The difference will appear on the master account

Should the group wish to reduce their room commitment they have the opportunity to reduce by up to 20% provided the right of reduction is executed by the cut-off date in writing. Should the group fail to notify the hotel of their intent to reduce the block by the cut-off date in writing, they have waived their right of reduction

### CUT-OFF DATE

Reservations by Group and attendees against the Guest Room Commitment must be received on or before Friday, January 10, 2025 (the "Cut-Off Date"). At the Cut-Off Date, Hotel will review the reservation pickup for the Event; unreserved group rooms will be released back into the Hotels inventory for general sale and rooms will be based on a space and rate availability basis. The release of the Group's guest rooms for general sale following the Cut-Off Date does not alter, adjust, or affect Group's obligation with respect to, the Guest Room Commitment.

Should the Group elect to utilize the 20% reduction of the contracted room revenue, the Group must notify the Hotel by the Cut-Off Date in writing. If Group does not notify Hotel in writing by the Cut-Off Date of their intent of reduction, they have waived the right of reduction.

#### **RESERVATION METHOD**

Individual Reservations/Rooming List must be made no later than: Friday, January 10, 2025

This is Page 2 of 10 for California Pacific Charter Schools

[[Sertifilnitial 1]]

[[Sertifilnitial 3]]

Rooming List - You shall submit a rooming list to the Hotel at res@caperey.com. Please be sure to include name of attendees, arrival and departure dates, and if available, the times of arrival and departure.

Rooms must be cancelled 72 hours prior to arrival, or one night's room and tax will be billed to the credit card on file or master account if room and tax is taken care of by the group.

In the event of a no-show, all reserved nights of the reservation will be cancelled, and one night's room & tax charged to Master Account/individual.

Regardless of how reservations are made, reservation requests must be made by Friday, January 10, 2025 in order to qualify for your group rate.

### GRATUITIES

The following are the recommended gratuities and will be at your guest's discretion:

Housekeeping Gratuity	\$2.00 (per room per night)
Porterage	\$8.00 (per person round trip

### FUNCTION INFORMATION AGENDA/EVENT AGENDA

Based on the requirements outlined by the Group, the Hotel has reserved the function space set forth on the below Function Information Agenda/Event Agenda.

Date	Time	Event Class	Room	Setup	AGR	Room Rental
Wed, 02/12/25	8:30 AM - 9:30 AM	Breakfast	Pelican Watch Terrace	Rounds	24	
Wed, 02/12/25	9:00 AM - 5:00 PM	Meeting	Pelican Watch	U Shape	24	\$378.00
Wed, 02/12/25	12:00 PM - 1:00 PM	Lunch	Pelican Watch Terrace	Rounds	24	
Thu, 02/13/25	8:30 AM - 9:30 AM	Breakfast	Pelican Watch Terrace	Rounds	24	
Thu, 02/13/25	9:00 AM - 5:00 PM	Meeting	Pelican Watch	U Shape	24	\$378.00
Thu, 02/13/25	12:00 PM - 1:00 PM	Lunch	Pelican Watch Terrace	Rounds	24	

#### FOOD AND BEVERAGE MINIMUM

Group agrees that it will provide a minimum of banquet food and beverage revenue of \$5,000 (exclusive of applicable administrative charges and taxes) as part of the Event. If Group provides less food and beverage revenue, it agrees to pay Hotel the difference between what was actually spent on food and beverage as part of the event and the food and beverage minimum.

#### MEETNG ROOM RENTAL

Meeting and event space rental for this Event is \$378 per day. The Meeting Space Rental is subject to taxes of 7.85% The price of the Meeting Space Rental includes a staff charge of 17.16% which is allocated in full to personnel who provide services for the Event and a house charge of 8.84% that is retained in full by the Hotel as an administrative charge (which is not a tip or gratuity).

#### **MEETING AND FOOD & BEVERAGE GUIDELINES**

Due to licensing requirements and quality control issues, all food and beverage to be served on the Hotel property must be supplied and prepared by the Hotel. The Hotel reserves the right to terminate liquor service for individuals or for the entire Group at a function if it is determined minors are drinking, or if guests are intoxicated beyond the legal limit.

If you are planning on the service of alcoholic beverages, please be aware that our liquor license requires that beverages only be dispensed by our employees and bartenders. All alcoholic beverages and services are regulated by the State of California. As licensee, Cape Rey is responsible for the administration of these regulations. Therefore, no food, liquor, beer, wine or beverages may be brought on premises from outside sources.

All uncorked bottles and/or alcoholic beverages will not be allowed to leave the resort. Alcoholic beverage service will be denied to those people who appear to be intoxicated, unruly or under 21 years old. Cape Rey reserves the right to close

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[[Sertifilnitial 1]]

[[Sertifilnitial 3]]

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM the bar at any time necessary. Please notify your service manager if you are planning on bringing in your own wine. A \$25.00 corkage fee per bottle will apply, plus applicable service charge and tax.

The Hotel must be in receipt of the final minimum guarantee of the number expected for each private function no later than three (3) working days prior to the date of the function. After that time the Hotel will only accept increases to the guarantee. The number charged will be the guaranteed number or actual number served, whichever is greater.

All meeting room, food and beverage, audio-visual and related services are subject to applicable taxes (currently 7.85%) in effect on the date(s) of the event and subject to change without notice. Prior to the application of any taxes, all meeting room, food and beverage, audio-visual and related services will be subject to a 26% administrative charge. Please note that the administrative charge is not a gratuity or tip and, accordingly, is subject to all applicable taxes. A portion of this charge (currently 17.16% of food & beverage sales) will be distributed directly to food & beverage staff as additional compensation for their services, while the remainder will be applied to costs and/or expenses other than employee wages.

## CONVENTION SERVICES

For your meeting and catered functions, our Convention Services Department will work with you from the inception of, during, and to the conclusion of your meeting. These services include such things as help in securing all of your audio/visual equipment, menu selection and general coordination of your meeting needs.

## **HOTEL POLICIES**

- 1. Utilities: All electrical services and utilities, including phone, must be contracted through the Hotel.
- 2. Parking: Self-parking for hotel guests is available at a current charge of \$30.00 per day. Valet parking is available at the current charge of \$40.00 per day. \*Please note parking rate and taxes are subject to change without notice.
- 3. Signage: Signs and banners are not allowed in the Hotel's public areas. In regard to the Group's function space, all signs must be professionally printed, and their placement and posting be pre-approved by an authorized Hotel representative. Nothing shall be posted, nailed, screwed or otherwise attached to walls, floors, or other parts of the building or furniture. Distribution of gummed stickers or labels is strictly prohibited.
- 4. Gift Bag Distribution: For any item/gift bag that you would like the front desk to handout to attendees, there is a \$3.00 fee per item. For any item/gift bag requested to be delivered to attendee guestroom, there is a \$4.00 fee per item. This fee is subject to change based on weight and exact details.
- 5. Shipping and Receiving: Due to limitations in secured storage space, the Hotel bill only accept packages as follows: Boxes/packages may be sent for arrival a maximum of 48 hours prior to Group arrival and must be marked with the following:

**Responsible party's name** Company / Group Name "Hold for Arrival date of "\_\_\_\_\_

There will be a handling charge as follows: boxes up to 36" x 24" x 24": \$5.00 per box; Larger boxes/display cases: \$25.00 per box. For other sized amounts, please consult the Hotel for pricing. Charges will be placed on maser account unless otherwise directed. Additional labor charges may be incurred depending on the size of the shipment at the discretion of the Hotel. The Hotel will not be responsible for any damages or loss to any package or boxes.

- 6. Check-in/Check-Out: Check-in Time is 4:00pm and Check-Out Time is 12:00pm.
- 7. Smoking Policy: This facility is 100% non-smoking. A fee of up to \$250 will be assessed for smoking in a non-smoking room (including e-cigarettes). Please ask the Front Desk for locations of designated outdoor smoking areas.
- 8. Pets: Cape Rey is a dog-friendly resort. Pet Fee: \$75.00 daily (non-refundable) per pet, with a maximum of 2 pets per room at a maximum of 25 lbs per pet.

## **BILLING AND PAYMENT INFORMATION**

Your program is not considered definite until Payment Information is received with the signed contract.

CREDIT CARD PAYMENT: A valid credit card authorization form will be submitted at the time of contract signature to secure deposits. Unless Direct Bill is approved, this card will be charged 7 days prior to arrival if full payment has not already been received. In the unlikely event the card would be declined, another method of payment must be received at that time.

This is Page 4 of 10 for California Pacific Charter Schools

[[Sertifilnitial 1]]

[[Sertifilnitial 3]]

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM **PAYMENT OPTIONS:** Please check all that apply;

## For Credit Card Master Account: (if direct bill is not approved or applied for):

Room & Tax, Banquet/AV, Parking/Resort fee – Master Account

Individuals Pay Own Incidental Charges Only

DEPOSIT SCHEDULE: The below grid outlines the groups deposit schedule. In the event the Hotel does not receive such payments as set forth herein, the Hotel shall have the option of releasing your space by providing you with written notice, and you will remain liable for any cancellation and other similar charges provided in this Agreement

ТҮРЕ	AMOUNT	DUE DATE
Initial Deposit (non-refundable, non-transferable)	\$8,000	10/28/2024
Final Estimated Balance	To Be Determined	10 Days Prior to Arrival

(Final Deposits amounts are estimates, based on the anticipated attendance that was discussed with your Catering Manager. These numbers may change based on your final Guaranteed Attendance to be given 72 business hours in advance of the event). If Direct Bill is approved for your group, the final estimated balance is due no later than 30 days after the event.

A 20% contingency fee will be charged at the time of the final deposit to cover any additional charges including but not limited to, consumption items, additional attendees, or guestrooms added to master account. At the end of your event, any funds not used will be refunded.

## [[Sertifilnitial\_1]]

\* Please initial here that you understand the above deposit information and the due dates. Credit Card Authorization is required (on file) for any overages the night of the event if Direct Bill Application is not approved. Client gives hotel permission to charge credit card used for previous deposit(s) to fulfill future contracted deposit and payment obligations if an alternative method of payment is not received 7 days prior to event date.

## ANTI-FRAUD DISCLOSURE

Electronic communications such as email, text messages and social media messaging ("Unsecure Electronic Communication"), are neither secure nor confidential. While the Hotel has adopted policies and procedures to aid in avoiding fraud, even the best security protections can still be bypassed by unauthorized parties. Please be advised that the Hotel will never send you any Unsecure Electronic Communication changing the wire instructions originally provided to you from the Hotel or instructing you to provide nonpublic personal information, such as credit card or debit numbers or bank account and/or routing numbers via email, text message or social media message. Communications from the Hotel requesting payment and/or signed authorization form will only come to you via a secure method such as Sertifi or DocuSign.

YOU SHOULD NEVER TRANSMIT NONPUBLIC PERSONAL INFORMATION, SUCH AS CREDIT OR DEBIT CARD NUMBERS OR BANK ACCOUNT OR ROUTING NUMBERS, BY UNSECURED ELECTRONIC COMMUNICATION. EMAILS ATTEMPTING TO INDUCE FRAUDULENT WIRE TRANSFERS ARE COMMON AND MAY APPEAR TO COME FROM A TRUSTED SOURCE. YOU SHOULD ALWAYS CALL THE SALES DEPARTMENT AT THE HOTEL AT 760-683-5403 (NOT USING ANY PHONE NUMBER PROVIDED ON THE WIRE INSTRUCTION SHEET) TO VERIFY ANY WIRE TRANSFER INSTRUCTIONS WITH PRIOR TO WIRING FUNDS.

If you receive any Unsecure Electronic Communication changing the wire instructions or requesting you to provide nonpublic personal information via such Unsecure Electronic Communication, EVEN IF THAT ELECTRONIC COMMUNICATION APPEARS TO BE FROM THE HOTEL, do not respond to it and immediately contact the Hotel to confirm that communication. Such requests, even if they may otherwise appear to be from the Hotel may be part of a scheme to defraud you by stealing funds from you or using your identity to commit a crime. To notify the Hotel of suspected fraud related to your event at the Hotel, contact: Rob Stirling, rob.striling@caperey.com, phone 760-683-5403.

This is Page 5 of 10 for California Pacific Charter Schools

[[Sertifilnitial 1]]

[[Sertifilnitial 3]]

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday December 10, 2024 at 5:00 PM By executing this Agreement containing this Anti-Fraud Disclosure I/we understand that the Hotel will never send me/us any electronic communication changing the wire instructions or instructing me to transfer funds or provide financial account numbers or other nonpublic personal information via electronic communication.

### FORCE MAJEURE

The performance of this Agreement by either party is subject to acts of God, government authority, disaster or other emergencies, any of which make it illegal or impossible to provide the facilities and/or services for your meeting. It is provided that this Agreement may be terminated for any one or more of such reasons by written notice from one party to the other without liability.

### INSURANCE

The Hotel and the Group shall obtain and maintain and provide evidence of insurance upon request in amounts sufficient to provide coverage for any liabilities, which may reasonably arise out of or result from the respective obligations pursuant to this contract.

### **INDEMNIFICATION**

Each party hereby agrees to indemnify, defend and hold the other harmless from any loss, liability, costs or damages arising from actual or threatened claims or causes of action resulting from the gross negligence or intentional misconduct of such party or its respective officers, directors, employees, agents, contractors, members or participants (as applicable), provided that with respect to officers, directors, employees, and agents, such individuals are acting within the scope of their employment or agency, as applicable.

### **AFFIRMATIVE ACTION**

EEO/AA Obligations: Davidson Hotels & Resorts is an equal opportunity employer and federal contractor or subcontractor. As applicable, the parties agree that they shall abide by the requirements of 41 CFR Section 60-1.4(a); 41 CFR Section 60-300.5(a); 41 CFR Section 60-741.5(a); and 29 CFR Part 471, Appendix A to Subpart A with respect to affirmative action program and posting requirements, and that these requirements are incorporated herein. These regulations require that covered prime contractors and subcontractors ensure nondiscrimination and take affirmative action in employment to employ and advance qualified individuals without regard to sex, gender identity, sexual orientation, race, color, religious creed, national origin, physical or mental disability and protected veteran status.

#### AMERICANS WITH DISABILITIES ACT

Both the Group and the Hotel shall be responsible for compliance with the public accommodation requirements of the Americans with Disabilities Act as defined by law. The Hotel shall provide, to the extent required by the Act, such auxiliary aids and/or services as may be reasonably requested by Group for use in sleeping rooms and public areas of the hotel, provided that Group gives reasonable advance written notice to the Hotel of such needs. Group shall be responsible for the cost of any auxiliary aids and series (including engagement of and payment to specialized service providers, such as sign language interpreters), necessary for use in the meeting space used by the group, other than those types and quantities typically maintained by the Hotel.

## **ARBITRATION/DISPUTE RESOLUTION/ATTORNEY'S FEES**

Any controversy, claim or dispute arising out of or relating to this Agreement, shall be resolved through non-binding mediation and/or binding arbitration conducted in accordance with the rules of the American Arbitration Association or JAMS in the State in which the Hotel is located. The law of the State in which the hotel is located will be the governing law. The arbitration award will be enforceable in any state or federal court. In any arbitration or court proceeding, the prevailing party shall be entitled to recover reasonable attorney's fees and costs. In addition, Group shall be responsible for payment of attorneys' fees and interest associated with the Hotel's efforts to collect monies owed under the terms of this agreement.

## **COMPLIANCE WITH LAWS**

Group agrees to comply with all applicable U.S. federal, state and local laws governing the agreement and event, including any rules, regulations or requests of the U.S. Department of Homeland Security.

## NOTICE

Any notice required or permitted by the terms of this contract must be in writing. Notice may be sent via facsimile transmission and will be considered effective as of the date and time of the facsimile confirmation of transmission.

This is Page 6 of 10 for California Pacific Charter Schools

[[Sertifilnitial 1]]

[[Sertifilnitial 3]]

## WAIVER

If either party agrees to waive its right to enforce any term of this contract, it does not waive its right to enforce any other terms of this contract.

## **PROMOTIONAL CONSIDERATIONS**

We have the right to review and approve any advertisements or promotional materials in connection with your function that specifically references any name or logo of the Hotel.

## **SECURITY**

Hotel is not responsible for any loss or damage to your property. If required, in our sole judgment, or order to maintain adequate security measures in light of the size and/or nature of your function, you will provide, at your expense, security personnel supplied by a reputable licensed guard or security agency doing business in the city or county in which we are located, which agency will be subject to our prior approval. Such security personnel may not carry weapons. For the safety of persons and property, no fireworks or incendiary devices may be used indoor at the hotel. Group agrees to comply with all applicable federal, state and local laws, including health and safety codes and federal anti-terrorism laws and regulations including all provisions of the Patriot Act and regulations of the U.S. Department of Homeland Security and the Office of Foreign Assets Control. Group agrees to cooperate with Hotel and any relevant governmental authority to ensure compliance with such laws.

## CANCELLATION

In the unlikely event that you should decide to cancel this event at any time after execution of this Agreement, the following cancellation charges will apply, which are not a penalty and represents a reasonable effort by the Hotel to establish its loss prospectively and are liquidated damages:

Date of Signature to 91 days prior to arrival	\$ 4,990.00	(50% total revenue)
90 days to 31 days prior to arrival	\$ 7,485.00	(75% total revenue)
30 days prior to arrival	\$ 8,982.00	(90% total revenue)

These payments may be subject to the applicable taxes. Such payment shall be made by certified check or wire transfer and shall accompany your notice of the exercise of this cancellation option. Any attempted exercise of this right without the inclusion of payment, as set forth above, shall be invalid. Proper notice of cancellation is not default rather an exercise of a right under this Agreement to cancel this Agreement without any further obligations.

Given the difficulty of calculating the actual damages caused to Hotel by the cancellation, the parties agree that such liquidated damages are a reasonable approximation, are payable at the time of the cancellation.

Any deposits received will be credited against the cancellation fee. Payment of the cancellation fee is due at time of cancellation and will serve to liquidate any and all damages to the Hotel resulting from the cancellation of these arrangements.

## SIGNATURE

This contract, with exhibits attached (if any) constitutes the entire agreement between the parties and may not be amended or changed unless done so in a writing signed by Hotel and Group. The undersigned represent that they are authorized to sign and enter into this contract. Notice may be sent via facsimile transmission and will be considered effective as of the date and time of the facsimile confirmation of transmission.

## SIGNATURES

Approved and authorized by California Pacific Charter Schools.

			[[SertifiSStamp_	_1]]
Name:	Christine Feher	Signatu	re:	
Title:	Superintendent		[[Sertifi	Date_1]]
		Date:		
Approv	ed and authorized by Hotel:		[[SertifiSStamp_	2]]
This is F	Page 7 of 10 for California Pacifi	c Charter Schools		
	[[Sertifilnit	ial_1]] [	[Sertifilnitial_3]]	[[Sertifilnitial_4]]

INITIALS: Christine Feher \_\_\_\_\_\_ Julia Wells by Board On Track Director of Sales \_\_\_\_\_

Name:	Julia Wells	Signature:	
Title:	Group Sales Manager	[[SertifiDate_2]]	
		Date:	
		[[SertifiSStamp_3]]	
Name:	Rob Stirling	Signature:	
Title:	Director of Sales & Marketing	[[SertifiDate_3]]	
		Date:	

Contract signature due date 10/28/2024

This is Page 8 of 10 for California Pacific Charter Schools

[[Sertifilnitial\_1]]

[[Sertifilnitial\_3]]



## **Credit Card Authorization Form**

[[SertifiSignature\_2]]

hereby authorize Cape Rey Carlsbad Beach, a Hilton Resort & Spa to charge the following ١, items to my credit card. (Please check all that apply):

[[StL0:FieldName1.T+C.0.Ho.E+true:r=false]]	Banquet Function (Room Rental, Food and Beverage	e plus 26% Service Fee & applicable tax)
(ISB:D:FieldName2:T=C:D-NoE=True.R=Fisite)	Incidentals (telephone, movies)	
	Audio Visual	
[[SFLD:FieldName8.1*4,Co+No,L=True,R+False]]	Parking (Self)	
[[SFLD Freidhamds.Tr-C,O+bo,L-True,FuFale]]	<u>Guest Room, Tax</u>	
((SED:FieldName): T-C, O-No E-True R-Fishel)	Gift Card	
(ISRD:FieldName?/T=C-0+toE=True.R=Falae)	FedEx Shipping Charge	
((SED:FieldNamd):T-C,O-No.E=True.R=Fishel)	Event Deposit	
[[31 Contentine - Four-Four-Frank]]	Food and Beverage (Restaurant, Bar, Room Service)	
Authorization Amount not to e	xceed: [[SertifiLG_2]]	
This Credit Card is to be used	by the following guest(s), company or organization:	
[[SertifiLG_2]] Name:	Arrival Date/Date of Event	[[SertifiLG_2]]
	[[SertifiPaymentAuth_2]]	
any charges not paid prior to a another form of payment but i	s Cape Rey Carlsbad Beach, a Hilton Resort & Spa to c function or for guest rooms indicated at the Resort. I s unable to do so, this credit card will be charged imm (s) with hotel rooms will also be required to present a	f the cardholder has agreed to provide nediately for any remaining balance
Cardholder's Signature	[[SertifiSignature_2]] Date	[[SertifiDate_2]] e:
Please send copy of charges to		
riease send copy of charges to	э.	
This is Page 9 of 10 for Californ	ia Pacific Charter Schools	

[[Sertifilnitial\_1]] [[Sertifilnitial\_3]]

[[Sertifilnitial\_4]]

INITIALS: Christine Feh
-------------------------

	[[SertifiCompany_2]]		[[SertifiLG_2]]	
Company Name: _		Attn:		
	[[SertifiLG_2]]		[[SertifiLG_2]]	
Email Address:		Fax #:		

This is Page 10 of 10 for California Pacific Charter Schools

[[Sertifilnitial\_1]]

[[Sertifilnitial\_3]]

[[Sertifilnitial\_4]]

INITIALS: Christine Feher \_\_\_\_\_\_ Julia Mellsed by BoardOnTrack Director of Sales \_\_\_\_\_



# **Total Estimate**

Food & Beverage (page 2)	\$ 9,360.17
Meeting Room Rental (page 3)	\$ 815.35
Audio Visual (page 4)	\$ -
Guest Rooms (page 5)	\$ 4,660.75
Est. Total of Master Account	\$ 14,836.27
Deposit paid	\$ 8,000.00
Estimated Balance Due Prior to Event	\$ 6,836.27

**DISCLAIMER**
ALL MENU PRICING IS SUBJECT TO INCREASE
BY 3.00% IN 2025.

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# Food & Beverage Estimate

4       Organic Dark Roast Coffee Gallons (2.12 & 2.13)       \$ 120.00       \$ 480.00         20       American Breakfast Buffet (2.12)       \$ 58.00       \$ 1,160.00         20       Carlsbad Farmer's Table Lunch Buffet (2.12)       \$ 80.00       \$ 1,600.00         20       Ocean Crest Healthy Start Breakfast Buffet (2.13)       \$ 55.00       \$ 1,100.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       S       -       \$ -       \$ 5         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         \$ 5       -       \$ 5       -       \$ 5         20       S       -       \$ 5       -         \$ 5       -       \$ 5       -       \$ 5         20       S       -       \$ 5       -       \$ 5         20       S       -       \$ 5,740.00	Quantity	Description		Price	E	xtension
20       Carlsbad Farmer's Table Lunch Buffet (2.12)       \$       80.00       \$       1,600.00         20       Ocean Crest Healthy Start Breakfast Buffet (2.13)       \$       55.00       \$       1,100.00         20       Baja Picnic Lunch Buffet (2.13)       \$       70.00       \$       1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$       70.00       \$       1,400.00         20       Baja Picnic Lunch Buffet (2.13)       \$       70.00       \$       1,400.00         20       \$       -       \$       -       \$       -         20       Baja Picnic Lunch Buffet (2.13)       \$       70.00       \$       1,400.00         20       \$       -       \$       -       \$       -         \$       -       \$       -       \$       -       \$       -         \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -       \$       -	4	Organic Dark Roast Coffee Gallons (2.12 & 2.13)	\$	120.00	\$	480.00
20       Ocean Crest Healthy Start Breakfast Buffet (2.13)       \$ 55.00       \$ 1,100.00         20       Baja Picnic Lunch Buffet (2.13)       \$ 70.00       \$ 1,400.00         20       \$ 3       -       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 70.00       \$ 1,400.00       \$ -         \$ 50.0       \$ 7.00       \$ -       \$ -         \$ 50.0       \$ 7.00       \$ -       \$ -         \$ 50.0       \$ 7.00       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ -       \$ -       \$ -         \$ 50.0       \$ 50.0       \$ 50.0       \$ 50.0 <t< td=""><td>20</td><td>American Breakfast Buffet (2.12)</td><td>\$</td><td>58.00</td><td>\$</td><td>1,160.00</td></t<>	20	American Breakfast Buffet (2.12)	\$	58.00	\$	1,160.00
20       Baja Picnic Lunch Buffet (2.13)       \$       70.00       \$       1,400.00         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -         \$       -       \$       -       \$       -       \$         \$       -       \$       -       \$       -       \$       -         \$       -       \$       -       \$       -       -       \$       -         \$       -       \$       - <td>20</td> <td>Carlsbad Farmer's Table Lunch Buffet (2.12)</td> <td>\$</td> <td>80.00</td> <td>\$</td> <td>1,600.00</td>	20	Carlsbad Farmer's Table Lunch Buffet (2.12)	\$	80.00	\$	1,600.00
\$       -         \$       5,740.00         26% service charge       \$         \$       5,67.74         Total       \$       7,800.14         20% contingency deposit       \$       1,560.03	20	Ocean Crest Healthy Start Breakfast Buffet (2.13)	\$	55.00	\$	1,100.00
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Severages on consumption toward 20% contingency deposit         \$         -           BEVERAGES ON CONSUMPTION TOWARD 20% CONTINGENCY DEPOSIT         Net cost         \$         5,740.00           Net cost         \$         5,740.00         \$         1,492.40           26% service charge         \$         1,492.40         \$         567.74           Total         \$         567.74         \$         567.04         \$           20% contingency deposit         \$         1,560.03         \$         1,560.03						-
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7.85% Sales tax       \$ 567.74         Total       \$ 7,800.14         20% contingency deposit       \$ 1,560.03			-			•
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20% contingency deposit \$ 1,560.03		7.85% Sales tax	<u> </u>			
		Tota	l		\$	7,800.14
Total \$ 9.360.17		20% contingency deposit	t		\$	1,560.03
· · · · · · · · · · · · · · · · · · ·		Tota	l		\$	9,360.17

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# **Meeting Room Rental Estimate**

Quantity	Description	Price	Ex	tension
1	Pelican Watch & Pelican Watch Terrace (2.12 & 2.13)	\$ 600.00	\$	600.00
	, , , , , , , , , , , , , , , , , , ,		\$	-
			\$	-
			\$	-
			\$	-
			\$	-
	Net cost		\$	600.00
	26% service charge		\$	156.00
	Total Net and service charge		\$	756.00
	7.85% Sales tax		\$	59.35
	Total		\$	815.35

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# **Audio Visual Estimate**

Quantity	Description	Price	Exter	sion
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
			\$	-
	Net cost		\$	-
	26% service charge		\$	-
	7.85% Sales tax		\$	-
	Total		\$	-

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# **Rooms Estimate**

	Room Nts	Price		Total
Standard Group Rooms	16	\$ 219.00	\$	3,504.00
Pool View Rooms			\$	-
Full Ocean View Rooms			\$	-
Suite			\$	-
Resort Fee	16	\$ 20.00	\$	320.00
Overnight Parking	16	\$ 20.00	\$	320.00
<b>Sub-Total</b> 12% Sleeping Room Tax State and Local Assessments 12% Resort Fee Tax			<b>\$</b> \$ \$	<b>4,144.00</b> 420.48 57.87 38.40
Estimated Sleeping Rooms, Resort Fee, and Parking Totals			\$	4,660.75

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# Coversheet

# Approval of New Board Policy

Section: Item: Purpose: Submitted by: Related Material: XV. Policy Development A. Approval of New Board Policy Vote

CPCS BUS - New Board Policy 12.10.24.pdf CPCS - 1040 Volunteer Assistance Policy.pdf

## CALIFORNIA PACIFIC CHARTER SCHOOLS

## Agenda Item: 15. A

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

## Item Requires Board Action: X

Item is for Information Only:

Date: December 10, 2024

**Item:** Approval of New Board Policy

## **Background:**

Board policies are established to provide direction in order to ensure the successful and efficient operations of the California Pacific Charter Schools. Staff have prepared policies at the direction of the Board in compliance with State and federal regulations and best practices.

## <u>NEW</u>

## 1000 Series - Community Relations

## 1040 - CPCS Volunteer Policy

Summary: Staff recommend a volunteer policy be established to promote the positive interaction and engagement of parent and community members in the activities of the school. Parents and community members bring a wealth of background experiences and knowledge that will enhance student learning and foster rich academic experiences for students. The Volunteer Policy outlines the expectations, training, and requirements for individuals to volunteer in the live sessions as well as at school events.

It is recommended the Board approve the new board policy as presented

Fiscal Impact: None.

## **1040-CPCS**

## **VOLUNTEER ASSISTANCE POLICY**

The Board of Directors of California Pacific Charter Schools ("CPCS") encourages parents/guardians and other community members to share their time, knowledge, and abilities with students. Volunteer assistance in schools enriches the educational program, enhances the supervision of students, and contributes to school safety while strengthening the schools' relationships with the community. Additionally, CPCS endeavors to create a safe environment for students and staff by incorporating appropriate screening procedures and training on school expectations.

## **Definitions**

A "*volunteer*" is a parent, community member, or other adult who voluntarily assists in a school event or program during school hours without compensation. This includes individuals who help on a one-time basis working with children with or without the direct oversight of staff (i.e chaperone at a field trip).

## **Volunteer Qualifications**

The Board, in compliance with California Education Code 35021, requires school volunteers to be screened and authorized to volunteer. Volunteers must be fully cleared through the CPCS Volunteer Application process with completed documentation before volunteering. Under no circumstances shall any non-fingerprinted volunteer have supervised or unsupervised access to students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers. Recruitment for volunteers will attempt to encourage parent/guardian participation or community members to serve as mentors to students and/or make appropriate referrals to community organizations.

The Superintendent or designee shall establish procedures for determining the qualification if any, required by law and administrative regulations for the types of duties they will perform.

The Board prohibits harassment of any volunteer based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

## **Volunteer Guidelines**

# **1040-CPCS**

## **VOLUNTEER ASSISTANCE POLICY**

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

- 1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
- 2. A volunteer shall also have on file with CPCS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged in person contact with students.
- 3. Volunteering must be arranged with the teacher and Superintendent or designee, at least forty-eight (48) hours in advance.
- 4. A volunteer may not volunteer in live sessions for more than six (6) hours per week.
- 5. Prior to volunteering, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Volunteers must follow the instructions provided by the teacher or aide. Live session rules also apply to volunteers to ensure minimal distraction to the students and teacher. If a volunteer is uncomfortable following the direction of the teacher or that day.
- 6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign an agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
- 7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy.

## Basic Skills

All volunteers who supervise, direct, or coach "student activity programs," pursuant to Education Code 45349, shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349). For purposes of this section, this does not apply to a non-teaching volunteer aide including a parent volunteering in a live session or on a field trip or a community member providing non-instructional services.

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## Mandated Reporter Training

California Assembly Bill (AB) 506, amended in 2021, requires volunteers to complete child abuse and neglect reporter training. CPCS will provide volunteers with the approved training course for completion.

## **Volunteer Scope of Responsibilities**

Volunteers may assist CalPac personnel in the performance of their duties which, in the judgment of the personnel to whom the volunteer is assigned, may be performed by a person not licensed as a teacher.

Volunteers may supervise students or may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work, which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Under no circumstance is a volunteer allowed to work one-on-one with a single student without an employee present. Volunteers assisting in online live sessions should limit any outside distractions at home and ensure their participation does not disrupt the class.

## **Volunteer Misconduct**

Volunteers shall act in accordance with CPCS policies, regulations, and school rules. CPCS is under no obligation to accept, place, or continue the services of any volunteer. Administration and supervising staff may virtually or physically remove any volunteer who violates school rules, board policies, or guidelines. The supervising employee is responsible for notifying the administration or designee regarding any volunteer misconduct.

## **Limitations of Volunteering**

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## **VOLUNTEER ASSISTANCE POLICY**

- 1. The Superintendent or designee may seek the assistance of the police in managing or reporting any visitor or volunteer in violation of this Policy.
- 2. The Superintendent, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
- 3. The Superintendent may direct a visitor or volunteer without lawful business at a school event to leave the area when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities.
- 4. Any visitor or volunteer who is directed to leave by the Superintendent or designee will not be permitted to return to the Charter School's events until a meeting is held with the superintendent to review the circumstances and the expectations of a volunteer. When a visitor is directed to leave, the Superintendent or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.
- 5. The Superintendent or designee may withdraw consent to participate in school events for a minimum of five (5) days or a predetermined period of time even if the visitor or volunteer has a right to attend school events whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Charter School's orderly operation. Consent may be reinstated at the discretion of the Superintendent, whenever the Superintendent has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school.
- 6. This Policy does not authorize CPCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

## **Volunteer Application Procedure**

- 1. CPCS will provide each prospective volunteer with a volunteer application packet that is to be completed by the volunteer and submitted, along with all other required documentation, to the Human Resources department.
- 2. Completed applications will be reviewed by the Director of Human Resources or designee. If the volunteer meets the applicable requirements for volunteer service, the Director of Human Resources or designee will provide the prospective volunteer with an authorization form and requirements to complete the live scan fingerprinting and tuberculosis screening.

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# **VOLUNTEER ASSISTANCE POLICY**

- 3. The volunteer will complete fingerprinting and submit a copy of the completed live scan form and a copy of a negative tuberculosis test result dated within the past four years or TB Risk Assessment Questionnaire to the Director of Human Resources or designee. The volunteer will be reimbursed for live scan processing fees.
- 4. The Human Resources department shall notify the administrator or designee and the prospective volunteer whether the prospective volunteer meets all of the requirements for volunteer service and is approved to start. No person shall be permitted to serve as a volunteer until they are approved to provide volunteer service.
- 5. The volunteer will complete training and receive any onboarding support and volunteer assignment information from the administrator and supervising employee.
- 6. Volunteer status remains in effect year after year unless revoked with notice by the Superintendent or designee.