California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 6, 2025 at 2:14 PM PDT

Date and Time

Tuesday June 10, 2025 at 5:00 PM PDT

Location

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

Teleconference Locations

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

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: 915-1817-1371

https://cal-pacs-org.zoom.us/j/91518171371

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Board President	2 m
B.	Record Attendance		Board President	2 m
	Roll Call: Kelly Wylie, President Dr. Shirley Peterson, Vice President Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member			
II.	**Pledge of Allegiance**			**5:04 PM**
A.	Led by Board President or designee.		Board President	2 m
III.	**Approve Adopt/Agenda**			**5:06 PM**
A.	Agenda	Vote	Board President	2 m
	It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of June 10, 2025, as presented. Roll Call Vote: Kelly Wylie			

	Purpose	Presenter	Time

Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

A. Minutes of the Regular Board Meeting that was held on May 13, 2025. | Approve Minutes | Board President | 2 m

It is recommended the Board of Directors approve as presented, the minutes for the Regular Board meeting of May 13, 2025.

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

V. Public Comments/Recognition/Reports

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

VI. Correspondence/Proposals/Reports **5:10 PM**

A. CalPac School Highlights | Discuss | Christine Feher | 5 m

Presented by C. Feher, Superintendent

		Purpose	Presenter	Time
VII.	**Consent**			**5:15 PM**

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

A. Consent - Business/Financial Services 2 m

1. Check Registers - May 2025
2. J.P. Morgan Statement - May 2025
3. Approval of California Charter School Association (CCSA) Membership (Renewal)
4. Approval of Special Education Master Contract for Vendor Services 2025-2026

B. Consent - Personnel Services 2 m

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Revisions to Job Description - Special Education Program Specialist

C. Consent - Policy Development Vote Board President 2 m

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Revised

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

6000 Series - Instruction

6040 - Local Assessment Policy

6210 - Graduation Policy

	Purpose	Presenter	Time

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

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

VIII. Business/Financial Services 5:21 PM

A. Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-25 — Vote — Shannon Green — 5 m

It is recommended that the Board approve the Annual Reports for Proposition 28: Arts and Music in Schools Funding for Fiscal Year 2024-25 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 _____

B. Approval of RingCentral Contract (Renewal) — Vote — Christine Feher — 5 m

It is recommended the Board approve the contract with Ring Central for 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $36,000.00
(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $16,200.00
California Pacific Charter - San Diego (#1758) $11,880.00

	Purpose	Presenter	Time
California Pacific Charter - Sonoma (#2037) $7,920.00			

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

C. Approval of DocuSign, Inc. (Renewal) — Vote — Christine Feher — 5 m

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

Fiscal Impact: Up to $28,000.00
(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $12,600.00
California Pacific Charter - San Diego (#1758) $9,240.00
California Pacific Charter - Sonoma (#2037) $6,160.00

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

IX. Education/Student Services — 5:36 PM

A. Approval of Reading Difficulties Risk Screener – Amira Learning — Vote — Christine Feher — 5 m

It is recommended the Board approve the adoption of Amira Learning as CalPac's official screener for identifying risk of reading difficulties in grades K–2, effective beginning in the 2025–2026 school year for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: $3,000.00

		Purpose	Presenter	Time

(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $1,350.00
California Pacific Charter - San Diego (#1758) $990.00
California Pacific Charter - Sonoma (#2037) $660.00

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

B. Approval of Funds for Purchase of Student and Faculty Technology — Vote — Christine Feher — 5 m

It is recommended the Board approve the purchase of student and faculty technology for 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $300,000.00
(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $135,000.00
California Pacific Charter - San Diego (#1758) $99,000.00
California Pacific Charter - Sonoma (#2037) $66,000.00

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

C. Approval of Zoom (Renewal) — Vote — Christine Feher — 5 m

It is recommended the Board approve the contract with Zoom for 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $35,000.00

	Purpose	Presenter	Time

(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $15,750.00
California Pacific Charter - San Diego (#1758) $11,550.00
California Pacific Charter - Sonoma (#2037) $7,700.00

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

X. Personnel Services **5:51 PM**

A. Approval of a One-Time Bonus - Employee Longevity Recognition Stipend — Vote — Corrie Amador — 5 m

It is recommended the Board approve the One-Time Bonus - Employee Longevity Recognition Stipend for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $101,500.00
(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $33,833.34
California Pacific Charter - San Diego (#1758) $33,833.34
California Pacific Charter - Sonoma (#2037) $33,833.34

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

XI. Public Hearings **5:56 PM**

A. Adopted Budget 2025-26, First Reading — Discuss — Shannon Green — 20 m

		Purpose	Presenter	Time

It is recommended the Board enter into a public hearing regarding the Adopted Budget for the 2025-26 school year. During the hearing, there will be a presentation on the Adopted Budget for the 2025-26 school year.

a. 2025-26 Adopted Budget #1751 California Pacific Charter School-Los Angeles
b. 2025-26 Adopted Budget #1758 California Pacific Charter School-San Diego
c. 2025-26 Adopted Budget #2037 California Pacific Charter School-Sonoma
e. 2025-26 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
f. 2025-26 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego
g. 2025-26 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma

Hearing Open: _____

Hearing Closed: _____

B.	Local Control & Accountability Plan (LCAP) 2024-27	Discuss	Dr. Ericka Zemmer	20 m

It is recommended the Board enter into a public hearing regarding the LCAP for 2024-27. During the hearing, there will be a presentation on the LCAP for 2024-27.

- Budget Overview For Parents
- 2024-25 LCAP Annual Update
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables
- Instructions

Hearing Open: _____

Hearing Closed: _____

	Purpose	Presenter	Time

XII. 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.

XIII. Adjourn to Closed Session **6:36 PM**

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

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

A.	Closed Session	Discuss	Board President	15 m

1. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
Pursuant to Government Code 54957

a. Superintendent, Performance Evaluation and Goals

XIV. Reconvene Regular Meeting **6:51 PM**

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

XV. Calendar

The next scheduled regular meeting of the Board of Directors will be held on June 17, 2025.

XVI. Comments **6:56 PM**

A.	Board Comments	Discuss	Board President	5 m

		Purpose	Presenter	Time
B.	Superintendent Comments	Discuss	Christine Feher	5 m

XVII. Closing Items — 7:06 PM

A.	Adjourn Meeting	Vote	Board President	2 m

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

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

Coversheet

Minutes of the Regular Board Meeting that was held on May 13, 2025.

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting that was held on May 13, 2025.
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on May 13, 2025

APPROVED

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday May 13, 2025 at 5:00 PM

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

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

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: 957-3873-3180

https://cal-pacs-org.zoom.us/j/95738733180

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Directors Present

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

Directors Absent

None

Directors who left before the meeting adjourned

K. Wylie

Guests Present

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, D. Zemmer (remote), G. Chamberlain (remote), Joelene Morasch (remote), S. Green (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 May 13, 2025 at 5:01 PM.

B. Record Attendance

Roll Call attendance conducted by K. Wylie, Board President.

II. Pledge of Allegiance

A. Led by Board President or designee.

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

III. Approve Adopt/Agenda

A. Agenda

W. Howard made a motion to adopt the agenda as presented.
J. McFaul seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on March 11, 2025

T. Rogers made a motion to approve the minutes from Regular Meeting of the Board of Directors on 03-11-25.
S. Peterson seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes of the Special Meeting of the Board of Directors held March 31, 2025

J. McFaul made a motion to approve the minutes from Special Meeting of the Board of Directors on 03-31-25.
W. Howard seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Correspondence/Proposals/Reports

A. Staff Recognition Presentation

Presented by C. Feher, Superintendent

B. CalPac School Highlights

Presented by C. Feher, Superintendent

C. Letter from Guerneville Unified School District 2024-25

Presented by S. Green, Director of Fiscal Services

VI. Consent

A. Consent - Business/Financial Services

1. Check Registers - March 2025 and April 2025
2. J.P. Morgan Statement - March 2025 and April 2025
3. Approval of Surplus of Electronic Devices
4. Approval of Stampli (Renewal)

B. Consent - Education/Student Services

1. Approval of Care Solace (Renewal)
2. Approval of NoRedInk Order (Renewal)
3. Approval of Parsec (Renewal)

4. Approval of Renaissance Nearpod and Flocabulary (Renewal)

C. Consent - Personnel Services

1. Approval of Certificated - Personnel Report
2. Approval of Classified - Personnel Report
3. Approval of 2025-26 Certificated Employee Work Year Calendars
4. Approval of 2025-26 Classified Employee Work Year Calendars
5. Approval of One Time Discretionary Bonus - Romy Mason

D. Consent - Policy Development

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Reviewed

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

3000 Series - Business/Non-Instructional

3000 - CPCS Fiscal Control Policy
3030 - CPCS Investment Policy

Board Policies: Revised

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

3000 Series - Business/Non-Instructional

3005 - CPCS Purchasing Fiscal Policy
3011 - CPCS Banking And Accounts Payable Fiscal Policy
3012 - CPCS Purchasing Card Fiscal Policy
3015 - CPCS Accounts Receivable Fiscal Policy
3016 - CPCS Third-Party Processor Policy
3020 - CPCS Expenses Fiscal Policy
3025 - CPCS Finance Fiscal Policy
3100 - CPCS Education Partner Code of Conduct
3105 - CPCS Education Partner Risk Management Policy
3125 - CPCS Intraorganizational Loan Policy
3135 - CPCS Gift Acceptance Policy
3140 - CPCS Uncollectible Debt Policy
3150 - CPCS Reserves Fiscal Policy

Board Policy: Rescinded

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

3000 Series - Business/Non-Instructional
3110 - CPCS Education Partner Application and Pre-Approval
3120 - CPCS Name and Logo Use Policy
T. Rogers made a motion to approve the consent items A through B, except A.3.
J. McFaul seconded the motion.
Item A.3 - Approval of Surplus of Electronic Devices was pulled from voting and will be brought forth at a future meeting.
The board **VOTED** to approve the motion.

VII. Business/Financial Services

A. Approval of 2023 IRS Tax Form 990 and California Tax Form 199 Prepared by CliftonLarsonAllen (CLA) for Fiscal Year Ended June 30, 2024

T. Rogers made a motion to approve the 2023 IRS Tax Form 990 and California Tax Form 199.
J. McFaul seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

J. McFaul made a motion to approve the All Systems Go! (ASG!) Computer Services Contract for Paid Media Management (Renewal).
S. Peterson seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Wylie left at 5:37 PM.

C. Approval of Charter Impact Contract (Renewal)

T. Rogers made a motion to approve the Charter Impact Contract (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. 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 **VOTED** to approve the motion.

Roll Call

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

E. Approval of Sage Intacct 2025-26 Accounting Services Contract (Renewal)

J. McFaul made a motion to approve the Sage Intacct 2025-26 Accounting Services Contract (Renewal).
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. Approval of School Pathways Agreement (Renewal)

T. Rogers made a motion to approve the School Pathways Agreement (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. Education/Student Services

A. Approval of 1st Day School Supplies (Renewal)

J. McFaul made a motion to approve the 1st Day School Supplies (Renewal).
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Peterson	Aye
W. Howard	Aye
T. Rogers	Aye

Roll Call

K. Wylie	Absent
J. McFaul	Aye

B. Approval of Kajeet Quote (Renewal)

T. Rogers made a motion to approve the Kajeet Quote (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of PresenceLearning, Inc. Contract (Renewal)

J. McFaul made a motion to approve the PresenceLearning, Inc. Contract (Renewal).
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	Aye
K. Wylie	Absent

D. Approval of Instructional Continuity Plan

J. McFaul made a motion to approve the Instructional Continuity Plan.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Personnel Services

A. Approval of Declaration of Need (DON) CL-500 for the 2025-2026 School Year

T. Rogers made a motion to approve the Declaration of Need (DON) CL-500 for the 2025-2026 School Year.

J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of 2025-2026 Strategic Staffing Plan

W. Howard made a motion to approve the 2025-2026 Strategic Staffing Plan.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Policy Development

A. Approval of New Board Policy

J. McFaul made a motion to approve the New Board Policy.
T. Rogers seconded the motion.
3000 Series - Business/Non-Instructional
3010 - CPCS Lease Capitalization Policy
The board **VOTED** to approve the motion.

Roll Call

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

XI. Adjourn to Closed Session

A. Closed Session

T. Rogers made a motion to adjourn to Closed Session.
W. Howard seconded the motion.
Adjourned to Close Session at 6:33 PM
The board **VOTED** to approve the motion.

Roll Call

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

XII. Reconvene Regular Meeting

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

The Board reconvened to open session at 7:41 P.M.

Board Member T. Rogers provided the following report:

1. Litigation – YL v. The Collaborative Charter Services Organization, et al.
Government Code Section 54956.9(d)(1)
The Board took action to approve the agreement draft related to the litigation.
Vote: 3-0
– Ayes: Howard, McFaul, Peterson
– Abstain: Rogers
– Absent: Wylie

2. Superintendent Performance Evaluation and Goals
Government Code Section 54957(b)(1)
No reportable action was taken.

XIII. Comments

A. Board Comments

The Board expressed appreciation for the staff's dedication, highlighting CalPac as a model school and commending the recognition of long-term teachers. They acknowledged the thorough reports and emphasized the power of teamwork in the school's continued success. The Board praised the collective effort behind running a first-class institution and affirmed confidence in CalPac's positive impact on students.

B. Superintendent Comments

C. Feher thanked the team for their collaborative efforts in preparing for the meeting, highlighting key contributions from cabinet members. She noted that the next meeting will focus on major items like the budget and LCAP, which require continued teamwork and planning. C. Feher shared that the outcomes of the team's hard work are beginning to show. She expressed excitement for the final stretch of the school year, including testing and graduations.

XIV. Closing Items

A. Adjourn Meeting

T. Rogers made a motion to Adjourn the Meeting.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Wylie	Absent
W. Howard	Aye
J. McFaul	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 7:47 PM.

Respectfully Submitted,
S. Peterson

Documents used during the meeting

- Staff Recognition 2024-25.pdf
- March 24-25 School Highlights - Los Angeles.pdf
- March 24-25 School Highlights - San Diego.pdf
- March 24-25 School Highlights - Sonoma.pdf
- April 24-25 School Highlights - Los Angeles.pdf
- April 24-25 School Highlights - San Diego.pdf
- April 24-25 School Highlights - Sonoma.pdf
- 24-25 Second Interim Review.pdf
- CalPac-LA Check Register March 2025.pdf
- CalPac-SD Check Register March 2025.pdf
- CalPac-SO Check Register March 2025.pdf
- CalPac-LA Check Register April 2025.pdf
- CalPac-SD Check Register April 2025.pdf
- CalPac-SO Check Register April 2025.pdf
- J.P. Morgan Statement Mar 31 2025.pdf
- J.P. Morgan Statement Apr 30 2025.pdf
- Surplus of Electronics - May 2025.pdf
- BUS CPCS Consent Business Financial Services 5.13.25.pdf
- Stampli Invoices 24-25.pdf

- BUS CPCS Consent Education Student Services 5.13.25.pdf
- Care Solace Renewal Agreement 2026-2028 (Renewal).pdf
- NoRedInk 2025-2026 (Renewal).pdf
- Parsec Renewal and Dashboard 2025-2026.pdf
- Renaissance Nearpod and Flocabulary 2025-2026 (Renewal).pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendar 220.pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendars 205.pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendars 200.pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendars 190.pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendars 185.pdf
- 2025-2026 CERTIFICATED Employee Work Year Calendars 175.pdf
- 2025-2026 CLASSIFIED Employee Work Year Calendars 12 month.pdf
- 2025-2026 CLASSIFIED Employee Work Year Calendars 185 days.pdf
- 2025-2026 CLASSIFIED Employee Work Year Calendars 175 days.pdf
- 2025-2026 CLASSIFIED Employee Work Year Calendars 170 days.pdf
- BUS One-Time Discretionary Bonus - Romy Mason.pdf
- BUS Policy Review 3000 Series - May 2025.pdf
- CPCS - 3000 Fiscal Policy Overview.pdf
- CPCS - 3005 Purchasing Fiscal Policy.pdf
- CPCS - 3005 Purchasing Fiscal Policy_redline_5.13.25.pdf
- CPCS - 3011 Banking And Accounts Payable Fiscal Policy.pdf
- CPCS - 3011 Banking And Accounts Payable Fiscal Policy_redline_5.13.25.pdf
- CPCS - 3012 Purchasing Card Fiscal Policy.pdf
- CPCS - 3012 Purchasing Card Fiscal Policy_redline_05.13.25.pdf
- CPCS Purchase Card Receipt Acknowledgement Form REV MAY 2025.pdf
- CPCS - 3015 Accounts Receivable Fiscal Policy.pdf
- CPCS - 3015 Accounts Receivable Fiscal Policy_redline_5.13.25.pdf
- CPCS - 3016 Third-Party Processor Policy.pdf
- CPCS - 3016 Third-Party Processor Policy_redline_5.13.25.pdf
- CPCS - 3020 Expenses Fiscal Policy.pdf
- CPCS - 3020 Expenses Fiscal Policy_redline_5.13.25.pdf
- CPCS Lost or Missing Receipt Form REV. MAY 2025.pdf
- CPCS - 3025 Finance Fiscal Policy.pdf
- CPCS - 3025 Finance Fiscal Policy_redline_5.13.25.pdf
- CPCS - 3030 Investment Policy.pdf

- CPCS - 3100 Education Partner Code of Conduct.pdf
- CPCS - 3100 Education Partner Code of Conduct_redline_5.13.25.pdf
- CPCS - 3105 Education Partner Risk Management Policy.pdf
- CPCS - 3105 Education Partner Risk Management Policy_redline_5.13.25.pdf
- CPCS - 3110 Education Partner Application and Pre Approval.pdf
- CPCS - 3120 Name and Logo Use Policy.pdf
- CPCS - 3125 Intraorganizational Loan Policy.pdf
- CPCS - 3125 Intraorganizational Loan Policy_redline_5.13.25.pdf
- CPCS - 3135 Gift Acceptance Policy.pdf
- CPCS - 3135 Gift Acceptance Policy_redline_05.13.25.pdf
- CPCS - 3140 Uncollectible Debt Policy.pdf
- CPCS - 3140 Uncollectible Debt Policy_redline_5.13.25.pdf
- CPCS - 3150 Reserves Fiscal Policy.pdf
- CPCS - 3150 Reserves Fiscal Policy_redline_5.13.25.pdf
- 2023 CalPac 990 and 199 Draft.pdf
- ASG Digital Marketing Contract.pdf
- Charter_Impact_Contract.pdf
- Charter Impact Contract Supplement - Signed.pdf
- Charter Tech Services 25-26 (Renewal).pdf
- Sage Intacct 25-26 (Renewal).pdf
- School Pathways Quote - Los Angeles.pdf
- School Pathways Quote - San Diego.pdf
- School Pathways Quote - Sonoma.pdf
- 1st Day Supply List 25_26.pdf
- Price Range.pdf
- 1st Day Supply Invoice 2024-25.pdf
- Kajeet Service Quote 25-26.pdf
- Presence 25_26.pdf
- CalPac Instructional Continuity Plan 2025.pdf
- BUS Declaration of Need 2025-2026.pdf
- CL-500 DON Form 2025-2026 -CPCLA.pdf
- CL-500 DON Form 2025-2026 CPCSD.pdf
- CL-500 DON Form 2025-2026 CPCSO.pdf
- Strategic Staffing Plan 2025-2026.pptx.pdf
- BUS CPCS 2025-2026 Strategic Staffing Plan.docx.pdf

- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx -Summary.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - 2025-2026 Staffing and Positions.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Benefits.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - New Positions.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Job Descriptions.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Admin Distinguishing Characteristics.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Cert Salary Schedule.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Certificated Substitute Salary Schedule.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Cert Specialist Salary Schedule.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Cert Admin Salary Schedules.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Class Admin Salary Schedule.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Class Plan.pdf
- 2025-2026 StrategicStaffingPlan - 5-13-25.xlsx - Class Salary Schedule.pdf
- CPCS - 3010 Lease Capitalization Policy.pdf

FOR MORE INFORMATION

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

Coversheet

CalPac School Highlights

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

CPCS Los Angeles School Highlights

MAY

BLOSSOMING
Empowering Progress

2024-2025

Current Enrollment

386

Program Highlights

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Throughout the month, students showcased their talents and curiosity during our annual virtual Talent Show and Science Fair. Elementary families gathered in person for a joyful TK–6 Park Day,

Los Angeles

MAY 2025

and our high school students enjoyed a memorable evening at Grad Nite. Middle and high school students also began their final exams, working hard to finish the semester strong.

Looking ahead, we're excited to celebrate student milestones with a virtual Kindergarten Promotion, a virtual 5th & 8th Grade Promotion, and in-person Graduation Ceremonies. These events mark the culmination of a year filled with growth, perseverance, and success. We're proud of all our students and look forward to ending the school year on a high note!

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Los Angeles

MAY 2025

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Los Angeles

MAY 2025

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Los Angeles

MAY 2025

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Professional Development

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Los Angeles

MAY 2025

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Pictures & Videos

[Digital Citizenship Presentation]

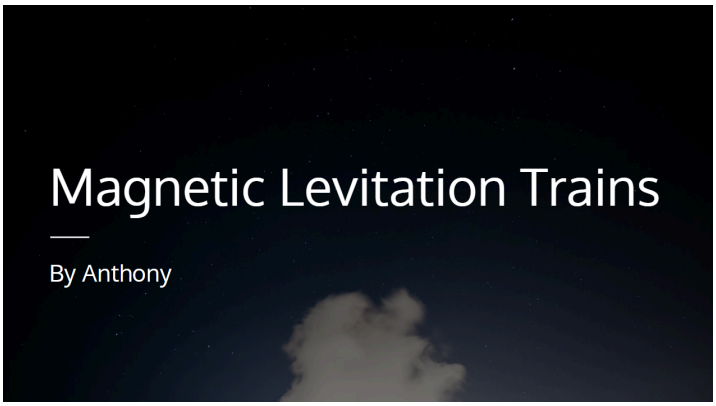
CalPac Science Fair

Los Angeles

MAY 2025

How do our senses affect Our balance and agility?

By: Colbie



End of Year Park Day

Los Angeles

MAY 2025

Future Projects

Virtual Kindergarten Promotion
Virtual 5th Grade Promotion
Virtual 8th Grade Promotion
High School Graduation
Semester 2 Report Cards
Summer School

CPCS San Diego School Highlights

MAY

BLOSSOMING
Empowering Progress

2024-2025

Current Enrollment

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San Diego

MAY 2025

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San Diego

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San Diego

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San Diego

MAY 2025

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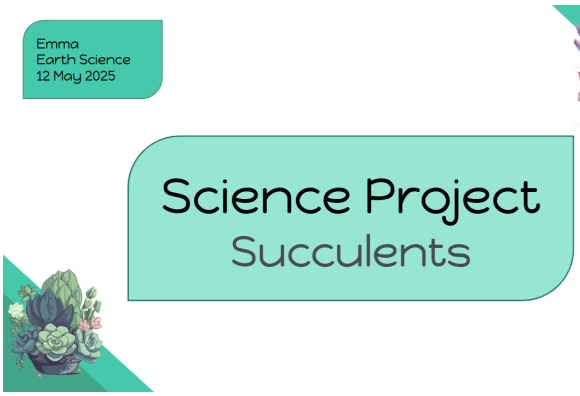
Pictures & Videos

[Digital Citizenship Presentation]

CalPac Science Fair

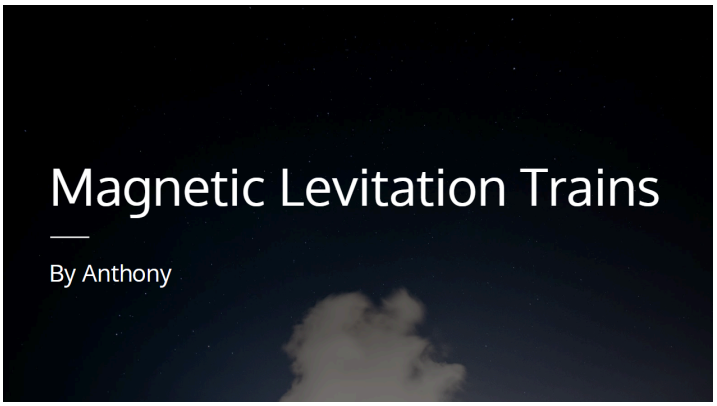


San Diego

MAY 2025

How do our senses affect Our balance and agility?

By: Colbie



End of Year Park Day

San Diego

MAY 2025

Future Projects

Virtual Kindergarten Promotion
Virtual 5th Grade Promotion
Virtual 8th Grade Promotion
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Semester 2 Report Cards
Summer School

CPCS Sonoma School Highlights

MAY

BLOSSOMING
Empowering Progress

2024-2025

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Sonoma

MAY 2025

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MAY 2025

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Sonoma

MAY 2025

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End of Year Park Day
Our TK-5 students, families, and teachers came together to celebrate the end of the school year with a joyful Park Day! The event was filled with sunshine, laughter, and meaningful connections as our community reflected on a year of learning and growth.

Students enjoyed decorating their own tote bags, playing with bubbles, and spending quality time with their classmates and teachers. The relaxed outdoor setting gave everyone a chance to unwind, connect, and celebrate their accomplishments together. It was a heartwarming way to wrap up the year, filled with smiles, shared memories, and a strong sense of community.

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Sonoma

MAY 2025

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Pictures & Videos

[Digital Citizenship Presentation]

CalPac Science Fair

Sonoma

MAY 2025

How do our senses affect Our balance and agility?

By: Colbie

Magnetic Levitation Trains

By Anthony

End of Year Park Day

Future Projects

Sonoma

MAY 2025

Virtual Kindergarten Promotion
Virtual 5th Grade Promotion
Virtual 8th Grade Promotion
High School Graduation
Semester 2 Report Cards
Summer School

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material:
CalPac-LA Check Register May 2025.pdf
CalPac-SD Check Register May 2025.pdf
CalPac-SO Check Register May 2025.pdf
J.P. Morgan Statement May 31 2025.pdf
BUS CPCS Consent Business Financial Services 5.13.25.pdf
CCSA Membership 2025-26 (Renewal).pdf
Special Education Master Contract for Vendor Services 2025-2026.pdf
Special Education Master Contract for Vendor Services 2025-2026 - ISA Sample.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/2/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
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	5/1/2025	AMAZ000--Amazon	20137003714	20.48	Student supplies- calculators	55--California Pacific Charter - Los Angeles
	5/1/2025	AMAZ000--Amazon	20137003712	19.62	Office supplies- mailing supplies for CAASPP	55--California Pacific Charter - Los Angeles
	5/1/2025	AMAZ000--Amazon	20137003716	16.13	Office supplies- postage meter tape	55--California Pacific Charter - Los Angeles
	5/1/2025	AMAZ000--Amazon	20137003713	12.89	Office supplies- envelopes	55--California Pacific Charter - Los Angeles
	5/2/2025	NATA000--Natalie Neal Speech Language Pathology, Inc.	101371720	2,240.00	Speech Therapy Services - March 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	WORL000--Worldwide Express	101371719	189.88	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/2/2025	SONO000--Sonoma County Office of Education	101371717	2,930.40	Goalbook Licenses FY 24-25	55--California Pacific Charter - Los Angeles
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371714	1,532.00	Marketing Monthly - April 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371715	1,422.69	Marketing Monthly - May 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	RING000--RingCentral	20137003718	1,280.59	Phone Bill Monthly - April 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	CHAR001--Charter Impact	101371716	1,260.00	Payroll & Retirement Services Monthly - April 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	WORL000--Worldwide Express	101371713	220.42	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/2/2025	ALPH000--Alpha Vision, Inc.	101371718	181.92	Google Drive Back-Up Monthly - May 2025	55--California Pacific Charter - Los Angeles
	5/2/2025	COUR001--Courtney Young	20137003719	17.56	SF Exploratorium Field Trip - Mileage Young, Courtney	55--California Pacific Charter - Los Angeles
		COUR001--Courtney Young	20137003719	3.74	SF Exploratorium Field Trip - Meals Young, Courtney	55--California Pacific Charter - Los Angeles
	5/2/2025	AMAZ000--Amazon	20137003722	91.02	Shipping Supplies for Tech	55--California Pacific Charter - Los Angeles
	5/2/2025	STAP000--Staples	20137003721	29.18	Supplies for Office	55--California Pacific Charter - Los Angeles
	5/2/2025	AMAZ000--Amazon	20137003725	3.58	Supplies for Office	55--California Pacific Charter - Los Angeles
	5/5/2025	DROP001--Dropbox	20137003728	194.40	iPad Storage Services 04/05/2025 - 06/30/2025	55--California Pacific Charter - Los Angeles
		DROP001--Dropbox	20137003728	583.20	iPad Storage Services 07/01/2025 - 04/04/2026	55--California Pacific Charter - Los Angeles
	5/6/2025	ARNE001--A&R Parcel Three	1264880984TC	3,840.96	Office Space Rent - May 2025	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	1264880984TC	114.75	Office Space DOE - May 2025	55--California Pacific Charter - Los Angeles
	5/12/2025	CULL001--Culligan	101371723	32.14	Water Cooler Rental Monthly - May 2025	55--California Pacific Charter - Los Angeles
	5/13/2025	EECS000--Effectual Educational Consulting Services	20137003730	2,282.50	Vision Therapy Services March 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137003730	260.00	Occupational Therapy Services March 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137003730	234.00	APE Services March 2025	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/2/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/14/2025	USAC000--USA Custom Pad Corp	101371728	390.13	Diploma covers for graduation	55--California Pacific Charter - Los Angeles
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371732	358.56	LEA Medi-Cal Billing Services Fee Monthly April 2025	55--California Pacific Charter - Los Angeles
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371731	343.20	LEA Medi-Cal Billing Services Fee Monthly March 2025	55--California Pacific Charter - Los Angeles
	5/14/2025	PART000--Partners in Special Education	101371726	240.00	APE Services - March 2025	55--California Pacific Charter - Los Angeles
	5/16/2025	WORL000--Worldwide Express	101371741	341.65	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/16/2025	SARA001--Sarah Simkin	20137003731	525.00	Speech Case Management - April 2025	55--California Pacific Charter - Los Angeles
	5/16/2025	WORL000--Worldwide Express	101371740	220.88	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/22/2025	JASO000--Jason D. McFaul	1170158276	150.00	May Dir. Eval. Comm. 2025 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	5/22/2025	JASO000--Jason D. McFaul	1170150659	200.00	May 2025 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	5/22/2025	WILL000--William J Howard Jr.	1170161076	150.00	May Dir. Eval. Comm. 2025 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	5/22/2025	WILL000--William J Howard Jr.	1170150627	200.00	May 2025 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	5/22/2025	TANY001--Tanya Rogers	1170150620	200.00	May 2025 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	5/22/2025	KELL000--Kelly Wylie	1170150663	200.00	May 2025 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	5/22/2025	SHIR000--Shirley Peterson	1170150687	200.00	May 2025 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	5/23/2025	ANCH000--Anchor Counseling & Education Solutions, LLC	101371744	1,785.00	BIS Services - April 2025	55--California Pacific Charter - Los Angeles
	5/23/2025	ALYS001--Alyssa Ginn	101371743	457.92	Home Economics Methods Course Reimbursement - Ginn, Alyssa	55--California Pacific Charter - Los Angeles
	5/27/2025	EECS000--Effectual Educational Consulting Services	20137003755	1,316.25	School Nurse - April 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137003755	1,256.25	Vision - April 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137003755	390.00	OT - April 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137003755	175.50	APE - April 2025	55--California Pacific Charter - Los Angeles
	5/27/2025	CLIF000--Clifton Larson Allen LLP	20137003757	1,008.00	2023 Federal and State Tax Preparation 990 and CA 199	55--California Pacific Charter - Los Angeles
	5/27/2025	AIMA001--Aimara Vazquez	20137003756	49.27	Credential Reimbursement - Vazquez, Aimara	55--California Pacific Charter - Los Angeles
	5/27/2025	UKG0001--UKG	20137003752	100.03	Usage Overage Fee April 2025	55--California Pacific Charter - Los Angeles
	5/27/2025	AMAZ000--Amazon	20137003753	18.81	Office Supplies for Erika Stevens	55--California Pacific Charter - Los Angeles
	5/27/2025	AMAZ000--Amazon	20137003754	5.69	Supplies for Office	55--California Pacific Charter - Los Angeles
	5/27/2025	AMYN001--Amy Nguyen	20137003749	96.00	Health Science Methodology Course Reimbursement - Nguyen, Amy	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/2/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/27/2025	WILL000--William J Howard Jr.	20137003751	53.91	Mileage for Board Meeting 05/13/25 for William Howard	55--California Pacific Charter - Los Angeles
	5/27/2025	SHIR000--Shirley Peterson	20137003747	49.48	Mileage for Board Meeting 05/13/25 for Shirley Peterson	55--California Pacific Charter - Los Angeles
	5/27/2025	SHAN000--Shannon Green	20137003750	17.52	GREEN, SHANNON - Parking/Mileage Sacramento Capital	55--California Pacific Charter - Los Angeles
	5/27/2025	JASO000--Jason D. McFaul	20137003748	6.37	Mileage for Board Meeting 05/13/25 for Jason McFaul	55--California Pacific Charter - Los Angeles
	5/27/2025	MICH001--Michelle Ignacio	20137003746	53.75	SPED In-Person Testing - Travel - Michelle Ignacio	55--California Pacific Charter - Los Angeles
		MICH001--Michelle Ignacio	20137003746	18.03	SPED In-Person Testing - Meals - Michelle Ignacio	55--California Pacific Charter - Los Angeles
		MICH001--Michelle Ignacio	20137003746	198.00	SPED In-Person Testing - Mileage - Michelle Ignacio	55--California Pacific Charter - Los Angeles
	5/27/2025	ROMY001--Romy Fay-Mason	20137003745	54.01	Mileage & Tolls - Fay-Mason, Romy	55--California Pacific Charter - Los Angeles
	5/27/2025	ARIT001--Ari Tavakoulnia	20137003744	12.96	TB Test - Tavakoulnia, Arezou	55--California Pacific Charter - Los Angeles
		ARIT001--Ari Tavakoulnia	20137003744	4.84	TB Test Mileage - Tavakoulnia, Arezou	55--California Pacific Charter - Los Angeles
	5/27/2025	TSWT000--TSW Therapy, Inc.	20137003738	315.00	OT Assessment Services April 2025	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137003738	1,050.00	OT Services April 2025	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137003738	1,605.00	Speech Services April 2025	55--California Pacific Charter - Los Angeles
	5/27/2025	ERIK001--Erika Stevens	20137003736	95.68	LRP National Institute April 2025 Flights for Erika Stevens	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137003736	18.76	LRP National Institute April 2025 Rideshare for Erika Stevens	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137003736	59.40	LRP National Institute April 2025 Meals for Erika Stevens	55--California Pacific Charter - Los Angeles
	5/27/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137003743	216.00	Legal Services for March 2025	55--California Pacific Charter - Los Angeles
	5/27/2025	ERIC001--Ericka Zemmer	20137003737	29.47	24th Annual Leadership in Biliteracy Symposium (SDCOE) Mileage for Ericka Zemmer	55--California Pacific Charter - Los Angeles
	5/27/2025	OXFO000--Oxford Consulting Services, Inc.	20137003735	22.50	Nurse Services - April 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137003735	1,375.00	BIS Services - April 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137003735	585.36	Speech Services - April 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137003735	385.00	PT Services - April 2025	55--California Pacific Charter - Los Angeles
	5/29/2025	WORL000--Worldwide Express	101371746	1,022.85	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/29/2025	ECCI000--ECC Imaging LLC	101371745	89.76	Copier Overages Monthly - May 2025	55--California Pacific Charter - Los Angeles
	5/29/2025	AMAZ000--Amazon	20137003758	22.41	Supplies for Office	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**$ 36,776.51**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/2/2025
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/1/2025	AMAZ000--Amazon	20137003717	15.51	Supplies for Office	44--California Pacific Charter - San Diego
	5/1/2025	AMAZ000--Amazon	20137003714	13.65	Student supplies- calculators	44--California Pacific Charter - San Diego
	5/1/2025	AMAZ000--Amazon	20137003712	13.08	Office supplies- mailing supplies for CAASPP	44--California Pacific Charter - San Diego
	5/1/2025	AMAZ000--Amazon	20137003716	10.75	Office supplies- postage meter tape	44--California Pacific Charter - San Diego
	5/1/2025	AMAZ000--Amazon	20137003713	8.59	Office supplies- envelopes	44--California Pacific Charter - San Diego
	5/1/2025	AMAZ000--Amazon	20137003715	8.72	Tech Cable for Amy Nguyen - USB C Cable	44--California Pacific Charter - San Diego
	5/2/2025	ANTH001--Anthem	1223632327TC	54,450.36	Medical Premiums Monthly - May 2025	44--California Pacific Charter - San Diego
	5/2/2025	NATA000--Natalie Neal Speech Language Pathology, Inc.	101371721	1,190.00	Speech Therapy Services - March 2025	44--California Pacific Charter - San Diego
	5/2/2025	WORL000--Worldwide Express	101371719	98.87	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/2/2025	SONO000--Sonoma County Office of Education	101371717	1,953.60	Goalbook Licenses FY 24-25	44--California Pacific Charter - San Diego
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371714	1,021.33	Marketing Monthly - April 2025	44--California Pacific Charter - San Diego
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371715	948.46	Marketing Monthly - May 2025	44--California Pacific Charter - San Diego
	5/2/2025	RING000--RingCentral	20137003718	853.73	Phone Bill Monthly - April 2025	44--California Pacific Charter - San Diego
	5/2/2025	CHAR001--Charter Impact	101371716	840.00	Payroll & Retirement Services Monthly - April 2025	44--California Pacific Charter - San Diego
	5/2/2025	WORL000--Worldwide Express	101371713	144.10	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/2/2025	ALPH000--Alpha Vision, Inc.	101371718	121.28	Google Drive Back-Up Monthly - May 2025	44--California Pacific Charter - San Diego
	5/2/2025	AMAZ000--Amazon	20137003722	60.68	Shipping Supplies for Tech	44--California Pacific Charter - San Diego
	5/2/2025	STAP000--Staples	20137003721	19.45	Supplies for Office	44--California Pacific Charter - San Diego
	5/2/2025	AMAZ000--Amazon	20137003723	43.49	Tech Purchase for Shelby Sullivan	44--California Pacific Charter - San Diego
	5/2/2025	AMAZ000--Amazon	20137003725	2.39	Supplies for Office	44--California Pacific Charter - San Diego
	5/5/2025	DROP001--Dropbox	20137003728	129.60	iPad Storage Services 04/05/2025 - 06/30/2025	44--California Pacific Charter - San Diego
		DROP001--Dropbox	20137003728	388.80	iPad Storage Services 07/01/2025 - 04/04/2026	44--California Pacific Charter - San Diego
	5/5/2025	EECS000--Effectual Educational Consulting Services	20137003727	35.00	Assistive Technology March 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137003727	260.00	Occupational Therapy Services March 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137003727	409.50	School Nurse Services March 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137003727	28.75	Vision Therapy Services March 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/2/2025
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/6/2025	ARNE001--A&R Parcel Three	1264880984TC	2,560.64	Office Space Rent - May 2025	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	1264880984TC	76.51	Office Space DOE - May 2025	44--California Pacific Charter - San Diego
	5/12/2025	CULL001--Culligan	101371723	21.42	Water Cooler Rental Monthly - May 2025	44--California Pacific Charter - San Diego
	5/14/2025	NATA000--Natalie Neal Speech Language Pathology, Inc.	101371738	700.00	Speech Services - April 2025	44--California Pacific Charter - San Diego
	5/14/2025	SPEC000--Specialized Therapy Services	101371733	393.75	ERMHS Counseling Services - March 2025	44--California Pacific Charter - San Diego
		SPEC000--Specialized Therapy Services	101371733	11.60	Vision Services - March 2025	44--California Pacific Charter - San Diego
	5/14/2025	USAC000--USA Custom Pad Corp	101371728	260.09	Diploma covers for graduation	44--California Pacific Charter - San Diego
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371732	239.04	LEA Medi-Cal Billing Services Fee Monthly April 2025	44--California Pacific Charter - San Diego
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371731	228.80	LEA Medi-Cal Billing Services Fee Monthly March 2025	44--California Pacific Charter - San Diego
	5/14/2025	PART000--Partners in Special Education	101371725	240.00	APE Services - March 2025	44--California Pacific Charter - San Diego
	5/15/2025	BERK000--Berkshire Hathaway	1355786089TC	4,631.51	Worker's Comp April 2025	44--California Pacific Charter - San Diego
	5/15/2025	MAXW001--James Maxwell	101371739	34.42	NPS Mileage and Gas for Rental May 2025	44--California Pacific Charter - San Diego
		MAXW001--James Maxwell	101371739	23.98	NPS Meals May 2025	44--California Pacific Charter - San Diego
	5/16/2025	SARA001--Sarah Simkin	20137003732	1,800.00	Speech Assessment - April 2025	44--California Pacific Charter - San Diego
		SARA001--Sarah Simkin	20137003732	537.00	Speech Case Management - April 2025	44--California Pacific Charter - San Diego
	5/16/2025	WORL000--Worldwide Express	101371741	243.78	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/16/2025	WORL000--Worldwide Express	101371740	94.76	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/22/2025	JASO000--Jason D. McFaul	1170158276	150.00	May Dir. Eval. Comm. 2025 Board Stipends - JM	44--California Pacific Charter - San Diego
	5/22/2025	JASO000--Jason D. McFaul	1170150659	200.00	May 2025 Board Stipends - JM	44--California Pacific Charter - San Diego
	5/22/2025	WILL000--William J Howard Jr.	1170161076	150.00	May Dir. Eval. Comm. 2025 Board Stipends - WH	44--California Pacific Charter - San Diego
	5/22/2025	WILL000--William J Howard Jr.	1170150627	200.00	May 2025 Board Stipends - WH	44--California Pacific Charter - San Diego
	5/22/2025	TANY001--Tanya Rogers	1170150620	200.00	May 2025 Board Stipends - TR	44--California Pacific Charter - San Diego
	5/22/2025	KELL000--Kelly Wylie	1170150663	200.00	May 2025 Board Stipends - KW	44--California Pacific Charter - San Diego
	5/22/2025	SHIR000--Shirley Peterson	1170150687	200.00	May 2025 Board Stipends - SP	44--California Pacific Charter - San Diego
	5/23/2025	ALYS001--Alyssa Ginn	101371743	305.28	Home Economics Methods Course Reimbursement - Ginn, Alyssa	44--California Pacific Charter - San Diego
	5/27/2025	EECS000--Effectual Educational Consulting Services	20137003755	390.00	OT - April 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137003755	2,223.00	School Nurse - April 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137003755	28.75	Vision - April 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/2/2025
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
		EECS000--Effectual Educational Consulting Services	20137003755	35.00	Assistive Technology - April 2025	44--California Pacific Charter - San Diego
	5/27/2025	CLIF000--Clifton Larson Allen LLP	20137003757	672.00	2023 Federal and State Tax Preparation 990 and CA 199	44--California Pacific Charter - San Diego
	5/27/2025	AIMA001--Aimara Vazquez	20137003756	32.85	Credential Reimbursement - Vazquez, Aimara	44--California Pacific Charter - San Diego
	5/27/2025	UKG0001--UKG	20137003752	66.69	Usage Overage Fee April 2025	44--California Pacific Charter - San Diego
	5/27/2025	AMAZ000--Amazon	20137003753	12.54	Office Supplies for Erika Stevens	44--California Pacific Charter - San Diego
	5/27/2025	AMAZ000--Amazon	20137003754	3.80	Supplies for Office	44--California Pacific Charter - San Diego
	5/27/2025	AMYN001--Amy Nguyen	20137003749	64.00	Health Science Methodology Course Reimbursement - Nguyen, Amy	44--California Pacific Charter - San Diego
	5/27/2025	WILL000--William J Howard Jr.	20137003751	53.90	Mileage for Board Meeting 05/13/25 for William Howard	44--California Pacific Charter - San Diego
	5/27/2025	SHIR000--Shirley Peterson	20137003747	49.46	Mileage for Board Meeting 05/13/25 for Shirley Peterson	44--California Pacific Charter - San Diego
	5/27/2025	SHAN000--Shannon Green	20137003750	11.68	GREEN, SHANNON - Parking/Mileage Sacramento Capital	44--California Pacific Charter - San Diego
	5/27/2025	JASO000--Jason D. McFaul	20137003748	6.37	Mileage for Board Meeting 05/13/25 for Jason McFaul	44--California Pacific Charter - San Diego
	5/27/2025	ROMY001--Romy Fay-Mason	20137003745	36.01	Mileage & Tolls - Fay-Mason, Romy	44--California Pacific Charter - San Diego
	5/27/2025	ARIT001--Ari Tavakoulnia	20137003744	3.22	TB Test Mileage - Tavakoulnia, Arezou	44--California Pacific Charter - San Diego
		ARIT001--Ari Tavakoulnia	20137003744	8.64	TB Test - Tavakoulnia, Arezou	44--California Pacific Charter - San Diego
	5/27/2025	TSWT000--TSW Therapy, Inc.	20137003740	315.00	OT Assessment Services April 2025	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137003740	2,018.33	Speech Services April 2025	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137003740	1,015.00	OT Services April 2025	44--California Pacific Charter - San Diego
	5/27/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137003742	1,612.50	Legal Services for March 2025	44--California Pacific Charter - San Diego
	5/27/2025	ERIK001--Erika Stevens	20137003736	18.76	LRP National Institute April 2025 Rideshare for Erika Stevens	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137003736	590.46	NPS May 2025 Flights for Erika Stevens	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137003736	95.64	LRP National Institute April 2025 Flights for Erika Stevens	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137003736	59.39	LRP National Institute April 2025 Meals for Erika Stevens	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137003736	52.21	NPS May 2025 Meals for Erika Stevens	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137003736	180.66	NPS May 2025 Mileage, Gas, Car Rental for Erika Stevens	44--California Pacific Charter - San Diego
	5/27/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137003743	144.00	Legal Services for March 2025	44--California Pacific Charter - San Diego
	5/27/2025	ERIC001--Ericka Zemmer	20137003737	29.47	24th Annual Leadership in Biliteracy Symposium (SDCOE) Mileage for Ericka Zemmer	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/2/2025
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/29/2025	WORL000--Worldwide Express	101371746	891.64	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/29/2025	ECCI000--ECC Imaging LLC	101371745	59.83	Copier Overages Monthly - May 2025	44--California Pacific Charter - San Diego
	5/29/2025	GRUMMER--Sheryl Grummer	101371747	176.00	Grad Nite Ticket Refund	44--California Pacific Charter - San Diego
	5/29/2025	AMAZ000--Amazon	20137003759	8.15	Student materials for SPED student in CPC-SD	44--California Pacific Charter - San Diego
	5/29/2025	AMAZ000--Amazon	20137003758	14.93	Supplies for Office	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 87,752.15**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/2/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/1/2025	AMAZ000--Amazon	20137003717	9.69	Supplies for Office	95--California Pacific Charter - Sonoma
	5/1/2025	AMAZ000--Amazon	20137003714	8.53	Student supplies- calculators	95--California Pacific Charter - Sonoma
	5/1/2025	AMAZ000--Amazon	20137003712	8.17	Office supplies- mailing supplies for CAASPP	95--California Pacific Charter - Sonoma
	5/1/2025	AMAZ000--Amazon	20137003716	6.72	Office supplies- postage meter tape	95--California Pacific Charter - Sonoma
	5/1/2025	AMAZ000--Amazon	20137003713	5.37	Office supplies- envelopes	95--California Pacific Charter - Sonoma
	5/2/2025	NATA000--Natalie Neal Speech Language Pathology, Inc.	101371722	4,620.00	Speech Therapy Services - March 2025	95--California Pacific Charter - Sonoma
	5/2/2025	WORL000--Worldwide Express	101371719	164.71	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/2/2025	SONO000--Sonoma County Office of Education	101371717	1,221.00	Goalbook Licenses FY 24-25	95--California Pacific Charter - Sonoma
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371714	638.33	Marketing Monthly - April 2025	95--California Pacific Charter - Sonoma
	5/2/2025	ALLS001--All Systems Go Veterinary Solutions	101371715	592.79	Marketing Monthly - May 2025	95--California Pacific Charter - Sonoma
	5/2/2025	RING000--RingCentral	20137003718	533.58	Phone Bill Monthly - April 2025	95--California Pacific Charter - Sonoma
	5/2/2025	CHAR001--Charter Impact	101371716	525.00	Payroll & Retirement Services Monthly - April 2025	95--California Pacific Charter - Sonoma
	5/2/2025	WORL000--Worldwide Express	101371713	110.22	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/2/2025	ALPH000--Alpha Vision, Inc.	101371718	75.80	Google Drive Back-Up Monthly - May 2025	95--California Pacific Charter - Sonoma
	5/2/2025	COUR001--Courtney Young	20137003719	263.32	SF Exploratorium Field Trip - Mileage Young, Courtney	95--California Pacific Charter - Sonoma
		COUR001--Courtney Young	20137003719	56.10	SF Exploratorium Field Trip - Meals Young, Courtney	95--California Pacific Charter - Sonoma
	5/2/2025	AMAZ000--Amazon	20137003722	37.92	Shipping Supplies for Tech	95--California Pacific Charter - Sonoma
	5/2/2025	UNPL001--Unplug Studio LLC	20137003720	65.00	Website Hosting & Maintenance Monthly - May 2025	95--California Pacific Charter - Sonoma
	5/2/2025	STAP000--Staples	20137003721	12.16	Supplies for Office	95--California Pacific Charter - Sonoma
	5/2/2025	AMAZ000--Amazon	20137003726	42.77	Tech Purchase for Jasee Rana	95--California Pacific Charter - Sonoma
	5/2/2025	AMAZ000--Amazon	20137003724	21.76	Tech Purchase for Dana Resurreccion	95--California Pacific Charter - Sonoma
	5/2/2025	AMAZ000--Amazon	20137003725	1.49	Supplies for Office	95--California Pacific Charter - Sonoma
	5/5/2025	DROP001--Dropbox	20137003728	243.00	iPad Storage Services 07/01/2025 - 04/04/2026	95--California Pacific Charter - Sonoma
		DROP001--Dropbox	20137003728	81.00	iPad Storage Services 04/05/2025 - 06/30/2025	95--California Pacific Charter - Sonoma
	5/6/2025	ARNE001--A&R Parcel Three	1264880984TC	47.81	Office Space DOE - May 2025	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	1264880984TC	1,600.40	Office Space Rent - May 2025	95--California Pacific Charter - Sonoma
	5/12/2025	CULL001--Culligan	101371723	13.39	Water Cooler Rental Monthly - May 2025	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/2/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/13/2025	SVWC001--Sonoma Valley Woman's Club	10267	650.00	NorCal 2025 Graduation facility rental	95--California Pacific Charter - Sonoma
	5/13/2025	EECS000--Effectual Educational Consulting Services	20137003729	673.40	Occupational Therapy Services March 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003729	438.75	APE Services March 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003729	292.50	School Nurse Services March 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003729	70.00	Assistive Technology March 2025	95--California Pacific Charter - Sonoma
	5/14/2025	NATA000--Natalie Neal Speech Language Pathology, Inc.	101371737	4,305.00	Speech Services - April 2025	95--California Pacific Charter - Sonoma
	5/14/2025	LITT002--Little Hands Occupational Therapy, Inc.	101371736	675.00	OT Assessment - April 2025	95--California Pacific Charter - Sonoma
	5/14/2025	USAC000--USA Custom Pad Corp	101371728	162.56	Diploma covers for graduation	95--California Pacific Charter - Sonoma
	5/14/2025	STEP002--Stephanie Martinez	101371730	215.39	Sonoma In-Person Testing April 2025 Hotel for Stephanie Martinez	95--California Pacific Charter - Sonoma
		STEP002--Stephanie Martinez	101371730	122.25	Sonoma In-Person Testing April 2025 Meals for Stephanie Martinez	95--California Pacific Charter - Sonoma
		STEP002--Stephanie Martinez	101371730	412.23	Sonoma In-Person Testing April 2025 Rideshares & Mileage for Stephanie Martinez	95--California Pacific Charter - Sonoma
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371732	149.40	LEA Medi-Cal Billing Services Fee Monthly April 2025	95--California Pacific Charter - Sonoma
	5/14/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371731	143.00	LEA Medi-Cal Billing Services Fee Monthly March 2025	95--California Pacific Charter - Sonoma
	5/14/2025	PART000--Partners in Special Education	101371727	240.00	APE Services - March 2025	95--California Pacific Charter - Sonoma
		PART000--Partners in Special Education	101371727	240.00	APE Assessment - March 2025	95--California Pacific Charter - Sonoma
	5/16/2025	GUER000--Guerneville School District - Business Department	101371742	12,350.00	Charter Oversight Fee Q3 and Q4 24/25	95--California Pacific Charter - Sonoma
	5/16/2025	SARA001--Sarah Simkin	20137003733	813.00	Speech Case Management - April 2025	95--California Pacific Charter - Sonoma
		SARA001--Sarah Simkin	20137003733	7,600.00	Speech Assessment - April 2025	95--California Pacific Charter - Sonoma
	5/16/2025	WORL000--Worldwide Express	101371741	208.63	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/16/2025	WORL000--Worldwide Express	101371740	168.82	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/22/2025	JASO000--Jason D. McFaul	1170158276	150.00	May Dir. Eval. Comm. 2025 Board Stipends - JM	95--California Pacific Charter - Sonoma
	5/22/2025	JASO000--Jason D. McFaul	1170150659	200.00	May 2025 Board Stipends - JM	95--California Pacific Charter - Sonoma
	5/22/2025	WILL000--William J Howard Jr.	1170161076	150.00	May Dir. Eval. Comm. 2025 Board Stipends - WH	95--California Pacific Charter - Sonoma
	5/22/2025	WILL000--William J Howard Jr.	1170150627	200.00	May 2025 Board Stipends - WH	95--California Pacific Charter - Sonoma
	5/22/2025	TANY001--Tanya Rogers	1170150620	200.00	May 2025 Board Stipends - TR	95--California Pacific Charter - Sonoma
	5/22/2025	KELL000--Kelly Wylie	1170150663	200.00	May 2025 Board Stipends - KW	95--California Pacific Charter - Sonoma
	5/22/2025	SHIR000--Shirley Peterson	1170150687	200.00	May 2025 Board Stipends - SP	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/2/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	5/23/2025	ALYS001--Alyssa Ginn	101371743	190.80	Home Economics Methods Course Reimbursement - Ginn, Alyssa	95--California Pacific Charter - Sonoma
	5/27/2025	EECS000--Effectual Educational Consulting Services	20137003755	260.00	OT Services April 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003755	643.50	APE Services April 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003755	234.00	School Nurse Services April 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137003755	70.00	Assistive Technology Services April 2025	95--California Pacific Charter - Sonoma
	5/27/2025	CLIF000--Clifton Larson Allen LLP	20137003757	420.00	2023 Federal and State Tax Preparation 990 and CA 199	95--California Pacific Charter - Sonoma
	5/27/2025	AIMA001--Aimara Vazquez	20137003756	20.53	Credential Reimbursement - Vazquez, Aimara	95--California Pacific Charter - Sonoma
	5/27/2025	UKG0001--UKG	20137003752	41.68	Usage Overage Fee April 2025	95--California Pacific Charter - Sonoma
	5/27/2025	AMAZ000--Amazon	20137003753	7.84	Office Supplies for Erika Stevens	95--California Pacific Charter - Sonoma
	5/27/2025	AMAZ000--Amazon	20137003754	2.37	Supplies for Office	95--California Pacific Charter - Sonoma
	5/27/2025	AMYN001--Amy Nguyen	20137003749	40.00	Health Science Methodology Course Reimbursement - Nguyen, Amy	95--California Pacific Charter - Sonoma
	5/27/2025	WILL000--William J Howard Jr.	20137003751	53.89	Mileage for Board Meeting 05/13/25 for William Howard	95--California Pacific Charter - Sonoma
	5/27/2025	SHIR000--Shirley Peterson	20137003747	49.46	Mileage for Board Meeting 05/13/25 for Shirley Peterson	95--California Pacific Charter - Sonoma
	5/27/2025	SHAN000--Shannon Green	20137003750	7.30	GREEN, SHANNON - Parking/Mileage Sacramento Capital	95--California Pacific Charter - Sonoma
	5/27/2025	JASO000--Jason D. McFaul	20137003748	6.37	Mileage for Board Meeting 05/13/25 for Jason McFaul	95--California Pacific Charter - Sonoma
	5/27/2025	MICH001--Michelle Ignacio	20137003746	23.90	SPED In-Person Testing - Meals - Michelle Ignacio	95--California Pacific Charter - Sonoma
		MICH001--Michelle Ignacio	20137003746	262.46	SPED In-Person Testing - Mileage - Michelle Ignacio	95--California Pacific Charter - Sonoma
		MICH001--Michelle Ignacio	20137003746	71.25	SPED In-Person Testing - Travel - Michelle Ignacio	95--California Pacific Charter - Sonoma
	5/27/2025	ROMY001--Romy Fay-Mason	20137003745	22.50	Mileage & Tolls - Fay-Mason, Romy	95--California Pacific Charter - Sonoma
	5/27/2025	ARIT001--Ari Tavakoulnia	20137003744	5.40	TB Test - Tavakoulnia, Arezou	95--California Pacific Charter - Sonoma
		ARIT001--Ari Tavakoulnia	20137003744	2.02	TB Test Mileage - Tavakoulnia, Arezou	95--California Pacific Charter - Sonoma
	5/27/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137003741	5,400.00	Legal Services for March 2025	95--California Pacific Charter - Sonoma
	5/27/2025	TSWT000--TSW Therapy, Inc.	20137003739	1,310.00	Speech Services April 2025	95--California Pacific Charter - Sonoma
		TSWT000--TSW Therapy, Inc.	20137003739	315.00	OT Assessment Services April 2025	95--California Pacific Charter - Sonoma
		TSWT000--TSW Therapy, Inc.	20137003739	1,540.00	OT Services April 2025	95--California Pacific Charter - Sonoma
	5/27/2025	ERIK001--Erika Stevens	20137003736	59.38	LRP National Institute April 2025 Meals for Erika Stevens	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137003736	95.65	LRP National Institute April 2025 Flights for Erika Stevens	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
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Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
		ERIK001--Erika Stevens	20137003736	18.75	LRP National Institute April 2025 Rideshare for Erika Stevens	95--California Pacific Charter - Sonoma
	5/27/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137003743	90.00	Legal Services for March 2025	95--California Pacific Charter - Sonoma
	5/27/2025	ERIC001--Ericka Zemmer	20137003737	29.46	24th Annual Leadership in Biliteracy Symposium (SDCOE) Mileage for Ericka Zemmer	95--California Pacific Charter - Sonoma
	5/27/2025	OXFO000--Oxford Consulting Services, Inc.	20137003734	540.00	OT Services - April 2025	95--California Pacific Charter - Sonoma
	5/29/2025	WORL000--Worldwide Express	101371746	405.10	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/29/2025	ECCI000--ECC Imaging LLC	101371745	37.40	Copier Overages Monthly - May 2025	95--California Pacific Charter - Sonoma
	5/29/2025	AMAZ000--Amazon	20137003758	9.34	Supplies for Office	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 54,521.31**		

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	06/24/2025
AMOUNT DUE	$49,636.24
CURRENT BALANCE	$49,636.24

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

** 0000000

5563757900100937049636240496362 48

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	05-30-25
CREDIT LIMIT	100,000
AVAILABLE CREDIT	50,364

FOR CUSTOMER SERVICE CALL:
1-800-316-6056

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

SEND BILLING INQUIRIES TO:

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

PREVIOUS BALANCE	41,990.68
PURCHASES AND OTHER CHARGES	50,042.24
CASH ADVANCES	.00
CREDITS	406.00
PAYMENTS	41,990.68-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**49,636.24**
TOTAL PAYMENT DUE	49,636.24
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$41,990.68CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-23	05-23	75405015143000000000389	PAYMENT RECEIVED -- THANK YOU	41,990.68 PY

INDIVIDUAL CARDHOLDER ACTIVITY

CHRISTINE FEHER
5563-7500-1511-9595

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$32,057.47	$0.00	$32,057.47

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-02	05-01	15270215121001549997093	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	8,014.93
05-12	05-12	12302025132000401126089	MICROSOFT*ADS-F1083MWA LAS VEGAS NV	42.54
05-12	05-10	15270215130001437253095	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
05-22	05-22	15270215142000869255095	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
			Total Purchasing Activity	$32,057.47

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$406.00	$17,984.77	$0.00	$17,578.77

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	82305095121500018997661	STAMPLI FOR 4-2025 MOUNTAIN VIEW CA	1,310.25
05-01	04-30	82711165121500003389451	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
05-01	04-30	88971455121500000091743	TYPEFORM, S.L. BARCELONA B	22.50
05-06	05-05	55432865125200643567054	CORWIN *LEARNING 805-410-7129 CA P.O.S.: AW1C0E37D829 SALES TAX: 0.00	299.00
05-07	05-06	25247805126001040030321	CITY OF ANTIOCH ANTIOCH CA	200.00 CR
05-07	05-06	55480775126102611004055	ONTIMETEL DIALMYCALLS JUPITER FL	22.03
05-08	05-07	55432865127201319055315	CORWIN *LEARNING 805-410-7129 CA P.O.S.: AP1C9D01BE2A SALES TAX: 0.00	299.00
05-08	05-07	57540245127744365383412	CUSTOMINK LLC 8002934232 VA P.O.S.: 16009422 SALES TAX: 63.50	698.50
05-09	05-08	85130485128900011702763	TOWN OF YUCCA VALLEY YUCCA VALLEY CA	206.00 CR
05-13	05-12	55480775132104582004868	ONTIMETEL DIALMYCALLS JUPITER FL	50.57
05-13	05-12	55480775132104582005956	ONTIMETEL DIALMYCALLS JUPITER FL	36.00
05-14	05-13	55432865133203369655376	AWL*PEARSON CONFERENCE 480-457-6015 AZ P.O.S.: AJ1C5B617F04 SALES TAX: 0.00	50.00

Continued on next page
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ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-15	05-14	55432865134203751625721	ABB*BOUDIN CATERING 415-283-1230 CA	100.24
05-15	05-14	82711165134500017573707	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA	20.00
05-16	05-15	55432865135204077317448	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
05-16	05-14	85504995135900019318775	ASHA ROCKVILLE MD P.O.S.: 32266 SALES TAX: 0.00	144.00
05-19	05-14	85353355136519166058634	PAYPAL *VENTRIS LEA 8884396699 WI P.O.S.: 7V462472DA660460J SALES TAX: 0.00	326.97
05-20	05-19	02653905140600152365288	GRADUATION SOURCE LLC GREENWICH CT	167.76
05-20	05-19	55432865139205317942735	MYFAX SERVICE 866-563-9212 CA	12.00
05-28	05-27	02653905148600102219470	GRADUATION SOURCE LLC GREENWICH CT	40.66
05-28	05-27	55432865147208104991287	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 29503385 SALES TAX: 27.10	492.75
05-28	05-27	82711165148500005024378	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
			Total Purchasing Activity	$4,039.53

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	52704875120197148034592	HOLIDAY INN EXPRESS BAKERSFIELD CA 1717778 ARRIVAL: 04-28-25	149.25
05-01	04-29	52704875120197148034642	HOLIDAY INN EXPRESS BAKERSFIELD CA 1714271 ARRIVAL: 04-29-25	250.00
05-02	05-01	05227025122500303208453	LUX BUS AMERICA ANAHEIM CA	2,362.00
05-02	05-01	52653845121714390114238	FACILITRON, INC. 8002722962 CA	2,356.74
05-02	04-30	55432865121202094978081	SHERATON PHOENIX DWNTN PHOENIX AZ 209190 ARRIVAL: 04-27-25	976.79
05-05	05-02	52704875123199216000999	HOLIDAY INN EXPRESS BRENTWOOD CA 456071 ARRIVAL: 05-01-25	190.99
05-05	05-01	65180135122051600087592	HILTON GARDEN INN APRT SANTA ROSA CA 335851 ARRIVAL: 04-30-25	200.32
05-07	05-05	55436875126261265665174	HILTON ORANGE CNTY COS COSTA MESA CA 2027181 ARRIVAL: 05-05-25	92.11
05-12	05-08	55432865129201990346536	SOUTHWES 5262342911108 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 07-28-25 P.O.S.: SALES TAX: $0.00 SMF WN F SAN	123.31
05-12	05-08	55432865129201990346544	SOUTHWES 5262342911178 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 08-13-25 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN U SMF	276.87
05-12	05-08	55432865129201990346551	SOUTHWES 5262342911077 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 06-10-25 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN U SMF	260.46

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-12	05-08	55432865129201990346569	SOUTHWES 5262342911143 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 07-30-25 P.O.S.: SALES TAX: $0.00 SNA WN U SMF	130.23
05-12	05-09	85369435130692404437379	TOWN AND COUNTRY - LOD SAN DIEGO CA 0000089734 ARRIVAL: 05-07-25	8.66
05-16	05-14	52704875135206865250241	HOLIDAY INN DIAMOND BA DIAMOND BAR CA 2190502 ARRIVAL: 05-13-25	188.76
05-16	05-14	55310205135206916023208	CHOICE COUNTRY INN & S ONTARIO CA 0810645288 ARRIVAL: 05-13-25	0.50
05-16	05-14	55546505135339611360564	AIRTEL PLAZA HOTEL VAN NUYS CA 7014276 ARRIVAL: 05-28-25	259.01
05-19	05-15	55432865136204351606028	SOUTHWES 5262345338656 800-435-9792 TX KINDEM/MARYEL HARRIS DEPART: 08-14-25 P.O.S.: SALES TAX: $0.00 PHX WN F SNA WN G PHX	410.97
05-19	05-16	55432865137204640067981	UNITED 01624872084570 UNITED.COM TX CAMPBELL/VICTORIANIC DEPART: 08-13-25 P.O.S.: SALES TAX: $0.00 RDD UA S SFO UA S SNA UA S SFO UA S RDD	501.97
05-20	05-18	55432865139205394767351	COURTYARD BY MARRIOTT LAKE FOREST CA KB F22 ARRIVAL: 05-05-25	317.34
05-22	05-20	55432865141205935015795	TST*VOX KITCHEN - SOUT COSTA MESA CA P.O.S.: aIDt2OaWABqdsn1tF SALES TAX: 15.50	251.50
05-23	05-21	55432865142206371592916	SOUTHWES 5262347513763 800-435-9792 TX HAWCK/KATHERINE BERR DEPART: 06-09-25 P.O.S.: SALES TAX: $0.00 CMH WN I LAS WN I LGB WN S MDW WN S CMH	457.36
05-23	05-21	55432865142206371592924	SOUTHWES 5262347560509 800-435-9792 TX DELCONTE/ELIZABETH M DEPART: 08-13-25 P.O.S.: SALES TAX: $0.00 SMF WN Z SNA WN G SMF	422.96
05-26	05-22	52704875143212141676746	DLR CORN DOG CASTLE ANAHEIM CA	11.41
05-26	05-22	52704875143212142077027	DLR PYM TESTKITCHEN ANAHEIM CA	79.75
05-28	05-27	55436875148171483130196	HILTON HOTELS PALM SPRINGS CA 993176 ARRIVAL: 05-27-25	287.67
05-28	05-27	55436875148171483130204	HILTON HOTELS PALM SPRINGS CA 993179 ARRIVAL: 05-27-25	287.67
05-28	05-27	55436875148171483130857	HILTON HOTELS PALM SPRINGS CA 993180 ARRIVAL: 05-27-25	287.67
05-28	05-27	55436875148171483131699	HILTON HOTELS PALM SPRINGS CA 993177 ARRIVAL: 05-27-25	287.67
05-28	05-27	55436875148171483131707	HILTON HOTELS PALM SPRINGS CA 993178 ARRIVAL: 05-27-25	287.67
05-29	05-27	55432865148208383226032	SOUTHWES 5262349523951 800-435-9792 TX HESS/HOLLY LYN DEPART: 08-13-25 P.O.S.: SALES TAX: $0.00 SMF WN Z SNA WN G SMF	442.96

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-30	05-28	52704875149215744000184	HYATT REGENCY SONOMA W SANTA ROSA CA 20136141 ARRIVAL: 05-29-25	194.84
05-30	05-28	52704875149215744000192	HYATT REGENCY SONOMA W SANTA ROSA CA 20103552 ARRIVAL: 05-29-25	194.84
05-30	05-27	52704875149215754000017	HOLIDAY INN WEST COVIN WEST COVINA CA 16255067 ARRIVAL: 05-27-25	279.99
05-30	05-28	55432865149208701328592	SOUTHWES 5262350091055 800-435-9792 TX GINN/ALYSSA LYNN DEPART: 08-14-25 P.O.S.: SALES TAX: $0.00 OAK WN A SNA WN Z OAK	11.01
05-30	05-28	55432865149208701328600	SOUTHWES 5262350090705 800-435-9792 TX GINN/ALYSSA LYNN DEPART: 08-13-25 P.O.S.: SALES TAX: $0.00 OAK WN J SNA WN Z OAK	382.95
			Total Travel Activity	$13,224.20

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-08	05-07	55432865127201277850541	APPLE.COM/BILL 866-712-7753 CA	149.99
05-16	05-15	87021305135500008206304	ULTIMATE SLP FARMINGTON CT	12.95
05-19	05-17	12302025137000702125074	MAILCHIMP ATLANTA GA	61.62
05-23	05-22	82305095143500005477838	SP READING LEAGUE SYRACUSE NY	45.24
05-26	05-22	85353355143520354371020	READING LEA 3153622620 NY P.O.S.: 5AT82725C3944862T SALES TAX: 0.00	45.24
			Total Miscellaneous Activity	$315.04

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 7.A **Date:** June 10, 2025

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

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

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

Background: California Pacific Charter Schools has maintained membership with the California Charter Schools Association (CCSA) to stay connected to a statewide network of charter schools and benefit from advocacy, legal support, and professional development resources. CCSA plays a critical role in promoting and protecting the charter school movement in California, including legislative representation, legal defense, public relations, and strategic initiatives to support charter autonomy and accountability.

Justification: Renewing our annual membership with CCSA ensures continued access to critical resources and up-to-date information on changes in law and policy that impact our operations. Through membership, CalPac also gains access to:

- Statewide advocacy and legal updates relevant to independent study and non-classroom-based schools.
- Professional learning opportunities and leadership development for administrators and board members.
- Representation in state-level policy discussions and support during legislative challenges.
- Access to charter-specific resources, research, and communications tools.

Recommendation: It is recommended the Board approve California Charter School Association (CCSA) Membership for 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: $13,760.00
Annual membership dues are calculated based on enrollment and are included in the approved budget under professional memberships and services.

5. Item: Approval of Special Education Master Contract for Vendor Services 2025-2026

Background: The 2025–2026 Special Education Master Contract establishes the agreement between California Pacific Charter Schools and certified Nonpublic, Nonsectarian Schools/Agencies (NPS/NPA) for the delivery of special education and related services. This contract outlines legal, educational, and compliance requirements aligned with state and federal regulations and applies only when accompanied by an approved Individual Service Agreement (ISA) for each student. Approval ensures continued access to specialized services for students with exceptional needs. This Master Contract has been developed by the Sonoma County Charter SELPA and requires board approval.

Recommendation: It is recommended the Board approve the Special Education Master Contract for Vendor Services 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: None

California Charter Schools Association
PO Box 86087 Los Angeles, CA 90086 • www.ccsa.org

Attn: Accounts Payable
California Pacific Charter Schools
940 South Coast Drive
Costa Mesa, CA 92626

Membership Invoice

Date		**Member ID**	
5/20/2025		A-06276	
Member Type	**Expiration Date**	**Due Date**	
C-Charter School	6/30/2026		
Description		**Number of Students**	**Amount**
A-05404	California Pacific Charter - Sonoma Charter School Membership Dues	152	$2,432.00
A-11527	California Pacific Charter- Los Angeles Charter School Membership Dues	428	$6,848.00
A-11535	California Pacific Charter Schools - San Diego Charter School Membership Dues	280	$4,480.00
		Total Amount Due:	**$13,760.00**
		Amount Paid:	$0.00

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

REMITTANCE STUB
(Please Return)

Initial Billing Membership through 6/30/2025 at the rate of $16.50 a student.

Please make checks payable to the California Charter Schools Association. Mail or fax payment to:

California Charter Schools Association
PO Box 86087 Los Angeles, CA 90086

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

Member ID: A-06276
California Pacific Charter Schools
940 South Coast Drive
Costa Mesa, CA 92626

Pay by Wire:
City National Bank
Account #: 401599800
Account Name: California Charter Schools Association
Bank Routing #: 122016066
Swift Code: CINAUS6L

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026

This version of the Master Contract constitutes an individual agreement between the Local Education Agency (LEA) and the Nonpublic School/Agency (NPS/A). The Sonoma County SELPA and the Sonoma County Charter SELPA are not parties to this agreement and assume no legal responsibility or obligation for the terms, enforcement, or execution of this contract. All responsibilities, liabilities, and obligations arising from the use and implementation of this agreement rest solely with the contracting LEA and NPS/A.

MASTER CONTRACT
GENERAL AGREEMENT FOR NON-SECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA:

Contract Year: 2025 -2026

Nonpublic School:

Nonpublic Agency:

Type of Contract:

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

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

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

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

TABLE OF CONTENTS

I. GENERAL PROVISIONS **Page**

1. MASTER CONTRACT ……. **5**
2. CERTIFICATION AND LICENSES …..…… **5-6**
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS ……..…….…….. **6**
4. TERM OF MASTER CONTRACT ……...……...…… **6-7**
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION ……..…….. **7**
6. INDIVIDUAL SERVICES AGREEMENT; EXHIBIT B …..……...…… **7-8**
7. DEFINITIONS ……...…… **8-9**

II. ADMINISTRATION OF CONTRACT

8. NOTICES …...…….. **9**
9. MAINTENANCE OF RECORDS ……..…….. **9-10**
10. SEVERABILITY CLAUSE …..…….. **10**
11. SUCCESSORS IN INTEREST ……...…… **10**
12. VENUE AND GOVERNING LAW ……... **10**
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES ……...…….. **11**
14. TERMINATION …… **11**
15. INSURANCE ……..…… **11-13**
16. INDEMNIFICATION AND HOLD HARMLESS ..……..……... **13**
17. INDEPENDENT CONTRACTOR ……..…… **13**
18. SUBCONTRACTING ……..……... **13-14**
19. CONFLICTS OF INTEREST …….. **14**
20. NON-DISCRIMINATION ……..…….. **15**

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE) ……..…… **15**
22. GENERAL PROGRAM OF INSTRUCTION …… **15-16**
23. INSTRUCTIONAL MINUTES ……... **16**
24. CLASS SIZE ……..…… **17**
25. CALENDARS ……..……..…….. **17-18**
26. DATA REPORTING …….. **18**
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT ……...…… **18**
28. STATEWIDE ACHIEVEMENT TESTING ……..…… **18-19**
29. MANDATED ATTENDANCE AT LEA MEETINGS ……..…….. **19**
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ……..…….. **19-21**
31. STUDENT DISCIPLINE ……..……..…….. **21**
32. IEP TEAM MEETINGS ……...…… **22**
33. SURROGATE PARENTS AND FOSTER YOUTH ……..…… **22**
34. DUE PROCESS PROCEEDINGS ……..…… **22-23**
35. COMPLAINT PROCEDURES ……...…… **23**
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS ...…… **23-24**
37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS ……..… **24**
38. STUDENT CHANGE OF RESIDENCE ……..……...…… **24**
39. WITHDRAWAL OF STUDENT FROM PROGRAM ……..……...…… **25**

40. PARENT ACCESS ……..…… **25**
41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS (LCI)
AND RESIDENTIAL TREATMENT CENTER CONTRACTORS (RTC) …..…… **25-26**
42. STATE MEAL MANDATE …… **26**
43. MONITORING ……..……..….. **26-27**

IV. PERSONNEL
44. CLEARANCE REQUIREMENTS …….. **28**
45. STAFF QUALIFICATIONS ……...…… **28-29**
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS ...…….. **29**
47. STAFF ABSENCE …… **29-30**
48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR
SCHOOL-RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME …..…… **30**

V. HEALTH AND SAFETY MANDATES
49. HEALTH AND SAFETY ……..…….. **30**
50. FACILITIES AND FACILITIES MODIFICATIONS ……... **30**
51. ADMINISTRATION OF MEDICATION …… **30-31**
52. INCIDENT/ACCIDENT REPORTING ...…….. **31**
53. CHILD ABUSE REPORTING ……...…… **31**
54. SEXUAL HARASSMENT ...…….. **31**
55. REPORTING OF MISSING CHILDREN ……..…… **31**

VI. FINANCIAL
56. ENROLLMENT, CONTRACTING, SERVICE TRACKING,
ATTENDANCE REPORTING AND BILLING PROCEDURES ..……..…….. **32-33**
57. RIGHT TO WITHHOLD PAYMENT ...…… **33-34**
58. PAYMENT FROM OUTSIDE AGENCIES ……..…… **34**
59. PAYMENT FOR ABSENCES ……..…… **34-36**
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY …… **36**
61. INSPECTION AND AUDIT ….…… **36-37**
62. RATE SCHEDULE …..…… **37**
63. DEBARMENT CERTIFICATION ……..…… **37-38**

EXHIBIT A: 2025-2026 RATES

EXHIBIT B: 2025-2026 ISA

2025 -2026

Local Education Agency: California Pacific Charter Schools (Los Angeles, San Diego, Sonoma)

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "*Contract*") is entered into on August 1, 2025, between, **California Pacific Charter Schools (Los Angeles, San Diego, Sonoma)** hereinafter referred to as the local educational agency ("LEA"), a member of the Sonoma County SELPA, and **Name of NPS/A.** (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

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

CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification, and in Section 24 of the Master Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from August 1, 2025 – July 31, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to July 31, 2026. (Title 5 California Code of Regulations section 3062 (d)). In the event the contract negotiations are not agreed to by July 31, 2026, the most recently executed Master Contract will remain in effect for 90 days (Title 5 California Code of Regulations section 3062(d)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

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

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

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

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

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

LEA requirements concerning changes in placement.

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

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

e. The term **"**license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

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

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

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

g. The term "days" means calendar days unless otherwise specified.

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

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

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

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years

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

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

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the

County where the LEA is located.

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

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

14. TERMINATION

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

15. INSURANCE

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

PART I- INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:
$2,000,000 per occurrence $ 500,000 fire damage $ 5,000 medical expenses $1,000,000 personal & adv. injury $3,000,000 general aggregate $2,000,000 products/completed operations aggregate.
The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

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

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.
If no owned automobiles, then only hired and non-owned is required.
If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with

State of California auto insurance requirements.

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

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

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

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

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

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

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows: $3,000,000 per Occurrence and $6,000,000 in General Aggregate.
The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

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

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of

coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

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

16. INDEMNIFICATION AND HOLD HARMLESS

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

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

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

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

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

19. CONFLICTS OF INTEREST

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

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

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

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

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

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

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

22. GENERAL PROGRAM OF INSTRUCTION

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

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

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

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

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

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

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

23. INSTRUCTIONAL MINUTES

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

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

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

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

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

24. CLASS SIZE

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

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

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

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

25. CALENDARS

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

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

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

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

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

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

26. DATA REPORTING

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

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

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

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

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

restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

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

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

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

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

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

CONTRACTOR shall comply with Education Code section 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

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

7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

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

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any

part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

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

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

IEP Team Meetings. Where a contractor (i.e., a non-employee) of the provider of related services to a student pursuant to an IEP is a member of the IEP team and requested to be present at an IEP team meeting, LEA shall be responsible for charges due for that provider's contractor in attendance at the IEP meeting in accordance with the Rate Schedule, (Exhibit A) in the Master Agreement. The rate for such attendance shall be at the individual rate if more than one rate is listed in the Rate Schedule (Exhibit A).

33. SURROGATE PARENTS AND FOSTER YOUTH

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

34. DUE PROCESS PROCEEDINGS

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

35. COMPLAINT PROCEDURES

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

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly. Or as required by a pupil's IEP.

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

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

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR

perform such additional assessments. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA and at the LEA's sole discretion.

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

CONTRACTOR shall not charge the student's parent(s) for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS

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

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

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

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

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043 (h))

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence,

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

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

39. WITHDRAWAL OF STUDENT FROM PROGRAM

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

40. PARENT ACCESS

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

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

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

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

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

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

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

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

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

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

42. STATE MEAL MANDATE

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

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

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

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

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

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

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent") through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing

service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

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

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

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

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making towards the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

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

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

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

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students in person or virtually until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who

may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon requests, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2 CONTRACTOR shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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

45. STAFF QUALIFICATIONS

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

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

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

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of

study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

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

46. VERIFICATION OF LICENSES, CREDENTIALS & OTHER DOCUMENTS

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

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

47. STAFF ABSENCE

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

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

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation

evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

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

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

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

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

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

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

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by

Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

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

52. INCIDENT/ACCIDENT REPORTING

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

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere

to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

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

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

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

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

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

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

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

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in

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

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

57. RIGHT TO WITHHOLD PAYMENT

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

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

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

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate

action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

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

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Excused Absence Method

A. LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year (i.e., semester), unless a written time extension is granted by LEA. No more than three of the 8 cumulative absences shall be unexcused. Reimbursements for Related Services cannot be claimed except in the case of a Bundled tuition rate.

B. On the 4th consecutive day of a pupil's absence, CONTRACTOR shall notify LEA of such absence. If CONTRACTOR fails to provide such notice by the 4th day of consecutive absence, CONTRACTOR shall not be compensated for services delivered during continuing absence after the 4th consecutive day of excused absence.

C. All excused absences must be verified and a copy must be submitted to LEA with the monthly invoice. All documentation must be kept for at least five (5) years from the date of origination.

D. Only the individuals listed below may verify the reason for absence:
   1. School or public health nurse
   2. Physician
   3. Principal
   4. Teacher
   5. School employee assigned to make such verification
   6. Student eighteen years of age or over
   7. Parent

E. Any reasonable method which established the reason for the absence may be used:
   1. Written note from parent, guardian, representative or adult pupil (over 18 or emancipated)
   2. Telephone conversation with parent, guardian, representative, or adult pupil (over 18 or emancipated)

F. Standards for excused absences are defined in the education code. Contractor is responsible for verification of excused absence in accordance with current requirements.

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

STUDENT ABSENCES AS IT RELATES TO ENHANCED STAFFING (1:1 AIDES)

To the extent an absent student is supported by instructional assistance or behavior intervention (enhanced staffing), LEA shall compensate CONTRACTOR for the daily rate for the enhanced staffing assistance for each day of absence in accordance with Section 59.A of the Master Contract in which it states, "LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of

the school year, (i.e. semester), unless the LEA grants a written time extension. No more than three of the 8 cumulative absences shall be unexcused.

NONPUBLIC AGENCY STAFF ABSENCE

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

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than forty-eight hours (48) after the service day of the student's absence.

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

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

a) If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

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

c) LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

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

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books,

records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

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

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

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

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

62. RATE SCHEDULE; EXHIBIT A

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

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

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

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of August, 2025 and terminates at 5:00 P.M. on July 31, 2026, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____	**By:** _____
Signature Date	**Signature Date**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
	Christine Feher - Superintendent
Name and Title	**Name and Title** **California Pacific Charter Schools**
Nonpublic School/Agency/Related Service Provider	**LEA**
	940 South Coast Drive, Suite 185
Address	**Address** **Costa Mesa, CA 92626**
City State Zip	**City State Zip** **855-225-7227**
Phone Fax	**Phone Fax** **cfeher@cal-pacs.org**
Email	**Email**

Exhibit B: Individual Service Agreement (ISA)

Nonpublic School/Agency: _____

Local Education Agency: _____

Case Manager: _____

Pupil's Name: Sex: ☐**M** ☐**F** Birthdate: Grade: Primary Disability:

Residential Setting: ☒**HOME** ☐**FOSTER** ☐**LCI** Parent/Guardian's Name: _____

Pupil's Address: _____ Parent Phone & Email: _____

All terms and conditions of the current Sonoma County Special Education Local Planning Area Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the "Contract," are incorporated herein by this reference. Contractor will implement the pupil's Individualized Education Program (IEP) in accordance with this Individual Service Agreement (ISA) and the Contract. Invoices shall be submitted based on actual service provided and attendance standards in the Contract.

SERVICE	SERVICE START DATE	MASTER CONTRACT RATE	DURATION-MINUTES PER SESSION	Frequency Times per Week or Month	WEEK MONTH OR YEAR	Estimate of ISA Service Sessions	or	HOURS PER YEAR	ESTIMATED TOTAL = Cost per hour x estimated service hours or sessions
1.		$0.00							$0.00
2.		$0.00							$0.00
									$0.00
4.									
5.		$0.00			N/A				$0.00
6.		$0.00			N/A				$0.00
7.		$0.00			N/A				$0.00
8.		$0.00			N/A				$0.00
9.		$0.00			N/A				$0.00
10.		$0.00			N/A				$0.00
11.		$0.00			N/A				$0.00
12.		$0.00			N/A				$0.00
13.		$0.00			N/A				$0.00
14.		$0.00			N/A				$0.00
									$0.00

The parties hereto agree to comply with the terms of the Master Contract & hereby execute this ISA by and through their duly authorized agents or representatives.

Nonpublic Agency:

(Authorized Signature) (Date)

Phone

Local Educational Agency:

(Authorized Signature) (Date)

Phone

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: B. Consent - Personnel Services
Purpose:
Submitted by:
Related Material: Special Education Program Specialist Board Approved June 2025.pdf

Special Education Program Specialist

Job Description

Reports To:	Assistant Director of Special Education
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Certificated Administrator - Coordinator/Program Specialist
Work Schedule:	220 days
Location:	Onsite and Remote Office

Position Summary

The Special Education Program Specialist provides overall program and technical assistance to staff in the area of special education; oversees and trains instructional support staff; provides and coordinates staff development in one or more areas of expertise; provides assistance in appropriate placement of individuals with special needs; monitors the implementation of special education services; assists with program development; and relieves the Assistant Director of Special Education of administrative support responsibilities to ensure compliance.

Minimum Qualifications

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

- Five (5) or more years of successful teaching experience with an emphasis on serving students with special needs.
- Experience in charter schools and non-classroom-based settings is highly desirable.
- Experience in a lead or supervisory capacity with responsibility for staff development, coaching, and administrative duties.
- A valid, current, and appropriate California Special Education credential. A copy of credential to be provided at the time of hire and kept current for the duration of the assignment.
- A valid California Administrative Services credential or enrolled in an administrative credential program with continued progress toward completion is required.
- Master's degree in a related educational service area.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General Skills

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

Essential Duties and Responsibilities

1. In coordination with the schools' leadership team, plan programs, coordinate curricular resources, and assist in evaluating the effectiveness of programs for individuals with exceptional needs.
2. Observe, consult with, and provide work direction to Education Specialists, instructional support personnel, and service providers.
3. Assist in planning and implementation of staff development, program development, and innovation of special methods and approaches for working with students with IEPs
4. Participate as a member of the IEP team as appropriate; support staff to prepare for IEP meetings that deal with eligibility, change of placement, dismissals, interim placements, additional assessments, and re-evaluations as necessary.
5. Assist special education personnel in implementing and coordinating the services in the IEP.
6. Responsible for monitoring curriculum, materials, and methodology used by Education Specialists in the support of identified students; serve as a resource in the identification, selection, and use of instructional materials, curriculum strategies, and methodologies.
7. Develop plans and actions driven by data to support students through a collaborative model using research-based practices.
8. Provide case management for students served in non-public schools (NPS).
9. Provide case management and specialized academic instruction (SAI) as needed.
10. Assist in the articulation of special education programs between TK-12 grades.
11. Act as a liaison for parents regarding special education services and programs; consult with parents to increase the probability of their meaningful participation in their student's IEP.
12. Assist with the selection, retention, and separation of staff for special education positions; provide feedback regarding staff performance and support in the training and evaluation of assigned personnel.
13. Maintain knowledge of current laws and regulations pertaining to fair hearing materials.
14. Attend and conduct a variety of meetings as assigned; represent the school at a variety of events; attend Board of Directors meetings as needed; participate on assigned committees; serve on expulsion panels; make oral presentations; attend SELPA meetings representing the schools' interests.
15. Develop, organize, and maintain detailed student data and documentation related to special education students and services.
16. Complete administrative tasks with accuracy and timeliness, including drafting legally

compliant Prior Written Notices (PWNs), reviewing IEP documentation, and supporting compliance monitoring efforts.

17. Assist administration in the planning and coordination of a variety of programs and services related to assigned areas including community social services, nursing services, outreach program, schools' intervention/at-promise programs, transition partnership programs, and summer programs.
18. Ensures proper maintenance and confidentiality of student records and files referred to for services in the program.
19. Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; communicate with parents to resolve difficult issues or concerns.
20. Maintain professional competence through professional development via numerous educational activities; attend and participate in a variety of assigned meetings, conferences, training and/or special events.

Supervisory Responsibilities

- May supervise, coordinate, and evaluate assigned staff.
- Participate in interviews and selection of employees.
- Recommends selection, reassignment, disciplinary action, and termination.
- Carries out supervisory responsibilities in accordance with the school's policies and applicable laws.

Other Duties:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Participate in marketing events and/or additional activities held by the school such as graduation ceremonies.
- Assist the leadership team with planning yearly professional development for staff.
- Respond to all school-related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Perform other related duties as assigned.
- May be required to travel.

Knowledge and Abilities

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

- Federal and State laws and regulations surrounding the provision of special education services

and district policies and procedures
- Strong content and subject-matter knowledge
- California Common Core State Standards
- Principles, theories, techniques, and strategies pertaining to the teaching and instruction of students with special needs
- Educational trends and research findings pertaining to students with disabilities
- Behavior management and behavior shaping strategies
- Ability to effectively support students with meeting or exceeding current IEP goals
- Strong written and verbal communication skills
- Excellent organization and time-management skills, and ability to multitask
- Excellent writing and grammar skills
- Use technology in an effective manner for communicating, analyzing, and reporting
- Establish and maintain collaborative working relationships with all stakeholders

Use of Computer Technology

To perform this job successfully, an individual must be proficient utilizing assigned software, web-based applications including Google Suite, Microsoft Office applications, and a variety of other online programs, the student information system and Special Education Information System (SEIS); have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails and requests in a timely manner.

Physical Demands

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

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

Work Environment

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

required. This position is a virtual position working from a home office. Must have ability to travel throughout the school year within and between assigned geographic areas to support students, attend regularly scheduled meetings, proctor state exams and participate in school activities and orientations.

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

Hazards

- Contact with dissatisfied individuals.

Employee Acknowledgement

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

_____	_____	_____
Employee Signature	Printed Name	Date

Coversheet

Consent - Policy Development

Section: VII. Consent
Item: C. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material: BUS CPCS Consent Instuction Policies 6.10.25.pdf
CPCS - 6040 Local Assessment Policy.pdf
CPCS - 6040 Local Assessment Policy_redline_6.10.25.pdf
CPCS- 6210 Graduation Policy.pdf
CPCS- 6210 Graduation Policy_redline_6.10.25.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 7.C **Date:** June 10, 2025

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

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

4. Item: Approval of existing board policies reviewed and revised by staff for the 2024-2025 School Year.

Background:
It is recommended that the board approve the following policy as presented to ensure adherence to State and Federal laws related to business and non-instructional services.

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

6000 Series - Instruction
6040 - CPCS Local Assessment Policy

- Basic grammar, spelling, and punctuation corrected
- Replaced “Director” with “Superintendent”
- Added details about the information that could be included in the education record.
- Amended the policy to include the new mandatory Reading Difficulties Screener (EC Section 53008)

6210 - CPCS Graduation Policy

- Replaced “Director” with “Superintendent”
- Amended the policy to include clarifying verbiage around the new Alternative Diploma pathway for Special Education students (EC Section 51225.31)

Fiscal Impact: None

LOCAL ASSESSMENT POLICY

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

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

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

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

Purpose

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

Local Assessment

Overview

CPCS uses Renaissance STAR as its State Board of Education (SBE) approved local assessment. This assessment targets student academic performance in math and reading for screening, progress monitoring, and instructional planning. It is a web-based computer adaptive assessment platform that adjusts to individual student performance and helps assess true levels of ability.

Powered by BoardOnTrack

LOCAL ASSESSMENT POLICY

Each assessment test pinpoints a student's needs down to the sub-skill and standard domain level in math and English language arts.

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

Grade Levels Required to Test

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

No Opt Out for Local Assessments

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

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

Local Assessment Schedule

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

LOCAL ASSESSMENT POLICY

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

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

Late Enrollment Students

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

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

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

LOCAL ASSESSMENT POLICY

Local Assessment Results Reporting

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

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

Consequences for Not Completing the Local Assessments

Completion of CPCS's local assessments is a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

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

1. First Warning: If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements on how to attend make-up proctoring sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.
2. Second Warning and Parent Conference: If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan will be created to ensure completion of the local assessments within five (5) school days of this meeting.

3. Third Warning and Placement on Academic Probation: If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation, and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher. The student will remain on academic probation until the assessment is completed and may be subject to additional academic probation requirements and consequences.

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

Reading Screener

Overview

In accordance with Education Code Section 53008, all Local Educational Agencies (LEAs) serving students in kindergarten through grade two must implement universal screening to assess the risk of reading difficulties. CPCS uses Amira Learning as its State Board of Education (SBE) approved reading screener assessment. Amira Learning uses advanced speech recognition and natural language processing to assess students as they read aloud, providing real-time data on reading mastery. It identifies reading difficulties as they occur and delivers personalized micro-interventions grounded in decades of reading science and neuroscience research. Amira supports differentiated instruction and empowers teachers with data-informed insights to inform their practice and interventions.

Grade Levels Required to Test

Students in grades K-2 are required to complete the Amira Learning Reading Screener at least once during the academic school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

Students who do not speak sufficient English to be screened in English shall be screened in their primary language if a screening instrument in their primary language is available or their risk for reading difficulties will be evaluated using an alternative process.

Late Enrollment Students

LOCAL ASSESSMENT POLICY

If a student enrolls for the first time in kindergarten or grades 1 or 2 after the screening has been administered to all students in the given grade in that school year, the student will be assessed within 45 calendar days of enrollment, unless the pupil's parent or guardian opts out of the screening in writing, or unless the parent or guardian provides documentation or the school has documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results.

Screener Results and Reporting

Screener results will be shared with parents/guardians electronically no more than 45 calendar days from the date the assessment was administered. The school may hold, and a parent/guardian may request, a screener results review meeting with their child's teacher for more information on what scores and results mean.

Screener results are used by CPCS staff to monitor student reading progress and fluency in order to provide targeted reading support. Student scores do not impact student course grades. A parent/guardian conference with the child's teacher may be scheduled to address additional support for students identified at risk. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding screener results during this meeting time.

These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or an evaluation to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). Screening shall not be used for any high-stakes purpose and not as a diagnosis of a disability. However, the screener results may be used to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act, or to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

Screener Opt-Out Process

A student may be exempted from completing the reading screener with the prior written consent of the parent or guardian if any of the following criteria are satisfied:

1. The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.

2. The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
3. The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening redundant.

Remote Administration Process of Local Assessments and Screeners

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

Students with Special Education and 504 Plans

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

INSTRUCTION **6040-CPCS**

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Overview

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

~~**Reading Screener¶**~~
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~~¶~~

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~~Students in grades K-2 are required to complete the Amira Learning Reading Screener at least once during the academic school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress. ¶~~

~~¶~~

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

No Opt Out for Local Assessments

¶

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

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

Local Assessment Schedule

¶

Students will complete local assessments during the school's local assessment testing windows in the subjects of math and reading. All local assessments must be proctored by a CPCS staff member via Zoom or other prescribed virtual secure testing delivery system, and following all

virtual proctoring procedures outlined in the school's Virtual Proctoring Policy. The teacher of record is responsible for following up on student completion of all local assessments.

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

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

Late Enrollment Students

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

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

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end of year local assessments during the end of year testing window so long as their enrollment start date occurs prior to March 1st. Students with an enrollment start date of March 1st or later will not be required to participate in

end of year local assessment testing and will not be counted in the school's verifiable data results. The teacher of record is responsible for scheduling, tracking completion, and administering all assessments for late enrollment students.

Local Assessment Results Reporting

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

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

Consequences for Not Completing the Local Assessments

Completion of CPCS's local assessments is a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments.

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

1. First Warning: If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements on how to attend make-up proctoring sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.
2. Second Warning and Parent Conference: If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the

teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan will be created to ensure completion of the local assessments within five (5) school days of this meeting.

3. Third Warning and Placement on Academic Probation: If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation, and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher. The student will remain on academic probation until the assessment is completed and may be subject to additional academic probation requirements and consequences.

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

Reading Screener

Overview

In accordance with Education Code Section 53008, all Local Educational Agencies (LEAs) serving students in kindergarten through grade two must implement universal screening to assess the risk of reading difficulties. CPCS uses Amira Learning as its State Board of Education (SBE) approved reading screener assessment. Amira Learning uses advanced speech recognition and natural language processing to assess students as they read aloud, providing real-time data on reading mastery. It identifies reading difficulties as they occur and delivers personalized micro-interventions grounded in decades of reading science and neuroscience research. Amira supports differentiated instruction and empowers teachers with data-informed insights to inform their practice and interventions.

Grade Levels Required to Test

Students in grades K-2 are required to complete the Amira Learning Reading Screener at least once during the academic school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress.

LOCAL ASSESSMENT POLICY

Students who do not speak sufficient English to be screened in English shall be screened in their primary language if a screening instrument in their primary language is available or their risk for reading difficulties will be evaluated using an alternative process.

Late Enrollment Students

If a student enrolls for the first time in kindergarten or grades 1 or 2 after the screening has been administered to all students in the given grade in that school year, the student will be assessed within 45 calendar days of enrollment, unless the pupil's parent or guardian opts out of the screening in writing, or unless the parent or guardian provides documentation or the school has documentation that the pupil has had a similar screening in their prior school for their current grade, and the parent or guardian was made aware of the results.

Screener Results and Reporting

Screener results will be shared with parents/guardians electronically no more than 45 calendar days from the date the assessment was administered. The school may hold, and a parent/guardian may request, a screener results review meeting with their child's teacher for more information on what scores and results mean.

Screener results are used by CPCS staff to monitor student reading progress and fluency in order to provide targeted reading support. Student scores do not impact student course grades. A parent/guardian conference with the child's teacher may be scheduled to address additional support for students identified at risk. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding screener results during this meeting time.

These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or an evaluation to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). Screening shall not be used for any high-stakes purpose and not as a diagnosis of a disability. However, the screener results may be used to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act, or to determine eligibility for a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

LOCAL ASSESSMENT POLICY

Screener Opt-Out Process

A student may be exempted from completing the reading screener with the prior written consent of the parent or guardian if any of the following criteria are satisfied:

1. The pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.
2. The pupil is eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.
3. The pupil is in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, and the pupil is being evaluated with diagnostic assessments that make screening redundant.

Remote Administration Process of Local Assessments and Screeners

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

~~**Local Assessment Results Reporting**~~

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

~~Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results may be used to determine course placement in math and English language arts classes, and drive academic~~

support programs, including qualifying students for tiered intervention support classes and summer school. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to address additional support for identified students performing below grade level based on local assessment scores. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding assessment results during this meeting time. ¶

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Consequences for Not Completing the Local Assessments¶

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Completion of CPCS's local assessments isare a mandatory requirement of student enrollment. There is no "Opt-Out" option for local assessments. ¶

¶

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

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

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LOCAL ASSESSMENT POLICY

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

Students with Special Education and 504 Plans

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

INSTRUCTION 6210-CPCS

GRADUATION POLICY

California Pacific Charter Schools and its schools: California Pacific Charter - Los Angeles, California Pacific Charter - San Diego, California Pacific Charter - Sonoma ("CPCS" or "Charter School") adopt this Graduation Policy to apply to all high school students at CPCS.

Course Requirements

Charter School students are expected to meet the graduation requirements as stated below:

Subject	Traditional	Credit Recovery (Reduced Credit)	AB167 (Homeless & Foster Youth)
English	40	30	30
Mathematics	20	20	20
Life Science	10	10	10
Physical Science	10	10	10
Visual/Performing Arts OR CTE OR Foreign Language	10	10	10
World History	10	10	10
American History	10	10	10
American Government	5	5	5
Economics	5	5	5
Physical Education	20	20	20
Electives	80	30	0
TOTAL	**220**	**160**	**130**

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Early Graduation

GRADUATION POLICY

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits.
2. Students must request early graduation in advance and sign the early graduation form along with a parent/guardian.
3. Students met the requirements to be deemed "Prepared" by the College/Career Indicators in one of the six following manners:
    a. Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
    b. Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
    c. Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
    d. State Seal of Biliteracy (SSB): awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
        ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
        iii. Score of 3 on one AP exam
        iv. Completion of CTE Pathway
    e. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
        ii. Level 3 or higher on mathematics and at least a Level 2 in ELA
        iii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
        iv. Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

Reduced Requirements for Credit Deficient Students

California Pacific Charter Schools serve a number of students who are credit deficient. Charter School employs the use of the Credit Recovery and Foundations programs to remediate credits with the goal of all students completing the traditional diploma program (220 credits). There are some students who are so behind in credits that they are unable to achieve 220 credits in four years of high school. The California minimum graduation requirement is 130 credits. Charter

GRADUATION POLICY

School has a 160 credit, reduced credit pathway for students who are entering their 12th grade year and have 120 credits or less. This also applies to any 5th year senior. An administrator can also approve the reduced credit pathway for students with extraordinary circumstances that will impede them from earning 220 credits in four years of high school. Students must be identified prior to entering their senior year, or immediately upon enrollment in Charter School.

If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Reduced Requirements for Foster and Highly Mobile Students

Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies Education for Homeless Youth and Education for Foster Youth are available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

GRADUATION POLICY

Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities.

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets the Charter School's criteria to receive a high school diploma or until age 22.

Diploma Pathway for Students Who Qualify for the California Alternate Assessment

In alignment with Education Code (EC) Sections 51225.31 and 51225.32, the Board adopts the following policy regarding alternate diploma pathways for eligible students with disabilities.

GRADUATION POLICY

Students with exceptional needs who were enrolled in grade 9 or higher in the 2022–23 school year or later may graduate from high school through an alternate diploma pathway by meeting the following criteria as specified in their individualized education program (IEP):

1. The student is eligible to participate in the California Alternate Assessment (CAA), pursuant to IEP team determination and criteria outlined by the California Department of Education.
2. The student completes state standards-aligned coursework that meets the statewide course requirements outlined in EC Section 51225.3.

The Charter School must exempt students who meet the criteria above from all local coursework and other requirements that exceed statewide graduation requirements. (EC 51225.31)

Upon meeting the criteria above and completing the required statewide coursework, the student shall be awarded a high school diploma. Such students may participate in all graduation ceremonies and related school activities alongside peers of the same age and grade level.

The awarding of a diploma under EC Sections 51225.31 and 51225.32 shall not be construed as terminating the student's right to receive a free appropriate public education ("FAPE"). The district's obligation to provide FAPE continues until the student either reaches age 22 or is determined by the IEP team, including the student and their parent/guardian, to have completed their high school experience, whichever comes first.

This provision aligns with Title 20, Section 7801(23)(A)(ii)(I)(bb) of the United States Code and Title 34, Section 300.102(a)(3) of the Code of Federal Regulations.

The Charter School will assist parents with selecting a graduation pathway that best suits their child's needs through the IEP process.

Whether a student receives a certificate of completion, or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

High School Equivalency Examination (HiSET)

The California High School Proficiency Examination (CHSPE) has been discontinued and replaced by the High School Equivalency Test (HiSET). The HiSET is a state-approved assessment that allows individuals to demonstrate high school-level academic skills. Successful completion of the HiSET results in a California High School Equivalency Certificate, which is legally equivalent to a high school diploma under California law. However, this certificate does not equate to the completion of all coursework required for high school graduation. Students intending to pursue postsecondary education should consult with prospective institutions to understand specific admission requirements and whether the equivalency certificate meets those criteria.

GRADUATION POLICY

Eligibility to take the HiSET in California generally includes individuals who are 18 years of age or older. Seventeen-year-olds may also be eligible under certain conditions, such as being within 60 days of their 18th birthday or meeting specific criteria outlined by the California Department of Education. There is no upper age limit, and current enrollment in high school is not a prerequisite for taking the exam.

The HiSET comprises five subject areas: Language Arts—Reading, Language Arts – Writing, Mathematics, Science, and Social Studies. The exam is available in both paper-based and computer-based formats and is administered at various testing centers throughout California. Fees are associated with the exam; however, fee waivers are available for eligible individuals, including homeless and foster youth under the age of 25, upon submission of the required documentation.

Charter School will distribute an annual announcement to students in grades eleven and twelve regarding the availability of the HiSET. This notification will be provided in a timely manner to ensure interested students have sufficient opportunity to meet all examination registration requirements for the fall testing period.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by Charter School.

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

GRADUATION POLICY

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.

2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.

3. Eligibility for a Certificate of Completion, consistent with this Policy.

4. Eligibility for the Diploma Pathway for Students Who Qualify for the California Alternate Assessment, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

INSTRUCTION 6210-CPCS

GRADUATION POLICY

California Pacific Charter Schools and its schools: California Pacific Charter - Los Angeles, California Pacific Charter - San Diego, California Pacific Charter - Sonoma ("CPCS" or "Charter School") adopt this Graduation Policy to apply to all high school students at CPCS.

Course Requirements

Charter School students are expected to meet the graduation requirements as stated below:

Subject	Traditional	Credit Recovery (Reduced Credit)	AB167 (Homeless & Foster Youth)
English	40	30	30
Mathematics	20	20	20
Life Science	10	10	10
Physical Science	10	10	10
Visual/Performing Arts OR CTE OR Foreign Language	10	10	10
World History	10	10	10
American History	10	10	10
American Government	5	5	5
Economics	5	5	5
Physical Education	20	20	20
Electives	80	30	0
TOTAL	**220**	**160**	**130**

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Early Graduation

GRADUATION POLICY

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits.
2. Students must request early graduation in advance and sign the early graduation form along with a parent/guardian.
3. Students met the requirements to be deemed "Prepared" by the College/Career Indicators in one of the six following manners:
    a. Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
    b. Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
    c. Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
    d. State Seal of Biliteracy (SSB): awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
        ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
        iii. Score of 3 on one AP exam
        iv. Completion of CTE Pathway
    e. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
        ii. Level 3 or higher on mathematics and at least a Level 2 in ELA
        iii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
        iv. Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)

Reduced Requirements for Credit Deficient Students

California Pacific Charter Schools serve a number of students who are credit deficient. Charter School employs the use of the Credit Recovery and Foundations programs to remediate credits with the goal of all students completing the traditional diploma program (220 credits). There are some students who are so behind in credits that they are unable to achieve 220 credits in four years of high school. The California minimum graduation requirement is 130 credits. Charter

GRADUATION POLICY

School has a 160 credit, reduced credit pathway for students who are entering their 12th grade year and have 120 credits or less. This also applies to any 5th year senior. An administrator can also approve the reduced credit pathway for students with extraordinary circumstances that will impede them from earning 220 credits in four years of high school. Students must be identified prior to entering their senior year, or immediately upon enrollment in Charter School.

If a student is found eligible for the graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Reduced Requirements for Foster and Highly Mobile Students

Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policies Education for Homeless Youth and Education for Foster Youth are available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

GRADUATION POLICY

Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-~~co~~ curricular activities.

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

~~Additionally, California Education Code (EC) Section 51225.31, created an Alternative Diploma Pathway for students who qualify for the California Alternative Assessment. Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, can graduate from high school through a newly defined diploma by meeting the following criteria as referenced in the student's individualized education program:¶~~

- ~~The student is eligible to take the California Alternate Assessment, and¶~~
- ~~The student is required to complete state standards-aligned coursework to meet statewide course requirements.¶~~

~~CPCS will assist parents with selecting a graduation pathway that best suits their child's needs through the IEP process.¶~~

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any

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GRADUATION POLICY

Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets the Charter School's criteria to receive a high school diploma or until age 22.

~~Whether a student receives a certificate of completion, or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.~~

Diploma Pathway for Students Who Qualify for the California Alternate Assessment

In alignment with Education Code (EC) Sections 51225.31 and 51225.32, the Board adopts the following policy regarding alternate diploma pathways for eligible students with disabilities.

Students with exceptional needs who were enrolled in grade 9 or higher in the 2022–23 school year or later may graduate from high school through an alternate diploma pathway by meeting the following criteria as specified in their individualized education program (IEP):

1. The student is eligible to participate in the California Alternate Assessment (CAA), pursuant to IEP team determination and criteria outlined by the California Department of Education.
2. The student completes state standards-aligned coursework that meets the statewide course requirements outlined in EC Section 51225.3.

The Charter School must exempt students who meet the criteria above from all local coursework and other requirements that exceed statewide graduation requirements. (EC 51225.31)

Upon meeting the criteria above and completing the required statewide coursework, the student shall be awarded a high school diploma. Such students may participate in all graduation ceremonies and related school activities alongside peers of the same age and grade level.

The awarding of a diploma under EC Sections 51225.31 and 51225.32 shall not be construed as terminating the student's right to receive a free appropriate public education ("FAPE"). The district's obligation to provide FAPE continues until the student either reaches age 22 or is determined by the IEP team, including the student and their parent/guardian, to have completed their high school experience, whichever comes first.

This provision aligns with Title 20, Section 7801(23)(A)(ii)(I)(bb) of the United States Code and Title 34, Section 300.102(a)(3) of the Code of Federal Regulations.

The Charter School will assist parents with selecting a graduation pathway that best suits their child's needs through the IEP process.

GRADUATION POLICY

Whether a student receives a certificate of completion, or a diploma is confidential. Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

~~**California High School Proficiency Exam**~~¶

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~~The California High School Proficiency Examination ("CHSPE") is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.~~¶

¶

~~People who are sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is administered may take the test. There is no upper age limit to take the test and current enrollment in high school is not required to take the exam. The CHSPE is given twice each year at many sites throughout the state. In addition to regular examinations, the examinations may also be conducted for all eligible persons at least once during each summer recess and may be conducted at any other time that the California Department of Education ("CDE") deems necessary to accommodate eligible persons whose religious convictions or physical handicaps prevent their attending one of the regular examinations. The test covers three subjects: language, reading, and mathematics. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination~~¶

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~~Charter School will distribute an announcement to each student in grades eleven and twelve explaining the CHSPE. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.~~

High School Equivalency Examination (HiSET)

The California High School Proficiency Examination (CHSPE) has been discontinued and replaced by the High School Equivalency Test (HiSET). The HiSET is a state-approved assessment that allows individuals to demonstrate high school-level academic skills. Successful completion of the HiSET results in a California High School Equivalency Certificate, which is legally equivalent to a high school diploma under California law. However, this certificate does not equate to the completion of all coursework required for high school graduation. Students intending to pursue postsecondary education should consult with prospective institutions to understand specific admission requirements and whether the equivalency certificate meets those criteria.

GRADUATION POLICY

Eligibility to take the HiSET in California generally includes individuals who are 18 years of age or older. Seventeen-year-olds may also be eligible under certain conditions, such as being within 60 days of their 18th birthday or meeting specific criteria outlined by the California Department of Education. There is no upper age limit, and current enrollment in high school is not a prerequisite for taking the exam.

The HiSET comprises five subject areas: Language Arts—Reading, Language Arts – Writing, Mathematics, Science, and Social Studies. The exam is available in both paper-based and computer-based formats and is administered at various testing centers throughout California. Fees are associated with the exam; however, fee waivers are available for eligible individuals, including homeless and foster youth under the age of 25, upon submission of the required documentation.

Charter School will distribute an annual announcement to students in grades eleven and twelve regarding the availability of the HiSET. This notification will be provided in a timely manner to ensure interested students have sufficient opportunity to meet all examination registration requirements for the fall testing period.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by Charter School.

~~**Retroactive Diploma** ¶~~
~~¶~~
~~Charter School may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:¶~~

1. ~~The student was in their senior year of high school during the 2019-20 school year; ¶~~
2. ~~in good academic standing and on track to graduate at the end of the 2019-20 school year, as of March 1, 2020; and ¶~~
3. ~~unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.¶~~

~~**Extended Opportunities for High School Coursework Completion** ¶~~
~~¶~~
~~For any student who, in the 2020-21 school year, was in their 3rd or 4th year of high school, Charter School shall:¶~~
~~¶~~

1. ~~Exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements.¶~~
   ~~¶~~

~~2. Provide the opportunity to complete the statewide coursework required for graduation, if the student is not on track to graduate. This may include, among other opportunities for completion of the coursework, a 5th year of instruction. ¶~~

~~¶~~

~~For students graduating in subsequent years, students may continue at Charter School for a 5th academic year providing that they are making adequate academic progress and have been continuously enrolled after their 19th birthday in accordance with the law. Students in their 5th year will transition to the reduced credit pathway as a means to expedite graduation.~~

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220, 160, or 130 credits as described above, depending on the graduation pathway of the student.

2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session and have enrolled in the appropriate summer session classes.

3. Eligibility for a Certificate of Completion, consistent with this Policy.

4. Eligibility for the Diploma Pathway for Students Who Qualify for the California Alternate Assessment, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or

guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

Coversheet

Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-25

Section: VIII. Business/Financial Services
Item: A. Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-25
Purpose: Vote
Submitted by: Shannon Green
Related Material: 2024-25 Prop 28 AMS Annual Report - CalPac-LA.pdf
2024-25 Prop 28 AMS Annual Report - CalPac-SD.pdf
2024-25 Prop 28 AMS Annual Report - CalPac-Sonoma.pdf

BACKGROUND:

Proposition 28: Arts and Music in Schools (AMS) funding is designed to provide ongoing financial support for arts and music education programs in preschools through grade twelve public schools. According to the spending rules, Local Educational Agencies (LEAs) with more than 500 pupils are required to allocate at least 80 percent of the funds towards employing certificated or classified employees for arts education instruction, unless they submit a waiver to the California Department of Education (CDE).

California Pacific Charter Schools plans to primarily utilize AMS funds to employ a Certificated Art teacher, possibly allocating some funds for arts education curriculum and supplies.

To comply with AMS funding requirements, each CalPac must submit an annual board-approved report (Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report). This report will be posted on the School's website and also submitted to the CDE.

RECOMMENDATION:

It is recommended that the Board approve the Annual Reports for Proposition 28: Arts and Music in Schools Funding for Fiscal Year 2024-25 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2024–25

Name: California Pacific Charter- Los Angeles

County-District-School (CDS) Code: 19-75309-0132654

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   AMS funds enhance the art enrichment program which includes a certificated art teacher as well as arts education curriculum and supplies. The art enrichment program in grades TK-5, led by a dedicated art teacher, provides virtual learners with a platform to explore and develop their creativity. Students are given the opportunity to challenge themselves artistically and discover new talents while exploring the arts' full range of offerings. In grades 6-8 students have access to an art elective class. High school students have access to a range of art electives which meet the A-G (f) Fine Art category for UC/CSU minimum requirements. This comprehensive approach will support the expansion of CalPac's arts education program, thereby enhancing students' educational experiences by integrating the arts deeply into their learning journeys.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0.5

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 121

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body: 6/10/2025

Annual Report Data URL (direct PDF link to document on local educational agency website)

[TBD - PENDING BOARD APPROVAL]

California Department of Education, January 2025

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2024–25

Name: California Pacific Charter Schools - San Diego

County-District-School (CDS) Code: 37-75416-0132472

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   AMS funds enhance the art enrichment program which includes a certificated art teacher as well as arts education curriculum and supplies. The art enrichment program in grades TK-5, led by a dedicated art teacher, provides virtual learners with a platform to explore and develop their creativity. Students are given the opportunity to challenge themselves artistically and discover new talents while exploring the arts' full range of offerings. In grades 6-8 students have access to an art elective class. High school students have access to a range of art electives which meet the A-G (f) Fine Art category for UC/CSU minimum requirements. This comprehensive approach will support the expansion of CalPac's arts education program, thereby enhancing students' educational experiences by integrating the arts deeply into their learning journeys.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0.3

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 94

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body: 6/10/2025

Annual Report Data URL (direct PDF link to document on local educational agency website)

[TBD - PENDING BOARD APPROVAL]

California Department of Education, January 2025

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2024–25

Name: California Pacific Charter - Sonoma

County-District-School (CDS) Code: 49-70722-0139048

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   AMS funds enhance the art enrichment program which includes a certificated art teacher as well as arts education curriculum and supplies. The art enrichment program in grades TK-5, led by a dedicated art teacher, provides virtual learners with a platform to explore and develop their creativity. Students are given the opportunity to challenge themselves artistically and discover new talents while exploring the arts' full range of offerings. In grades 6-8 students have access to an art elective class. High school students have access to a range of art electives which meet the A-G (f) Fine Art category for UC/CSU minimum requirements. This comprehensive approach will support the expansion of CalPac's arts education program, thereby enhancing students' educational experiences by integrating the arts deeply into their learning journeys.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0.2

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 62

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body: 6/10/2025

Annual Report Data URL (direct PDF link to document on local educational agency website)

[TBD - PENDING BOARD APPROVAL]

California Department of Education, January 2025

Coversheet

Approval of RingCentral Contract (Renewal)

Section: VIII. Business/Financial Services
Item: B. Approval of RingCentral Contract (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: RingCentral Quote 2025-2026.pdf
RingCentral Contract 25-26.pdf

BACKGROUND:

California Pacific Charter Schools utilizes RingCentral as its Voice over IP (VoIP) and messaging service provider to ensure seamless communication among staff, students, and families in our virtual learning environment. RingCentral supports our online operations by providing cloud-based phone, voicemail, and SMS capabilities that are critical for engagement, outreach, and internal collaboration.

Justification:
As our school continues to grow and increase communication touchpoints, we require a scalable and reliable communication system. The updated quote from RingCentral includes:

- 100 phone lines to accommodate current and anticipated staff needs
- Enhanced texting/SMS package to support family outreach and intervention communications
- Centralized administration and call routing to improve responsiveness and efficiency
- Integration with existing digital platforms for streamlined operations

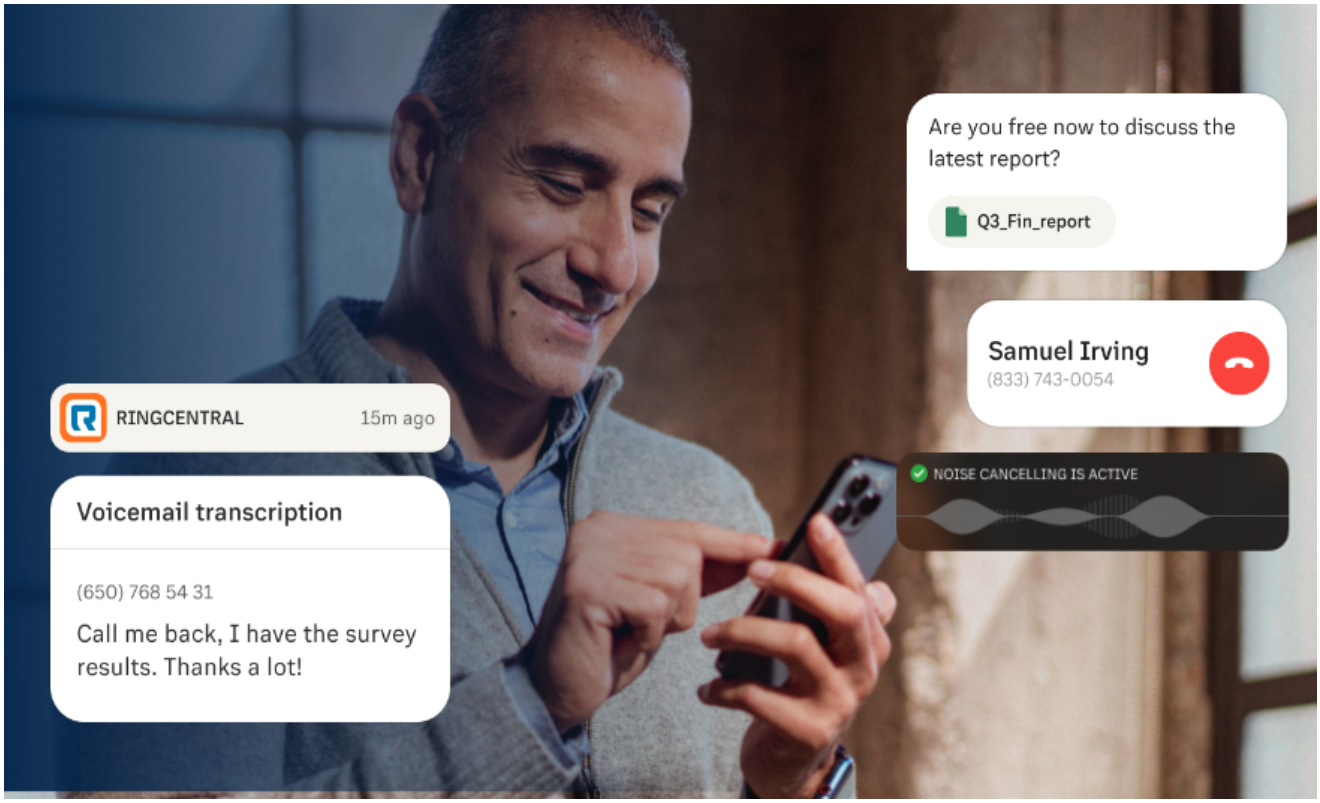
This package will support instructional teams, counseling staff, administrators, and student support personnel across all departments. The ability to send and receive text messages also aligns with our efforts to reach families through their preferred communication channels, increasing engagement and response rates.

RECOMMENDATION:

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

RingCentral

Sales proposal



QUOTE PREPARED FOR

CalPac

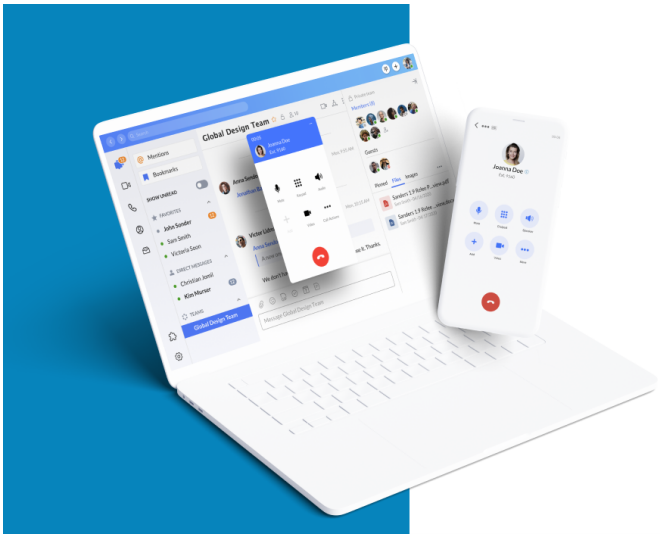
PREPARED BY

David Borrego
Account Manager
david.borrego@ringcentral.com

RingCentral is on a mission to help your organization simplify communications across every mode, any device, for everyone.

Say goodbye to complicated legacy systems and unify your entire workforce with secure, Ai-powered employee and customer experiences from the leader in cloud communications.

We're helping companies across every size and industry make their business-critical communications more intelligent and connected so that employees can be more productive than ever to grow revenue, win and retain customers, and optimize your business.

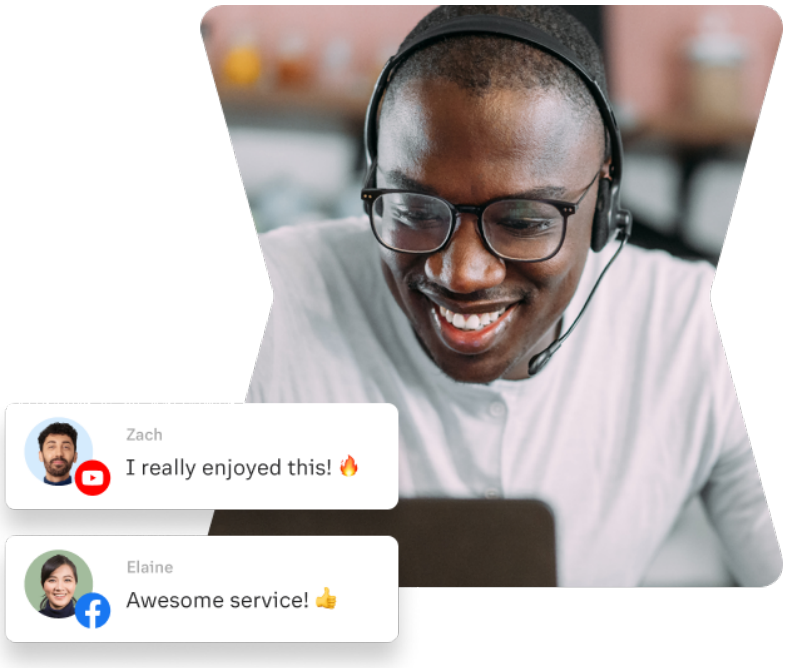


Our cloud-based communications and collaboration platform offers much more than traditional office phone systems, VoIP business phone service, or virtual PBX. With RingCentral's secure, compliant, and reliable business communications, unlock more intelligence, more mobility, more automation, seamlessly integrated workflows across all the apps your business runs on, and powerful business analytics.

It includes a comprehensive set of business capabilities that unify voice, video, team messaging and collaboration, SMS, conferencing and online meetings, contact center, and fax.

Known for the world's leading cloud phone system, but so much more than that.

Fun fact, RingCentral helps **thousands** of enterprises around the world drive revenue growth, employee efficiency, and customer satisfaction by providing **the world's leading cloud phone system deeply integrated with the world's leading cloud contact center.**



RingCentral

RingCentral Inc., 20 Davis Drive, Belmont, CA 94002, United States

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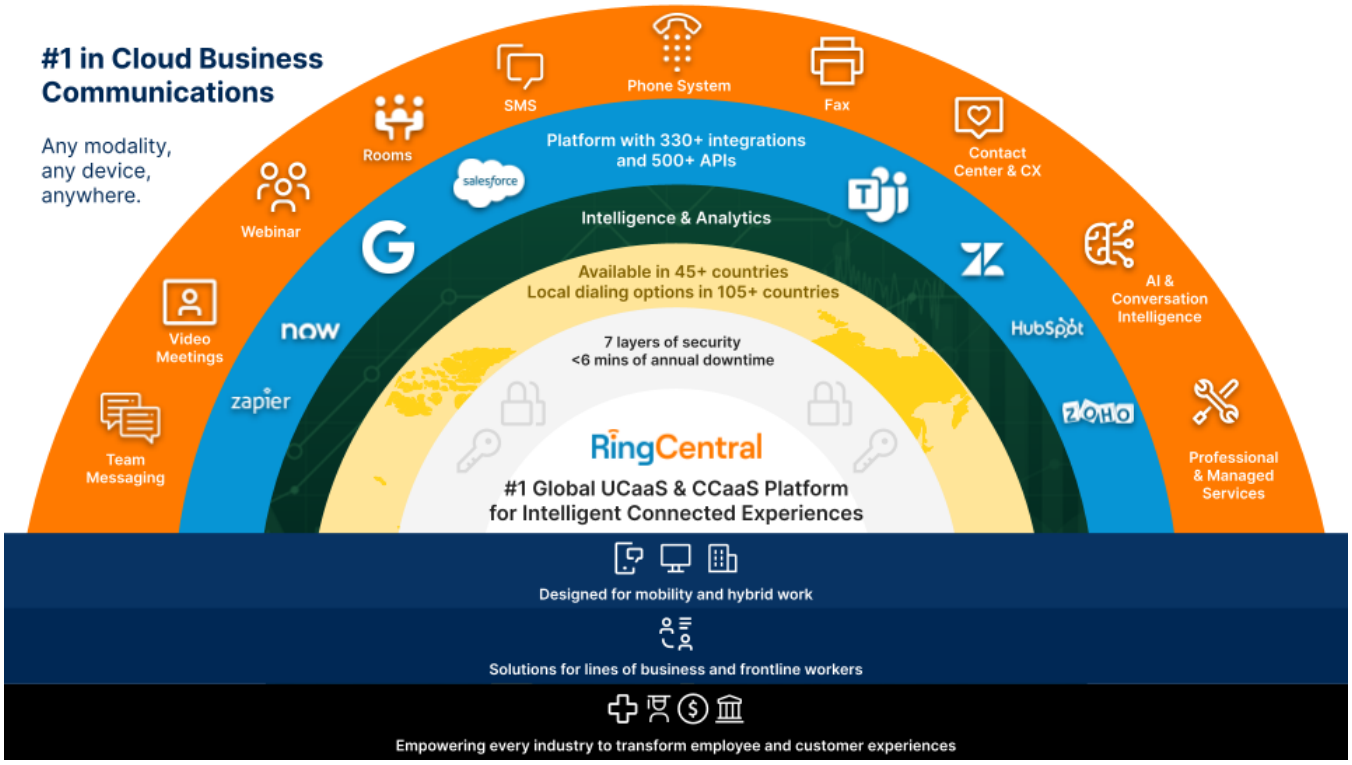

The complete cloud communications and collaboration solution

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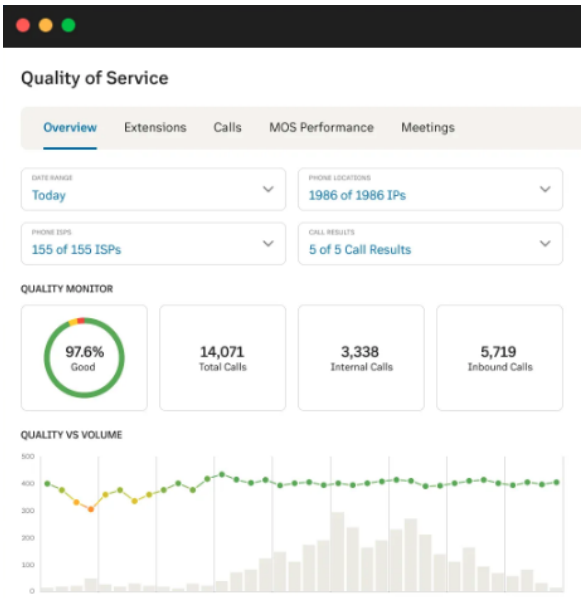
Simplified administration and the industry's leading communications analytics on desktop and mobile

- Manage all offices and users with a single easy-to-use interface from anywhere, including mobile devices
- Enjoy complete administrative control, self-service capabilities for users, and reduced dependence on service providers
- A recent study by The Tolly Group ranked analytics capabilities against leading UCaaS vendors and found that RingCentral was the clear winner.



Industry-leading integrations and APIs to help you solve unique business workflows

- Over 350 ready-to-use integrations with business cloud apps, including the deepest telephony integrations into Microsoft Office 365, Salesforce, ServiceNow, Zendesk, and Google G Suite; for the latest, refer to ringcentral.com/apps
- Developer platform with open APIs and SDKs to enhance business workflows with custom integrations

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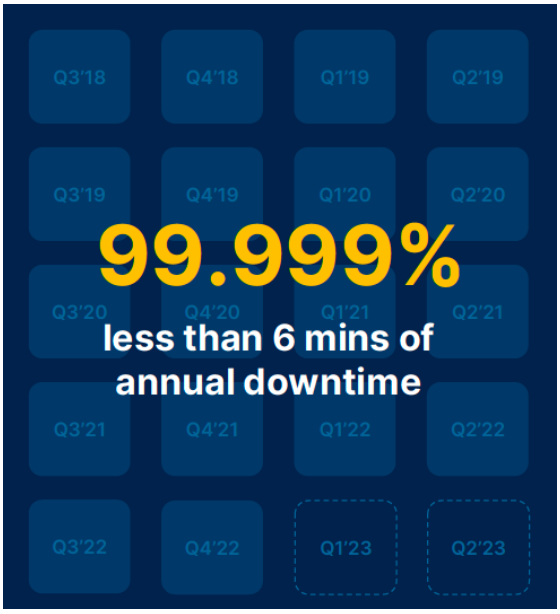
Global availability: Create a virtual presence in over 105 countries, connected offices and teams across 45+ countries.

- Deploy and manage a single solution globally in 45+ countries
- Instantly provision and activate employees in countries with local capabilities
- Number availability in over 105 countries
- Multilingual product and support
- Product localization in 16+ languages and multilingual support

Trusted by 400,000+ customers to ensure secure, compliant, and reliable business-critical communications

- Rigorous information security protection
- Comprehensive data privacy and compliance management
- Best practice security and administrative policy controls
- A proven-track record of delivering 99.999% uptime (less than 6 mins of annual downtime) for 18+ consecutive quarters.



Want to learn more about RingCentral's security posture? Check out our CISO Guide to Cloud Communications Security.

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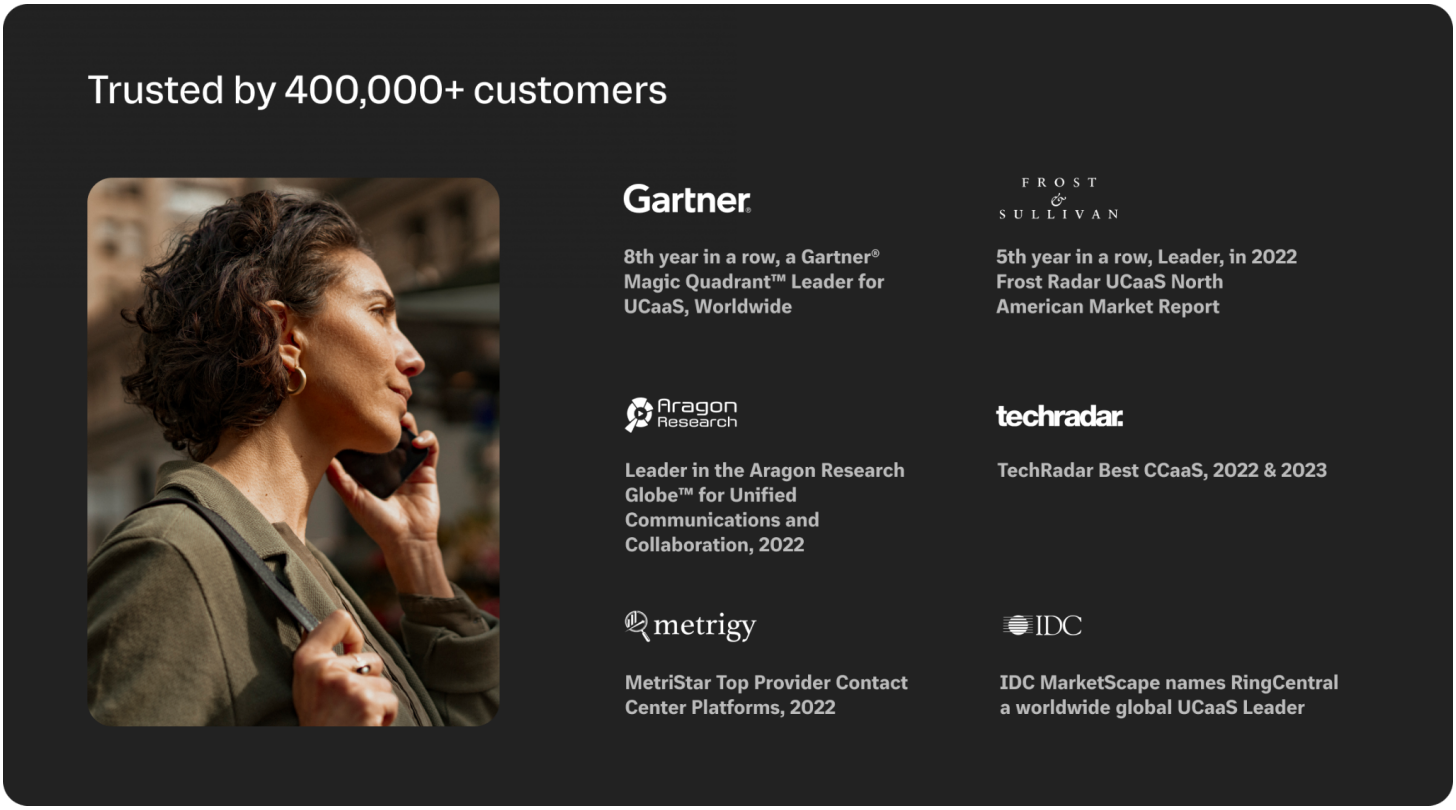
Awards and industry recognition

RingCentral is the secure, reliable, and trusted leader in cloud-based business communications and collaboration solutions.



Resources

RingCentral service portal — login.ringcentral.com

Trust Center — ringcentral.com/trust-center.html

Online training and educational resources — support.ringcentral.com

See our ever growing list of customers and industry-relevant case studies here: ringcentral.com/whyringcentral/casestudies.html

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Budgetary Quote

Prepared for:

CalPac
940 South Coast Dr., |#185
Costa Mesa CA 92626
United States

Alexis Morfin

amorfin@cal-pacs.org
17143236298

Quote Name:	**CalPac - Renewal - 2025 1**
Quote Creation Date:	June 3rd, 2025
Quote Expiration Date:	July 3rd, 2025
Estimated Contract Start Date:	July 26th, 2024
Initial Term:	12 Months
Renewal Term:	12 Months
Currency:	USD
Payment Plan:	Monthly

Current Subscription

RingEX™ Services

Recurring Services			
Summary of Service	**Qty**	**Rate**	**Subtotal**
DigitalLine Unlimited	**100**	**$21.49**	**$2,149.00**
DigitalLine Unlimited		$16.99	
Compliance and Administrative Cost Recovery Fee		$3.50	
e911 Service Fee		$1.00	
Additional Local Number	**1**	**$4.99**	**$4.99**
1,000 minute toll-free bundle	**1**	**$29.99**	**$29.99**
10DLC TCR SMS Registration - Non-UCaaS High Volume Campaign	**1**	**$10.00**	**$10.00**
10DLC TCR SMS Registration - Non-UCaaS Low Volume Campaign	**1**	**$1.50**	**$1.50**
$212.50 (Up to 25,000 messages) SMS Bundle	**1**	**$212.50**	**$212.50**
		TotalMonthlyPrice*	**$2,407.98**

Total Amount*	**$2,407.98**

RingCentral

RingCentral Inc., 20 Davis Drive, Belmont, CA 94002, United States

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New Proposal

RingEX™ Services

Recurring Services			
Summary of Service	**Qty**	**Rate**	**Subtotal**
DigitalLine Unlimited Standard	**100**	**$21.49**	**$2,149.00**
DigitalLine Unlimited Standard		$16.99	
Compliance and Administrative Cost Recovery Fee		$3.50	
e911 Service Fee		$1.00	
Additional Local Number	**1**	**$4.99**	**$4.99**
1,000 minute toll-free bundle	**1**	**$29.99**	**$29.99**
10DLC TCR SMS Registration - Non-UCaaS High Volume Campaign	**1**	**$10.00**	**$10.00**
10DLC TCR SMS Registration - Non-UCaaS Low Volume Campaign	**1**	**$1.50**	**$1.50**
$212.50 (Up to 25,000 messages) SMS Bundle	**1**	**$212.50**	**$212.50**
		TotalMonthlyPrice*	**$2,407.98**

Total Amount*	**$2,407.98**

*Does not include taxes and fees.

"RingCentral Office" and "RingCentral MVP" are now "RingEX™". All references to "RingCentral Office" and "RingCentral MVP", whether in the Agreement or its attachments, Order Forms or descriptions, mean "RingEX™".

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CHANGE ORDER FORM

This Change Order Form (**"Change Order"**), amends the previous Order Forms placed under the agreement between RingCentral, Inc. (**"RingCentral"**) and **CalPac** (**"Customer"** or **"You"**) (together the **"Parties"**), for the purchase of the Services, licenses, and products listed herein. This Change Order is subject to and incorporates the terms and conditions of: (i) the separate written agreement, executed by the Parties governing the purchase of the Services described in this Change Order, or (ii) the RingCentral Online Terms of Service available at https://www.ringcentral.com/legal/eulatos.html, if there is no written agreement in place (hereinafter (i) and (ii) referred to as the **"Agreement"**). The Parties agree to amend the quantities, Services, products, pricing and terms specifically set forth below. All other terms and conditions not expressly contained herein shall remain unchanged and in full effect. Capitalized terms not defined herein shall have the same meanings as set forth in the applicable Agreement between the Parties. Unless agreed by both Parties in writing, any terms or conditions set forth in a Customer-issued purchase order or ordering document shall not apply.

Please note that RingCentral MVP is now RingEX. All references to "RingCentral MVP", whether in terms of service, advertising or product descriptions, mean "RingEX".

Customer
CalPac

940 South Coast Dr., |#185
Costa Mesa, CA 92626
United States

Alexis Morfin
17143236298
amorfin@cal-pacs.org
Customer UID: 1833522020

Service Provider
RingCentral, Inc.

20 Davis Drive
Belmont, CA 94002
United States

In Process

Any new Services ordered under this Change Order will begin on the Start Date set forth below and will run coterminously with the Initial Term and Renewal Term previously agreed between the Parties, unless modified. Billing for incremental services will commence on the Start Date and will be invoiced on the same billing cycles as any preexisting Services. Other fee adjustments may not be effective until your next monthly service cycle.

Service Commitment Period

Start Date for Items Added in this Change Order: Effective as of the last date of signature below.

Initial Term: 12 Months Starting on July 01, 2021

Renewal Term: 12 Months Starting on July 01, 2025

Payment Schedule: Previous: Monthly, New: Monthly

RingEX Services

Recurring Services						
Summary of Service	**Existing Qty**	**Additional Qty (+/-)**	**Total Qty**	**Rate**	**Change in Service**	**Subtotal**
DigitalLine Unlimited Standard	**100**	**0**	**100**	**$21.49**	**$0.00**	**$2,149.00**
DigitalLine Unlimited Standard				$16.99		
Compliance and Administrative Cost Recovery Fee				$3.50		
e911 Service Fee				$1.00		
$212.50 (Up to 25,000 messages) SMS Bundle	**1**	**0**	**1**	**$212.50**	**$0.00**	**$212.50**
1,000 minute toll-free bundle	**1**	**0**	**1**	**$29.99**	**$0.00**	**$29.99**
10DLC TCR SMS Registration - Non-UCaaS High Volume Campaign	**1**	**0**	**1**	**$10.00**	**$0.00**	**$10.00**
Additional Local Number	**1**	**0**	**1**	**$4.99**	**$0.00**	**$4.99**
10DLC TCR SMS Registration - Non-UCaaS Low Volume Campaign	**1**	**0**	**1**	**$1.50**	**$0.00**	**$1.50**
					Monthly Recurring Services*	**$2,407.98**

Please note that if you downgrade or upgrade your entire RingEX plan (i.e, from Standard to Premium, or Advanced to Core), your previous plan will not show on this change order, only your new plan will be shown.

In Process

Total Initial Amount	**$2,407.98**

*Amounts are exclusive of applicable Taxes, Fees, and Shipping Charges.

Cost Center Billing

For customers with cost center billing, it is the customer's responsibility to provide cost center allocation information to RingCentral at least 10 days prior to the issuance of the invoice. After the information is received, itwill be reflected on future invoices, but will not be adjusted retroactively on past invoices. If purchasing additional services through the administrative portal, it is the customer's responsibility to assign cost centers at the time of purchase; otherwise, those services will not be allocated by cost center on the next invoice. Please note that cost center allocation is not available for certain items, such as minute bundles and credit memos. For additional questions, please contact the RingCentral invoice billing team at billingsupport@ringcentral.com.

Free Services Amount

Customer will receive 2,546.98 US Dollars (the "**Free Service Amount**"), which will be applied against charges for the recurring Services set forth in this Order Form and any applicable taxes and fees associated with those Services invoiced by RingCentral. The Free Service Amount is non-transferable and non-refundable and will expire upon termination of this Order Form. The Customer will be responsible for paying for any additional services and products ordered, and any applicable associated taxes and fees.

Add-on Services. Customer is responsible for reviewing additional terms and conditions that may apply to RingCentral add-on services (where available) and certain Advanced Support Services listed on this order form, and which are available at https://www.ringcentral.com/legal/add-on-services.html.

IN WITNESS WHEREOF, the Parties have executed this Change Order Form above through their duly authorized representatives.

Customer	RingCentral
CalPac	**RingCentral, Inc.**
By: _____	By: _____
Name: Daisy Carlos	Name: Michael Fiocca
Title: Executive Assistant	Title: Regional Vice President, Public Sector
Date: _____	Date: _____

In Process

Coversheet

Approval of DocuSign, Inc. (Renewal)

Section: VIII. Business/Financial Services
Item: C. Approval of DocuSign, Inc. (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: DocuSign, Inc 2025-26.pdf

BACKGROUND:

DocuSign is a secure, cloud-based eSignature platform that supports California Pacific Charter Schools' operational efficiency, document management, and compliance. It is used for processing enrollment forms, independent study master agreements, staff contracts, and other documents requiring secure, trackable digital signatures.

Justification:
The renewal of the DocuSign contract ensures continued access to:

- DocuSign Retrieve, which allows secure storage and retrieval of signed documents
- Premier Support - eSign, providing access to priority technical support for troubleshooting and account maintenance
- Enhanced compliance with audit and documentation requirements for online charter operations

Maintaining DocuSign is essential to the school's paperless workflows, timely submission of legal documents, and accessibility for remote staff and families. This contract is for 10 users, which will meet the needs of the front office, Human Resources, and Special Education.

RECOMMENDATION:

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

Docusign, Inc.
221 Main Street, Suite 800
San Francisco, CA 94105

Offer Valid Through: May 21, 2025
Prepared By: Krystal Ramos
Quote Number: Q-01747555
SUBJECT TO APPROVAL

ORDER FORM

Address Information

Bill To:
California Pacific Charter Schools/CalPac
940 South Coast Drive #185,,
Costa Mesa, CA, 92626
United States

Billing Contact Name:
Christine Feher
Billing Email Address:
cfeher@cal-pacs.org
Billing Phone:
855-225-7227

Ship To:
California Pacific Charter Schools/CalPac
940 South Coast Drive #185,,
Costa Mesa, CA, 92626
United States

Shipping Contact Name:
Christine Feher
Shipping Email Address:
cfeher@cal-pacs.org
Shipping Phone:
855-225-7227

Order Details

Order Start Date: May 21, 2025
Order End Date: May 20, 2026
Billing Frequency: Annual

Payment Method: Check
Payment Terms: Net 30
Currency: USD
Auto Renewal: Yes

Products

Product Name	Subscription No.	Start Date	End Date	Quantity	Net Price
IAM Enterprise - Full User	SUB-2182434-1	May 21, 2025	May 20, 2026	15	$ 18,018.00
Navigator Agreements - One Time per user	SUB-2182434-1	May 21, 2025	May 20, 2026	75,000	$ 0.00
Silver Success Pack	SUB-2182434-1	May 21, 2025	May 20, 2026	1	$ 3,063.06

Grand Total: $21,081.06

Product Details

eSignature Seat Allowance: 15

DRAFT

Order Special Terms

For any subscription-based Service(s) purchased on this Order Form, (a) the Term will automatically renew for additional periods equal to the expiring Term or one (1) year (whichever is shorter), unless either party gives the other written notice of non-renewal at least 30 days before the end of either the Term or subsequent terms; and (b) the pricing during any automatic renewal term may be increased by Docusign by 5.00% if Docusign provides the other party written notice of a pricing increase at least forty-five (45) days before the end of that prior term, in which case the pricing increase will be effective upon renewal and thereafter.

Customer agrees to allow Docusign to publish, use and/or reproduce the Customer's name and logo in marketing materials and investor-related content.

Customer is willing to partner with Docusign to: (a) produce a written case study and/or video testimonial on Customer's use of Docusign and associated business results to be featured on Docusign website and in marketing campaigns; and (b) share Customer's name and Docusign use case and associated business results with press, in media publications and in thought leadership content. Docusign will reach out to Customer during the Term regarding these opportunities.

Customer is willing to partner with Docusign to: (a) act as a reference for Docusign and speak with Docusign customers and prospects about Customer's use of Docusign and associated results; (b) speak with analysts about their company's use of Docusign and associated results for use in analyst reports and whitepapers; and (c) speak at Docusign 1st and 3rd party events about Customer's use of Docusign and associated results. Docusign will reach out to Customer during the Term regarding these opportunities.

Both parties hereby agree that the following Subscription(s), identified by their Subscription # and Order Start Date, will be terminated upon the Order Start Date of this Order Form:

January 30, 2023: Subscription # SUB-1713851-1 (Q-01049410)
March 15, 2024: Subscription # SUB-1713851-1 (Q-01452388)

A prorated credit for the prepaid portion of the remaining Term of all the above Subscription #(s) will be applied toward towards outstanding invoices and/or payment for this Order Form.

Terms & Conditions

This Order Form is governed by the terms Master Services Agreement available online at: https://www.docusign.com/legal/terms-and-conditions/msa and the applicable Service Schedule(s) and Attachments for the Docusign Services described herein available online at https://www.docusign.com/legal/terms-and-conditions/msa-service-schedules.

Each DSU Campus Pass Individual Subscription includes the following benefits over a 12-month period: 1) Access to all public, instructor-led DSU classroom courses for 1 named user; and 2) Access to curated Learning Plans to support enablement. The named administrator on the Customer record will be the named individual on the Campus Pass Individual Subscription.

Billing Information

Prices shown above do not include any sales, use, value added (VAT), goods and services (GST), and/or any other similar taxes, duties, levies and or charges of any nature that might be imposed or required to be collected (collectively “taxes”) by Docusign. Any such taxes are the responsibility of the Customer and will appear on the final invoice(s), as applicable. Taxes are calculated based on the ship-to location listed on your order form.

Invoice(s) for this order will be emailed automatically from invoicing@erp.docusign.com.

Please make sure this email address is on an approved setting or safe senders list, so notifications do not go to a junk folder or get caught in a spam filter.

For U.S. Customers
Is the contracting entity exempt from sales tax?
Please select Yes or No:
Docusign, Inc. uses Avalara's CertExpress to securely collect digital exemption certificates. When selecting "Yes" for tax exemption, a link will be sent to the Bill-To contact listed on this order form to submit your tax exemption certificate through CertExpress.

For Non U.S. Customers
Verify that the VAT, GST, TIN, or similar tax identification number below is correct, or provide the correct number to your Docusign contact. If the VAT, GST, or TIN identification number is not populated below, it will be assumed that you are not a VAT/GST registered taxpayer.

VAT, GST, TIN or similar tax identification number:

For other tax exemption requests, please email the applicable tax exemption documentation to taxexempt@docusign.com.

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?

Please select:

Powered by BoardOnTrack

By marking “No”, Customer agrees to process payment for any invoices issued pursuant to this Order Form without a PO Number.

If yes, please complete the following information, and attach your PO (if available), and the invoice will be issued referencing such PO Number:

PO Number:

Please attach PO Attachment here:

If “Yes” is marked, but a PO Number is not provided or a PO document is not attached, then Customer agrees to provide the PO information or PO document to Docusign at its earliest convenience by sending to POSubmission@docusign.com referencing this Quote Number, but agrees to still process payment per the agreed upon terms.

If Customer has attached a PO (or other document) to this Order Form, Customer acknowledges and agrees that any additional or conflicting terms appearing in such PO (or any other document) are invalid.

DRAFT

Coversheet

Approval of Reading Difficulties Risk Screener – Amira Learning

Section: IX. Education/Student Services
Item: A. Approval of Reading Difficulties Risk Screener – Amira Learning
Purpose: Vote
Submitted by: Christine Feher
Related Material: Amira Learning Quote 2025-26.pdf

BACKGROUND:

In accordance with Education Code Section 53008, all Local Educational Agencies (LEAs) serving students in kindergarten through grade two must implement universal screening to assess the risk of reading difficulties no later than the 2025–2026 school year. LEA governing boards are required to adopt one or more screening instruments from the CDE-approved list by June 30, 2025.

To comply with this mandate, CalPac engaged in a comprehensive selection process that included:

- A review of all state-approved reading difficulty screeners.
- Direct overview and training sessions with Amira Learning and Amplify Education
- Teacher access to demo accounts and hands-on administration of both assessments.
- Feedback collection from participating teachers, parents, and students.

Following this process, CalPac staff recommend the adoption of Amira Learning as the school's K–2 reading difficulty risk screener.

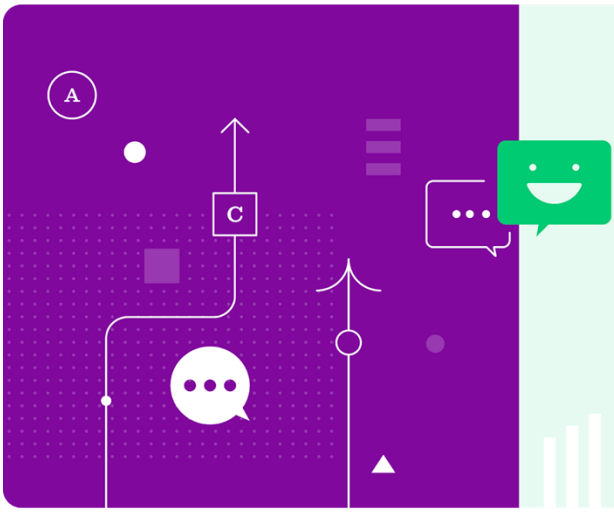
About Amira Learning:
Amira Learning uses advanced speech recognition and natural language processing to assess students as they read aloud, providing real-time data on reading mastery. It identifies reading difficulties as they occur and delivers personalized micro-interventions grounded in decades of reading science and neuroscience research. Amira supports differentiated instruction and empowers teachers with data-informed insights to guide practice and intervention.

Funding Note:
Senate Bill 153, Section 117 provides $25 million in one-time funding to support professional development for implementing approved screeners. CalPac will utilize available funding to ensure successful training and implementation.

RECOMMENDATION:

It is recommended the Board approve the adoption of Amira Learning as CalPac's official screener for identifying risk of reading difficulties in grades K–2, effective beginning in the 2025–2026 school year for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

AMIRA LEARNING



THE INTELLIGENT
Growth Engine

Quote

Amira Q-75309

Prepared For

California Pacific Charter Schools - San Diego

, CA,

Your Amira Partner

Natasha Bullock
natasha.bullock@amiralearning.com

Quote: Q-75309
Prepared For: California Pacific Charter Schools - San Diego
Expires On: 12/31/2025

Amira - CA Dyslexia PD Bundle (K-2)

QTY	Product	Campus	Start Date	Months	Sales Price
150	Amira - CA Dyslexia PD Bundle (K-2)		7/01/2025	12	$3,000.00

Access to the AI Reading Tutoring Program, Benchmark Assessments, Parent reports and letters in 8 different languages, when they purchase our robust live PD Package at **$20 per student** which includes:Amira Professional Development Subscription:

- (1) District Leadership Implementation Webinar and (1) District Leadership Data Review Webinar. Before training with teachers begins, the Customer Success Manager will meet with District Leadership to conduct a District Leader Planning Meeting.
- Live, Virtual Professional Development:
- Three webinars (typically 45-60 minutes each)
    - Introduction to Amira
    - Administering the Amira Screener
    - Interpreting Amira Data
  - Two virtual “office hours” per year are provided, offering valuable live training sessions for educators to learn about Amira's capabilities, how to administer the instrument, best practices, and how to understand and use the screening data.
- Asynchronous On-Demand Training and Resources
  - These resources are included with the purchase at no additional cost, allowing educators to access training materials and modules at their convenience, supporting flexible and self-paced professional development.
- On-Demand User Support

Quote: Q-75309
Prepared For: California Pacific Charter Schools - San Diego
Expires On: 12/31/2025

Start Date: 7/01/2025	Term: 12	End Date: 6/30/2026

List Amount	$3,000.00
Tax Amount	$0.00
Customer Total	$3,000.00

Disclaimer: Pricing is as quoted and is subject to change based on any modifications to bundle configurations, enrollment updates, or other adjustments. Additional options are to be paid in full. Totals include applicable taxes, which should be reflected on your Purchase Order (if applicable).

To avoid delays in processing your order, please ensure the following:

- Email your Purchase Order, including the provided quote number, to **orders@amiralearning.com**.

Quote: Q-75309
Prepared For: California Pacific Charter Schools - San Diego
Expires On: 12/31/2025

- Digitally sign the contract provided upon commitment with your Amira partner.

Amira Terms of Use: https://amiralearning.com/amira-terms
Amira Privacy Policy: https://amiralearning.com/amira-privacy
Istation Terms of Use: https://amiralearning.com/istation-terms
Istation Privacy Policy: https://amiralearning.com/istation-privacy-policy

Coversheet

Approval of Funds for Purchase of Student and Faculty Technology

Section: IX. Education/Student Services
Item: B. Approval of Funds for Purchase of Student and Faculty Technology
Purpose: Vote
Submitted by: Christine Feher
Related Material: Staples Tech - Student Chromebook.pdf
Staples Tech - Teacher Computer.pdf
Tech Accessories.pdf
Charter Tech Services Estimate 1730.pdf

BACKGROUND:

To support high-quality virtual instruction and ensure equitable access to digital learning, California Pacific Charter Schools must regularly purchase and replenish technology devices for students and staff. These purchases include student Chromebooks, staff laptops, monitors, keyboards, mice, and other peripheral equipment essential for online instruction and school operations.

Justification:
Technology is a foundational component of our instructional delivery model and operations as an online charter school. These purchases support:

- Equipping new and returning students with reliable devices for independent study
- Providing instructional and support staff with updated and functional equipment to deliver lessons, monitor student progress, and engage with families
- Replacing aging, lost, or damaged devices to minimize disruptions to learning
- Meeting programmatic needs such as assessments, accessibility accommodations, and virtual interventions

Sample quotes and invoices are included for reference. All technology purchases follow internal procurement guidelines. The school will continue to solicit multiple quotes to ensure cost-effectiveness, reliability, and inventory availability from trusted vendors.

RECOMMENDATION:

It is recommended the Board approve the funds for the purchase of student and faculty technology for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2024-2025 school year.

Staples™

Remit To:
Staples Technology Solutions
P.o. Box 95230
Chicago, IL 60694
Call:1-888-438-4806

Invoice Number	Invoice Date
RPH939	12-12-2024

Customer: 02257227
CALIFORNIA PACIFIC CHARTER SCHOOLS
ATTN: DAISY CARLOS
940 S COAST DR
STE 185
COSTA MESA, CA 926261780

Ship-To: 989859
BRIAN ONESTO 9496887798,8552257227
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 SOUTH COAST DRIVE
SUITE #185
COSTA MESA, CA 92626

P/O#: 24-1037
ATTN: BRIAN ONESTO 9496887798,8552257227
PHONE#: 9496887798,8552257227
EMAIL: GCHAMBERLAIN@CAL-PACS.ORG,CFEHER@CA
SO#: 1095839
Salesperson: T.Campbell
CO-DV-DP: 01-04-12
Printed: 12-12-2024 @ 09:09PM
Order#/Date: 373JFY / 12-11-2024
Terms: NET 30
Ship Via: FEDEX GROUND PPD
Ship Date: 12-11-2024
Whse/Order Type: Missouri Warehouse / Drop

Line	Code	Description	Qty.	UOM	Price	Extended
1	83G80000US	LENOVO 100E CHROMEBOOK G4 11.6 P/O Line# 1 State Electronic Waste Recycling Fee $4.00/unit Total Electronic Waste Recycling Fee $240.00 Serial #s : 1S83G80000USPF4SHD68 1S83G80000USPF4SKVH5 1S83G80000USPF4SNR3K 1S83G80000USPF4SNWKK 1S83G80000USPF4SPCRY 1S83G80000USPF4SYBMC 1S83G80000USPF4SH6AV 1S83G80000USPF4SHCJ8 1S83G80000USPF4SKVHK 1S83G80000USPF4SKVHW 1S83G80000USPF4SL009 1S83G80000USPF4SNR1G 1S83G80000USPF4SNWJ8 1S83G80000USPF4SPCV2 1S83G80000USPF4STG5V 1S83G80000USPF4SHD4M 1S83G80000USPF4SKS9V 1S83G80000USPF4SKZVA 1S83G80000USPF4SNNSJ 1S83G80000USPF4SNQPF 1S83G80000USPF4SNT95 1S83G80000USPF4SNYTM 1S83G80000USPF4SPAER 1S83G80000USPF4SYB95 1S83G80000USPF4SKM99 1S83G80000USPF4SKMKH 1S83G80000USPF4SNQZ1 1S83G80000USPF4SNQZR 1S83G80000USPF4SPAED 1S83G80000USPF4SXC7B 1S83G80000USPF4SYAER 1S83G80000USPF4SYDMZ 1S83G80000USPF4SYHBM 1S83G80000USPF4SH804 1S83G80000USPF4SKVK7 1S83G80000USPF4SL024 1S83G80000USPF4SL28D 1S83G80000USPF4SNR2S 1S83G80000USPF4SPAFB 1S83G80000USPF4SPKK3 1S83G80000USPF4SXC5V 1S83G80000USPF4SXC9C 1S83G80000USPF4SHHMN 1S83G80000USPF4SKX5B 1S83G80000USPF4SKZVM 1S83G80000USPF4SL295 1S83G80000USPF4SL2B8 1S83G80000USPF4SNNQF 1S83G80000USPF4SNWKT 1S83G80000USPF4SNYS9 1S83G80000USPF4SYGSS 1S83G80000USPF4SH428 1S83G80000USPF4SHASR 1S83G80000USPF4SL2AG 1S83G80000USPF4SNWGN 1S83G80000USPF4SNWHX 1S83G80000USPF4SNYSL 1S83G80000USPF4SPKKH 1S83G80000USPF4SV7G1 1S83G80000USPF4SYL9C Tracking/PRO Numbers 430312544693 430312544307 430312543723 430312544720 430312543377 430312543620 430312543712 Thank You! STS: 04-2896127	60	EA	265.310	15,918.60

TERMS AND CONDITIONS OF SALE

1) Tax and freight charges may be added, all product shipped FOB shipping point, unless otherwise specified.
2) In the event that payment is not made within the terms of this invoice, a service charge of 1.5% per month shall be assessed on the unpaid balance overdue. Buyer understands and agrees that the service charge is reasonable in light of the anticipated or actual harm, the difficulties of proof of loss, and the inconvenience of otherwise obtaining adequate remedy arising from a default in payment.
3) Damage in transit must be reported to carrier and inspection requested within 3 days of delivery to your premises
- a) Examine cartons carefully before accepting delivery receipt and note damage or shortage on freight bill of delivery receipt.
- b) Unpack merchandise promptly to detect concealed damage, save cartons for inspection.
- c) Notify your Staples Technology Solutions Customer Service team immediately.
4) Returns subject to terms of Staples Technology Solutions Return Policy found here Return Policy
5) All products returned for reasons other than manufacturer defects are subject to a 15% restocking charge

Subtotal $	**15,918.60**
Sales Tax $	**1,233.69**
Fees $	**240.00**
Freight $	**0.00**
Misc $	**0.00**
Total $	**17,392.29**

Powered by BoardOnTrack

Staples™

Remit To:
Staples Technology Solutions
P.o. Box 95230
Chicago, IL 60694
Call:1-888-438-4806

Invoice Number	Invoice Date
RPZ227	12-20-2024

Customer: 02257227
CALIFORNIA PACIFIC CHARTER SCHOOLS
ATTN: DAISY CARLOS
940 S COAST DR
STE 185
COSTA MESA, CA 926261780

Ship-To: 989859
BRIAN ONESTO 9496887798,8552257227
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 SOUTH COAST DRIVE
SUITE #185
COSTA MESA, CA 92626

P/O#: 24-1039
ATTN: BRIAN ONESTO 9496887798,8552257227
PHONE#: 9496887798,8552257227
EMAIL: GCHAMBERLAIN@CAL-PACS.ORG,BONESTO@C
SO#: 1100095
Salesperson: T.Campbell
CO-DV-DP: 01-04-12
Printed: 12-20-2024 @ 09:11PM
Order#/Date: 104JGL / 12-18-2024
Terms: NET 30
Ship Via: FEDEX GROUND PPD
Ship Date: 12-19-2024
Whse/Order Type: Missouri Warehouse / Drop

Line	Code	Description	Qty.	UOM	Price	Extended
1	RL1-00001	MICROSOFT SURFACE LAPTOP 15" P/O Line# 1 State Electronic Waste Recycling Fee $5.00/unit Total Electronic Waste Recycling Fee $100.00 Serial #s : 0F398TB24203FB 0F3BXKD24153FB 0F3BXXT24153FB 0F3BXY724153FB 0F3FW6H24173FB 0F3334F24163FB 0F398X924203FB 0F3994R24203FB 0F399C824203FB 0F39Q6T24203FB 0F39Q8D24203FB 0F3BXX424153FB 0F3BY4824153FB 0F3FWC924173FB 0F3FWWJ24173FB 0F399BW24203FB 0F39Q7C24203FB 0F3BXQR24153FB 0F3FW7Y24173FB 0F3FWPJ24173FB Tracking/PRO Numbers 432224471404 432224471312 432224471183 Thank You! STS: 04-2896127	20	EA	1,450.530	29,010.60

TERMS AND CONDITIONS OF SALE

1) Tax and freight charges may be added, all product shipped FOB shipping point, unless otherwise specified.
2) In the event that payment is not made within the terms of this invoice, a service charge of 1.5% per month shall be assessed on the unpaid balance overdue. Buyer understands and agrees that the service charge is reasonable in light of the anticipated or actual harm, the difficulties of proof of loss, and the inconvenience of otherwise obtaining adequate remedy arising from a default in payment.
3) Damage in transit must be reported to carrier and inspection requested within 3 days of delivery to your premises
- a) Examine cartons carefully before accepting delivery receipt and note damage or shortage on freight bill of delivery receipt.
- b) Unpack merchandise promptly to detect concealed damage, save cartons for inspection.
- c) Notify your Staples Technology Solutions Customer Service team immediately.
4) Returns subject to terms of Staples Technology Solutions Return Policy found here Return Policy
5) All products returned for reasons other than manufacturer defects are subject to a 15% restocking charge

Subtotal $	**29,010.60**
Sales Tax $	**2,248.32**
Fees $	**100.00**
Freight $	**0.00**
Misc $	**0.00**
Total $	**31,358.92**

Deliver to Alexis
Costa Mesa 92626

Electronics | Enter keyword or product number | EN

Hello, Alexis
Account for CalPac Online

0

All | Get the app | End of School Year | Climate Pledge Friendly | Buy Again | Today's Deals | Business Savings | Add Users | Gift Cards | Shop End of School Year savings | Lists | Business Prime

Guide buyers in your org

Group: CalPac Online | Mark product as preferred | Manage Buying policies

Computers | Laptops | Desktops | Monitors | Tablets | Computer Accessories | PC Components | PC Gaming | Deals

Shop now

Sponsored

Electronics › Computers & Accessories › Monitors

Last purchased Mar 17, 2025
Display Size: **24 Inches** | View order

Roll over image to zoom in

Dell 2 x P2425H 24" Full HD, (1920 x 1080) Display, 16:9 IPS, LED, 100Hz Monitor (P2425H) + 2 x USB-C Cable + Cleaning Kit

Visit the Dell Store
Search this page

Price: $425.49
FREE Returns

Delivery & Support

Select to learn more

Ships from 6ave | 30-day easy returns | Customer Support

30-day refund/replacement

Display Size: **24 Inches**

24 Inches | 27 Inches

Brand	Dell
Screen Size	24 Inches
Resolution	FHD 1080p
Aspect Ratio	16:9
Screen Surface Description	Matte

About this item

- Bundle Items Include: 2 x Dell P2425H 24" Full HD, (1920 x 1080) Display, 16:9 IPS, LED, 100Hz Monitor, 2 x USB-C Cable, LCD Cleaning Kit
- Vibrant Visuals: The Dell P2425H monitor features a 24-inch Full HD IPS display that delivers stunning visuals with consistent colors across wide viewing angles. With a 99% sRGB color coverage, this monitor ensures accurate color reproduction, making it ideal for graphic designers, photographers, and professionals who demand precise color accuracy for their work.
- Enhanced Productivity: Boost your productivity with the Dell P2425H, which offers an adjustable stand with tilt, swivel, pivot, and height adjustment options. Customize your viewing experience for maximum comfort during long work sessions. Its three-sided ultrathin bezel design allows for a seamless multi-monitor setup, perfect for professionals who require expansive screen space.
- Connectivity and Convenience: Stay connected with the Dell P2425H's extensive connectivity options, including HDMI, DisplayPort, VGA, and USB ports. Easily connect your devices and peripherals for a streamlined workspace. The integrated USB hub offers convenient access to your USB devices, reducing desktop clutter and enhancing your workflow efficiency.
- Eye Comfort Technology: Protect your eyes during extended use with the Dell P2425H's ComfortView feature, which reduces harmful blue light emissions and flicker. This monitor is TÜV certified, ensuring a comfortable viewing experience that minimizes eye strain, making it perfect for office workers, students, and anyone who spends long hours in front of the screen.

› See more product details

Report an issue with this product or seller

$425.49

FREE Returns

FREE delivery **April 15 - 17**. Details

Deliver to CalPac - Costa Mesa 92626

In Stock

Qty: 1

Request quote for 24+

Add to Cart

Buy Now

Secure transaction

Ships from and sold by 6ave.
Seller Credentials:
889 certification

Return policy:
30-day refund/replacement

Add a Protection Plan:

3 Year B2B Office Equipment Protection Plan for $63.99

4 Year B2B Office Equipment Protection Plan for $84.99

Add to List

Sponsored

Deliver to Alexis
Costa Mesa 92626

Electronics | Enter keyword or prod

EN

Hello, Alexis
Account for CalPac Online

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All Get the app End of School Year Climate Pledge Friendly Buy Again Today's Deals Shop End of School Year savings Lists Business Prime

Guide buyers in your org

Group: CalPac Online

Mark product as preferred

Manage Buying policies

Computers Laptops Desktops Monitors Tablets Computer Accessories PC Components PC Gaming Deals

Shop now

Sponsored

Electronics › Computers & Accessories › Computer Accessories & Peripherals › Keyboards, Mice & Accessories › Mice

Last purchased Oct 24, 2024
Style: **Pro3** | View order

Roll over image to zoom in

Contour Design RollerMouse Pro3 - Wired Ergonomic Mouse for Laptop and Desktop Computer Use - Reach-Free Ambidextrous Computer Mouse - Mac & PC Compatible

Visit the Contour Design Store

4.4 (331) | Search this page

100+ bought in past month

Educator Price $276.21

FREE Returns

Prefer to be invoiced for your order? Choose **Pay by Invoice** as your payment method at checkout.

Buying multiple items? Go to multi-select

Style: **Pro3**

Pro3 | Pro3 Plus

Brand	Contour Design
Color	Black
Connectivity Technology	USB
Special Feature	Wireless, Ergonomic Design
Movement Detection Technology	Optical

About this item

- ERGONOMIC CENTERED DESIGN FOR PAIN-FREE PRODUCTIVITY – Say goodbye to shoulder, neck, arm and wrist strain. The RollerMouse Pro3 sits directly in front of

$276.21

FREE Returns

FREE delivery **Monday, April 14**. Order within 12 hrs 23 mins

Deliver to CalPac - Costa Mesa 92626

In Stock

Qty: 1

Request quote for 37+

Add to Cart

Buy Now

Secure transaction

Sold by Contour Design and Fulfilled by Amazon.
Seller Credentials: Registered Small Business, 889 certification, Classified Small Business - SBA Standard

Return policy:
30-day refund/replacement

Support:
Product support included

This item has been tested to certify it can ship safely in its original box or bag to avoid unnecessary packaging. Since 2015, we have reduced the weight of outbound packaging per shipment by 41% on average, that's over 2 million tons of packaging material.

If you still require Amazon packaging for this item, choose "Ship in Amazon packaging" at checkout.

Add a Protection Plan:

Deliver to Alexis
Costa Mesa 92626

Electronics | Enter keyword or product number | EN

Hello, Alexis
Account for CalPac Online

0

All | Get the app | End of School Year | Climate Pledge Friendly | Buy Again | Today's Deals | Business Savings | Add Users | Shop End of School Year savings | Lists | Business Prime

Guide buyers in your org

Group: CalPac Online | Mark product as preferred | Manage Buying policies

Computers | Laptops | Desktops | Monitors | Tablets | Computer Accessories | PC Components | PC Gaming | Deals

amazon business | Shop End of School Year savings ▸

Electronics › Computers & Accessories › Computer Accessories & Peripherals › Audio & Video Accessories › Webcams & VoIP Equipment › Webcams

Last purchased Mar 27, 2025
Style: **1080p** | Color: **Black** | View order

Roll over image to zoom in

Logitech Brio 101 Full HD 1080p Webcam Made for Meetings and Works for Streaming — Auto-Light Balance, Built-in Mic, Privacy Shutter, USB-A, for Microsoft Teams, Google Meet, Zoom, and More - Black

Visit the Logitech Store

4.4 (23,204) | Search this page

Amazon's Choice for "webcam"

10K+ bought in past month

Price: $39.99 Same-Day
FREE Returns

Buy more, save more

150 units Lowest price
-6% $5,650.50
$37.67/unit

Prefer to be invoiced for your order? Choose **Pay by Invoice** as your payment method at checkout.

May be available at a lower price from other sellers, potentially without free Prime shipping.

Buying multiple items? Go to multi-select

Style: **1080p**

1080p | 720p

Color: **Black**

Brand	Logitech
Photo Sensor Technology	Fluid crystal
Video Capture Resolution	1080p
Maximum	4 Millimeters

See more

About this item

- Full Clarity: Look clearer in video calls with Full HD 1080p resolution
- Auto-Light Balance: RightLight boosts brightness by up to 50%, reducing shadows so you look your best—compared to previous-generation Logitech webcams (1)

Buy new: $39.99
Same-Day
FREE Returns

FREE delivery **Today 2 PM - 6 PM**. Order within 1 hr 27 mins

Deliver to CalPac - Costa Mesa 92626

In Stock

Quantity: 1

Request quote for 266+

Add to Cart

Buy Now

Secure transaction

Ships from and sold by Amazon.

Return policy:
30-day refund/replacement

Add a Protection Plan:

- 2 Year B2B Camera Accident Protection Plan for $4.99
- 3 Year B2B Camera Accident Protection Plan for $6.99
- Add a gift receipt for easy returns

Save with Used - Like New
$28.00

FREE delivery April 28 - May 5 for Prime members

Ships from: Amazon
Sold by: Emily's Store (SN Recorded)

Add to List

Other sellers on Amazon

New & Used (14) from $22.68
FREE delivery for Prime members

Deliver to Alexis
Costa Mesa 92626

Electronics | Enter keyword or product nur | EN

Hello, Alexis
Account for CalPac Online

0

All | Get the app | End of School Year | Climate Pledge Friendly | Buy Again | Today's Deals | Shop End of School Year savings | Lists | Business Prime

Guide buyers in your org | Group: CalPac Online | Prefer products with sustainability certifications | Mark product as preferred | Manage Buying policies

Computers | Laptops | Desktops | Monitors | Tablets | Computer Accessories | PC Components | PC Gaming | Deals

Shop now

Sponsored

Electronics › Computers & Accessories › Computer Accessories & Peripherals › Keyboards, Mice & Accessories › Keyboards

Last purchased Mar 17, 2025
Style: **PLUS** | Pattern: **Floral**

Roll over image to zoom in

Logitech K400 Plus Wireless Touch With Easy Media Control and Built-in Touchpad, HTPC Keyboard for PC-connected TV, Windows, Android, Chrome OS, Laptop, Tablet - Black

Visit the Logitech Store

4.4 (38,150) | Search this page

Amazon's Choice for "mini keyboard"

1 sustainability feature

10K+ bought in past month

List Price: ~~$27.99~~ Details
Price: $24.99 Same-Day
FREE Returns
You Save: $3.00 (11%)

Buy more, save more

150 units Lowest price
-16% $3,537.00
$23.58/unit

Prefer to be invoiced for your order? Choose **Pay by Invoice** as your payment method at checkout.

May be available at a lower price from other sellers, potentially without free Prime shipping.

Style: **PLUS**

Pattern: **Floral**

Brand	Logitech
Compatible Devices	Laptop, PC, Smart TV, Tablet, Smartphone
Connectivity Technology	RF, Unifying Receiver
Keyboard Description	wireless qwerty

See more

Buy new: $24.99

Same-Day
FREE Returns

FREE delivery **Today 2 PM - 6 PM** on qualifying orders over $25. Order within 1 hr 26 mins

Deliver to CalPac - Costa Mesa 92626

In Stock

Quantity: 1

Request quote for 425+

Add to Cart

Buy Now

Secure transaction

Ships from and sold by Amazon.

Return policy:
30-day refund/replacement

Add a gift receipt for easy returns

Save with Used - Like New
$19.29

FREE delivery Monday, April 14

Ships from: Amazon
Sold by: Amazon Resale

Add to List

Other sellers on Amazon

New & Used (9) from $18.90

Deliver to Alexis
Costa Mesa 92626

Electronics | Enter keyword or prod

EN

Hello, Alexis
Account for CalPac Online

0

All Get the app End of School Year Climate Pledge Friendly Buy Again Today's Deals Shop End of School Year savings Lists Business Prime

Guide buyers in your org

Group: CalPac Online

Mark product as preferred

Manage Buying policies

All Electronics Deals Best Sellers TV & Video Audio & Home Theater Computers Camera & Photo Wearable Technology Car Electronics & GPS Portable Audio

Shop now

Sponsored

Electronics › Computers & Accessories › Laptop Accessories › Chargers & Adapters

Last purchased Mar 27, 2025
View order

Roll over image to zoom in

Charger for Mac Book Pro 140W USB-C Power Adapter, Compatible with MacBook Pro 16, 15, 14, 13 Inch, MacBook Air 13 Inch, iPad Pro 2024/2023/2022/2011/2020,M1 M2 M3,Included 6.6ft USB C to C Cable

Visit the Qacxzer Store

4.6 (151) | Search this page

50+ bought in past month

Limited time deal

Typical price: ~~$39.69~~ Details

Deal Price: $32.04

FREE Returns

You Save: $7.65 (19%)

Coupon: Apply 5% coupon

Shop items › | Terms

Prefer to be invoiced for your order? Choose **Pay by Invoice** as your payment method at checkout.

Brand	Qacxzer
Connectivity Technology	USB
Connector Type	USB Type C
Compatible Devices	Fit for ipad Pro/Air/Mini (USB C Series), Fit for All USB C

See more

About this item

- Input: AC 100-240V,50-60Hz; Output: PD 28.0V/5.0A,20.5V/5.0A,15.0V/5.0A,9.0V/3.0A ,5.2V/4.0A. Compatible with 118W,96W,87W,61W,30W

$32.04

FREE Returns

FREE delivery **Monday, April 14**. Order within 12 hrs 28 mins

Deliver to CalPac - Costa Mesa 92626

In Stock

Qty: 1

Buying in bulk?

Add to Cart

Buy Now

Secure transaction

Sold by Qacxzer Direct and Fulfilled by Amazon.

Return policy:
30-day refund/replacement

Add a Protection Plan:

- 2 Year B2B Electronics Protection Plan for $4.99
- 3 Year B2B Electronics Protection Plan for $6.99
- Add a gift receipt for easy returns

Add to List

Other sellers on Amazon

New (2) from $32.04

Quote 1730

302 Washington St. #811
San Diego, CA 92103
+18582815001
backoffice@chartertechservices.com
www.CharterTechServices.com

ADDRESS	SHIP TO
California Pacific Charter Schools 949 South Coast Drive #185 Costa Mesa, CA 92626	California Pacific Charter Schools 949 South Coast Drive #185 Costa Mesa, CA 92626

DATE	TOTAL
05/02/2025	$3,359.32

ACTIVITY	QTY	RATE	AMOUNT
Lenovo Chromebook 4GB RAM, 32GB eMMC, 11.6", Touchscreen	1	288.00	288.00T
Chrome Management License	1	32.00	32.00
Microsoft Surface Laptop 7 13.8" Core Ultra 5 CPU, 16GB RAM, 512GB SSD, Touchscreen	1	1,450.00	1,450.00T
Lenovo ThinkPad T14s 14" R5 Pro CPU, 16GB RAM, 512GB SSD, Touchscreen	1	1,350.00	1,350.00T

SUBTOTAL	3,120.00
TAX	239.32
TOTAL	$3,359.32

THANK YOU.

Accepted By

Accepted Date

Coversheet

Approval of Zoom (Renewal)

Section: IX. Education/Student Services
Item: C. Approval of Zoom (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: Zoom Contract.pdf

BACKGROUND:

California Pacific Charter Schools has utilized Zoom as a core platform for virtual meetings, instructional delivery, and administrative collaboration. Zoom's functionality supports the school's operational model as an online charter school, facilitating engagement with students, families, and staff. As part of our evolving communication strategy, we are expanding our Zoom services to include Zoom Phone—cloud-based calling capabilities integrated within the Zoom ecosystem.

Justification:
The updated contract includes an increase in licenses and expanded features under the Zoom Workplace for Education Enterprise Plus package, which offers:

- 113 Zoom licenses with increased meeting and webinar capacity
- Unlimited cloud recording and Zoom Docs
- Access to Zoom Scheduler, Whiteboard Plus, and other instructional tools

In addition, the contract includes a Zoom Phone pilot for users, allowing the school to evaluate this integrated phone system as a potential long-term replacement for our current RingCentral solution. The pilot aims to determine whether Zoom Phone can provide enhanced reliability, functionality, and cost-effectiveness while streamlining communications within a single platform.

RECOMMENDATION:

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

Amendment Form Number: Q3282735
Valid Until: 07/04/2025

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

Billed To	Sold To
Customer: CalPac **Account Legal Name:** CalPac *** **Contact Name:** Daisy Carlos **Address:** 940 S COAST DR #185 #185 COSTA MESA,California 92626, USA **Email Address:** dcarlos@cal-pacs.org **Phone:** (949) 688-7798	**Customer:** CalPac **Account Legal Name:** CalPac *** **Contact Name:** Daisy Carlos **Address:** 940 S COAST DR #185 #185 COSTA MESA,California 92626, USA **Email Address:** dcarlos@cal-pacs.org **Phone:** (949) 688-7798
Auto Renew: Yes **Term End Date** (co-terminus with the existing contract): 09/09/2026 **Initial Paid Subscription Term:** 24 Months **Renewal Subscription Term:** 24 Months **Paid Period Start Date:** 07/01/2025 **Free Period Start Date:** 06/04/2025	**Billing Method:** Email **Currency:** USD **Payment Term:** Net 30

This Zoom Amendment Form is for adjusting or amending an existing Order Form, or for the purchase of the Zoom subscriptions and / or services set forth below. The use and delivery of any services provided for herein shall be governed by the Zoom Terms of Service found at http://www.zoom.us/terms (unless Customer and Zoom have entered a written governing Master Subscription Agreement, in which case such written agreement will govern).

AMENDMENT TYPE	NAME	BILLING PERIOD	ORIGINAL QUANITITY	ADJUSTED QUANITITY	TOTAL QUANITITY	EFFECTIVE PRICE	EXTENDED TOTAL	ESTIMATED PRORATED AMOUNT
Product Added	Zoom Phone US/Canada Unlimited Calling Named User Annual License Type: Z1 ENT/ENT+	Annual	0	113	113	USD 90.00	USD 10,170.00	USD 1,950.41
Product Added	Zoom Workplace for Education Enterprise Plus Annual	Annual	0	113	113	USD 180.00	USD 20,340.00	USD 3,900.82
Product Added	Zoom Phone Pay As You Go	Month	0	1	1	USD 0.00	USD 0.00	USD 0.00
Product Added	Zoom Phone Monthly Usage - overage fee	Month	0	NA	NA	USD 1.0000	NA	NA
Product Removed	Education Annual	Annual	113	-113	0	USD 90.00	USD -10,170.00	USD -1,950.41
Product Removed	Cloud Recording 5TB - overage fee	Month		NA	NA	USD 0.1000	NA	NA
Product Removed	Cloud Recording Annual Prepay 5TB Monthly Usage	Annual	1	-1	0	USD 6,000.00	USD -6,000.00	USD -1,150.68

Product Removed	Zoom Phone US/Canada Unlimited Calling Named User Annual	Annual	113	-113	0	USD 90.00	USD -10,170.00	USD -1,950.41

Added/Removed Products Summary (Before Taxes)	
Annual (Incremental) Spend :	USD 4,170.00
Associated Invoice Amount :	USD 799.73
(Before Taxes)	
Annual Incremental Spend:	USD 4,170.00
Associated Invoice Amount:	USD 799.73

Other Terms & Notes

Zoom One is rebranding to Zoom Workplace! This new name does not impact your services.

Special Notes:

The first Invoice amount from this Quote will be prorated based on the existing subscription billing cycle date and thus invoice amount will be different from the above Monthly and Annual Incremental Spend.

Should Customer's existing subscription term be extended via this Amendment order, the revised subscription term will apply to Customer's entire existing subscription.

- Customer will continue to pay for their existing Services notwithstanding any free period contemplated by this amendment order form. To the extent a free period is available by virtue of this amendment order form, it shall only apply to the additional products and services, or the incremental spend, as set out in this amendment order form.
- Any overages for usage-based products such as Zoom Phone, Zoom Audio and Zoom Contact Center and/or any PAYGO usage during the free period will be invoiced at the contracted rates and invoiced 30 days in arrears.

Other:
Named Host - means any licensed host who may host an unlimited number of meetings, one meeting at a time, during the Term using the Service. Any meeting will have at least one Named Host. Unless Customer has purchased an extended capacity, the number of participants (participants do not require a license) will not exceed 300 per meeting. Named Host license may not be shared or used by anyone other than the individual to whom the Named Host license is assigned.
Zoom Workplace For Education Enterprise Plus: Zoom Workplace For Education Enterprise Plus Named Host Plan includes 1000 Meeting capacity, 1000 Sessions attendee capacity (includes Webinar), unlimited Cloud Recording Storage for Meetings, Zoom Room and Conference Room Connector (at a 1:25 ratio), Zoom Scheduler, Workspace Reservation, Zoom Phone Pro, Common Area Phone, Power Pack, Customer Managed Key, unlimited Whiteboard Plus, Zoom Docs and Translated Captions. This plan requires a site-wide license.

Country or region availability for Zoom Phone is listed on Zoom's website and is subject to change (see https://explore.zoom.us/docs/en-us/zoomphone/global-coverage.html).

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

All prices shown for Zoom and Zoom Phone services are exclusive of taxes. The term 'taxes' referred herein should encompass: US state and local taxes, VAT, GST, HST (or any other consumption taxes), Digital Service Taxes and Withholding Taxes that may apply upon making payments to Zoom.

If you are exempt from any of these taxes, please submit your exemption documentation in the Billing Information tab under "Verify Tax Exemption Status". The document will be reviewed and if approved, will exempt you from all applicable taxes.

Professional Services, if purchased, will be presented in a separate Order Form.

Zoom Phone Rates

Zoom Phone Table Format: Country | Landline Rate | Mobile Rate | Enabled Status

Y means Zoom Phone for country is Enabled upon provisioning

N means Zoom Phone for country is Not Enabled upon provisioning

Note: All rates shown are per call, per minute. Calls are billed in 60 second intervals.

Toll-Free Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
Not Applicable	ANTIGUA AND BARBUDA | 1.0218 $ | 1.0486 $ | 0 $ | Y ARGENTINA | 0.1156 $ | 0.5623 $ | 0 $ | Y AUSTRIA | 0.0501 $ | 0.23 $ | 1.0235 $ | Y BULGARIA | 0.1186 $ | 0.8406 $ | 0 $ | Y BOLIVIA (PLURINATIONAL STATE OF) | 0.5155 $ | 0.8003 $ | 0 $ | Y BONAIRE, SINT EUSTATIUS AND SABA | 0.7028 $ | 0.7028 $ | 0 $ | Y BOTSWANA | 0.436 $ | 0.9398 $ | 0 $ | Y COCOS (KEELING) ISLANDS | 0.4552 $ | 0 $ | 0 $ | Y CONGO | 1.40 $ | 1.40 $ | 1.40 $ | Y SWITZERLAND | 0.3694 $ | 0.7011 $ | 1.0331 $ | Y CUBA | 3.0799 $ | 5.6543 $ | 0 $ | Y CURAÇAO | 0.2813 $ | 0.7028 $ | 0 $ | Y CHRISTMAS ISLAND | 0.4552 $ | 0 $ | 0 $ | Y CYPRUS | 0.0953 $ | 0.2861 $ | 0 $ | Y GERMANY | 0.0353 $ | 0.1434 $ | 0.7211 $ | Y DOMINICAN REPUBLIC | 0.1716 $ | 0.3824 $ | 0 $ | Y ALGERIA | 0.3773 $ | 2.1167 $ | 0 $ | Y ECUADOR | 0.5392 $ | 0.7572 $ | 0 $ | Y WESTERN SAHARA | 0.5182 $ | 0 $ | 0 $ | Y SPAIN | 0.0381 $ | 0.1832 $ | 0.6374 $ | Y FINLAND | 0.8584 $ | 0.864 $ | 0 $ | Y GRENADA | 1.0196 $ | 1.2758 $ | 0 $ | Y GREECE | 0.0911 $ | 0.3357 $ | 0 $ | Y HONG KONG SAR | 0.0863 $ | 0.1333 $ | 0 $ | Y INDONESIA | 0.1486 $ | 0.2407 $ | 0 $ | Y ISRAEL | 0.0639 $ | 0.1161 $ | 0 $ | Y INDIA | 0.0915 $ | 0.0837 $ | 0 $ | Y IRAN | 1.2762 $ | 1.3672 $ | 0 $ | Y JORDAN | 0.6552 $ | 0.8567 $ | 0 $ | Y KENYA | 0.9342 $ | 0.7235 $ | 0 $ | Y CAYMAN ISLANDS | 0.7259 $ | 0.4934 $ | 0 $ | Y KAZAKHSTAN | 0.3587 $ | 0.6853 $ | 0 $ | Y SAINT LUCIA | 0.9581 $ | 0.5276 $ | 0 $ | Y MALAYSIA | 0.1001 $ | 0.0918 $ | 0 $ | Y NETHERLANDS | 0.0913 $ | 0.4453 $ | 1.3658 $ | Y NEW ZEALAND | 0.0567 $ | 0.2556 $ | 0 $ | Y OMAN | 0.5335 $ | 1.1352 $ | 0 $ | Y PANAMA | 0.0485 $ | 0.994 $ | 0 $ | Y PHILIPPINES | 0.5808 $ | 0.7074 $ | 0 $ | Y POLAND | 0.137 $ | 0.3728 $ | 0 $ | Y PORTUGAL | 0.026 $ | 0.1545 $ | 0.6336 $ | Y RÉUNION | 0.3569 $ | 0.6072 $ | 0 $ | Y ROMANIA | 0.0812 $ | 0.2815 $ | 0 $ | Y RUSSIAN FEDERATION | 0.1054 $ | 0.8892 $ | 0 $ | Y SATELLITE - AEROMOBILE | 0 $ | 44.8179 $ | 0 $ | Y

SUDAN | 1.4455 $ | 1.4742 $ | 0 $ | Y
SATELLITE - EMSAT | 0 $ | 21.0161 $ | 0 $ | Y
SINGAPORE | 0.0329 $ | 0.0335 $ | 0 $ | Y
SLOVENIA | 0.1855 $ | 1.1228 $ | 0 $ | Y
SATELLITE - INMARSAT-AERO | 0 $ | 29.5946 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN-HSD | 0 $ | 38.1728 $ | 0 $ | Y
SATELLITE - INMARSAT-B-HSD | 0 $ | 48.2519 $ | 0 $ | Y
SATELLITE - INMARSAT-M4-HSD | 0 $ | 43.9628 $ | 0 $ | Y
SATELLITE - INMARSAT-MINI M | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT-B | 0 $ | 37.3146 $ | 0 $ | Y
SATELLITE - INMARSAT-M | 0 $ | 11.3661 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN | 0 $ | 29.5946 $ | 0 $ | Y
SATELLITE - MCP | 0 $ | 12.2242 $ | 0 $ | Y
SATELLITE - GLOBALSTAR | 0 $ | 16.0838 $ | 0 $ | Y
SATELLITE - IRIDIUM | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT | 0 $ | 36.0284 $ | 0 $ | Y
SATELLITE - THURAYA | 0 $ | 28.7368 $ | 0 $ | Y
UKRAINE | 0.5868 $ | 1.0755 $ | 0 $ | Y
URUGUAY | 0.2285 $ | 0.8432 $ | 0 $ | Y
HOLY SEE (VATICAN CITY) | 0.0082 $ | 0 $ | 0 $ | Y
VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0518 $ | 0.2809 $ | 0 $ | Y
VIRGIN ISLANDS (U.S.) | 0.9646 $ | 1.5308 $ | 0 $ | Y
ASCENSION ISLAND | 1.8943 $ | 1.065 $ | 3.2044 $ | Y
ANDORRA | 0.1589 $ | 0.348 $ | 0.705 $ | Y
UNITED ARAB EMIRATES | 0.6535 $ | 0.6535 $ | 0 $ | Y
AFGHANISTAN | 0.3124 $ | 0.3766 $ | 0 $ | Y
ANGUILLA | 1.0442 $ | 1.0442 $ | 0 $ | Y
ALBANIA | 0.2534 $ | 0.7026 $ | 1.2132 $ | Y
ARMENIA | 0.3098 $ | 0.3455 $ | 0.51 $ | Y
NETHERLANDS ANTILLES | 0.1956 $ | 0.15 $ | 0.5001 $ | Y
ANGOLA | 0.6882 $ | 0.5871 $ | 0 $ | Y
AMERICAN SAMOA | 0.3267 $ | 0.3267 $ | 0 $ | Y
AUSTRALIA | 0.0443 $ | 0.182 $ | 0 $ | Y
ARUBA | 0.1557 $ | 0.3294 $ | 0.975 $ | Y
AZERBAIJAN | 0.434 $ | 0.5256 $ | 0.6301 $ | Y
BOSNIA AND HERZEGOVINA | 0.6177 $ | 1.313 $ | 0 $ | Y
BARBADOS | 0.972 $ | 1.0238 $ | 0 $ | Y
BANGLADESH | 0.1703 $ | 0.1697 $ | 0 $ | Y
BELGIUM | 0.308 $ | 0.5272 $ | 1.3329 $ | Y
BURKINA FASO | 0.5944 $ | 0.6532 $ | 0 $ | Y
BAHRAIN | 0.4356 $ | 0.5154 $ | 0 $ | Y
BURUNDI | 0.788 $ | 0.8907 $ | 1.139 $ | Y
BENIN | 0.602 $ | 0.5223 $ | 0 $ | Y
BERMUDA | 0.3216 $ | 0.3216 $ | 0 $ | Y
BRUNEI DARUSSALAM | 0.1424 $ | 0.0558 $ | 0.51 $ | Y
BRAZIL | 0.0524 $ | 0.2582 $ | 0 $ | Y
BAHAMAS | 0.6278 $ | 0.6278 $ | 0 $ | Y
BHUTAN | 0.1257 $ | 0.1025 $ | 0.51 $ | Y
BELARUS | 0.6629 $ | 0.6641 $ | 1.6666 $ | Y
BELIZE | 1.533 $ | 1.533 $ | 0 $ | Y
CANADA | 0.0355 $ | 0.0355 $ | 0 $ | Y
CONGO, DEMOCRATIC REPUBLIC OF THE | 0.867 $ | 0.7109 $ | 3.3357 $ | Y
CENTRAL AFRICAN REPUBLIC | 1.0972 $ | 0.8121 $ | 0 $ | Y
COTE D'IVOIRE | 0.67 $ | 0.7129 $ | 2.2679 $ | Y
COOK ISLANDS | 1.5994 $ | 1.3205 $ | 0 $ | Y
CHILE | 0.1132 $ | 0.5309 $ | 0 $ | Y
CAMEROON | 0.4107 $ | 0.5179 $ | 3.1224 $ | Y
CHINA | 0.0395 $ | 0.0395 $ | 0 $ | Y
COLOMBIA | 0.117 $ | 0.1003 $ | 0 $ | Y
COSTA RICA | 0.1231 $ | 0.3139 $ | 0 $ | Y
CABO VERDE | 0.5317 $ | 0.3612 $ | 1.065 $ | Y
CZECHIA | 0.113 $ | 0.2348 $ | 0 $ | Y
DIEGO GARCIA | 0.435 $ | 0.435 $ | 0.51 $ | Y

DJIBOUTI | 0.7215 $ | 0.5718 $ | 1.065 $ | Y
DENMARK | 0.0327 $ | 0.1404 $ | 0.5737 $ | Y
DOMINICA | 1.0227 $ | 0.7727 $ | 0 $ | Y
ESTONIA | 2.1381 $ | 2.0891 $ | 0 $ | Y
EGYPT | 0.4326 $ | 0.6226 $ | 0 $ | Y
ERITREA | 0.7029 $ | 0.4078 $ | 1.065 $ | Y
ETHIOPIA | 0.4027 $ | 0.3803 $ | 1.02 $ | Y
FIJI | 1.5038 $ | 0.7631 $ | 0 $ | Y
FALKLAND ISLANDS (MALVINAS) | 1.9702 $ | 1.9702 $ | 0 $ | Y
MICRONESIA (FEDERATED STATES OF) | 0.8686 $ | 0.8308 $ | 0 $ | Y
FAROE ISLANDS | 0.1524 $ | 0.0288 $ | 0.915 $ | Y
FRANCE | 0.0329 $ | 0.126 $ | 0.8651 $ | Y
GABON | 0.6246 $ | 0.6921 $ | 0 $ | Y
UNITED KINGDOM | 0.0233 $ | 0.0682 $ | 0 $ | Y
GEORGIA | 0.8426 $ | 1.1833 $ | 0 $ | Y
FRENCH GUIANA | 0.2043 $ | 0.1204 $ | 0.2666 $ | Y
GUERNSEY | 0.0233 $ | 0.0682 $ | 0 $ | Y
GHANA | 1.1366 $ | 1.1366 $ | 0 $ | Y
GIBRALTAR | 0.2334 $ | 0.9396 $ | 0 $ | Y
GREENLAND | 1.125 $ | 0.3228 $ | 0 $ | Y
GAMBIA | 0.6642 $ | 0.801 $ | 0 $ | Y
GUINEA | 1.1618 $ | 0.9137 $ | 1.6155 $ | Y
GUADELOUPE,SAINT-MARTIN (FRENCH) AND SAINT BARTHÉLEMY | 0.0265 $ | 0.1017 $ | 0.8025 $ | Y
EQUATORIAL GUINEA | 2.7398 $ | 2.7398 $ | 0 $ | Y
GUATEMALA | 0.625 $ | 0.7812 $ | 0 $ | Y
GUAM | 0.0409 $ | 0.0409 $ | 0 $ | Y
GUINEA-BISSAU | 0.8951 $ | 0.9941 $ | 0 $ | Y
GUYANA | 0.333 $ | 0.3282 $ | 0.494 $ | Y
HONDURAS | 0.1846 $ | 0.2305 $ | 0.4249 $ | Y
CROATIA | 0.458 $ | 1.251 $ | 0 $ | Y
HAITI | 0.3532 $ | 0.4437 $ | 1.3823 $ | Y
HUNGARY | 0.1209 $ | 0.2156 $ | 0 $ | Y
IRELAND | 0.0256 $ | 0.1784 $ | 0 $ | Y
ISLE OF MAN | 0.0233 $ | 0.0682 $ | 0 $ | Y
IRAQ | 0.2409 $ | 0.2955 $ | 0.7962 $ | Y
ICELAND | 0.2305 $ | 0.1054 $ | 0 $ | Y
ITALY | 0.0338 $ | 0.2172 $ | 0.5736 $ | Y
JERSEY | 0.0233 $ | 0.0682 $ | 0 $ | Y
JAMAICA | 1.0442 $ | 1.0442 $ | 0 $ | Y
JAPAN | 0.0601 $ | 0.137 $ | 0 $ | Y
KYRGYZSTAN | 0.2141 $ | 0.3367 $ | 1.075 $ | Y
CAMBODIA | 0.3497 $ | 0.3497 $ | 0 $ | Y
KIRIBATI | 1.9284 $ | 2.1749 $ | 0 $ | Y
COMOROS | 0.6617 $ | 0.7148 $ | 0 $ | Y
SAINT KITTS AND NEVIS | 0.9292 $ | 0.9292 $ | 0 $ | Y
KOREA, REPUBLIC OF | 0.1029 $ | 0.1029 $ | 0 $ | Y
KUWAIT | 0.3625 $ | 0.3625 $ | 0 $ | Y
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.2884 $ | 0.1503 $ | 0.51 $ | Y
LEBANON | 0.1964 $ | 0.2401 $ | 0.3433 $ | Y
LIECHTENSTEIN | 0.4236 $ | 0.213 $ | 1.0276 $ | Y
SRI LANKA | 0.6953 $ | 0.6953 $ | 0 $ | Y
LIBERIA | 0.7744 $ | 0.7668 $ | 1.4157 $ | Y
LESOTHO | 0.7845 $ | 1.153 $ | 3.5865 $ | Y
LITHUANIA | 1.8394 $ | 1.479 $ | 0 $ | Y
LUXEMBOURG | 0.3562 $ | 0.3832 $ | 0 $ | Y
LATVIA | 2.1202 $ | 2.4842 $ | 0 $ | Y
LIBYA | 0.6169 $ | 0.4497 $ | 1.065 $ | Y
MOROCCO | 0.5183 $ | 2.132 $ | 0 $ | Y
MONACO | 0.8023 $ | 2.1247 $ | 0 $ | Y
MOLDOVA, REPUBLIC OF | 0.4672 $ | 0.4992 $ | 1.0698 $ | Y
MONTENEGRO | 0.3536 $ | 0.8558 $ | 0.8513 $ | Y
MADAGASCAR | 1.0043 $ | 1.0901 $ | 1.512 $ | Y

MARSHALL ISLANDS | 0.4046 $ | 0.4046 $ | 1.065 $ | Y
NORTH MACEDONIA | 0.6601 $ | 1.5052 $ | 0 $ | Y
MALI | 0.5561 $ | 0.6258 $ | 1.065 $ | Y
MYANMAR | 0.2574 $ | 0.355 $ | 0 $ | Y
MONGOLIA | 0.0699 $ | 0.05 $ | 0.2615 $ | Y
MACAU SAR | 0.4726 $ | 0.4726 $ | 0 $ | Y
NORTHERN MARIANA ISLANDS | 0.0343 $ | 0.0343 $ | 0 $ | Y
MARTINIQUE | 0.0465 $ | 0.1033 $ | 0.6329 $ | Y
MAURITANIA | 0.8688 $ | 1.0065 $ | 1.2753 $ | Y
MONTSERRAT | 1.2006 $ | 1.2006 $ | 0 $ | Y
MALTA | 0.3331 $ | 0.6612 $ | 0 $ | Y
MAURITIUS | 0.717 $ | 0.6363 $ | 0 $ | Y
MALDIVES | 5.702 $ | 5.702 $ | 0 $ | Y
MALAWI | 0.7964 $ | 0.677 $ | 1.065 $ | Y
MEXICO | 0.0501 $ | 0.1711 $ | 0 $ | Y
MOZAMBIQUE | 0.2722 $ | 0.4588 $ | 1.1937 $ | Y
NAMIBIA | 0.2139 $ | 0.1839 $ | 0.765 $ | Y
NEW CALEDONIA | 0.975 $ | 0.4491 $ | 1.065 $ | Y
NIGER | 0.7102 $ | 0.5895 $ | 2.4956 $ | Y
NORFOLK ISLAND | 2.1209 $ | 1.065 $ | 0 $ | Y
NIGERIA | 0.6428 $ | 0.6428 $ | 0 $ | Y
NICARAGUA | 0.1902 $ | 0.3507 $ | 0.5568 $ | Y
NORWAY | 0.0338 $ | 0.1522 $ | 0 $ | Y
NEPAL | 0.5329 $ | 0.5329 $ | 0 $ | Y
NAURU | 1.8562 $ | 2.026 $ | 0 $ | Y
NIUE | 1.7966 $ | 1.3181 $ | 0 $ | Y
PERU | 0.0487 $ | 0.1476 $ | 0 $ | Y
FRENCH POLYNESIA | 0.411 $ | 0.5337 $ | 2.2146 $ | Y
PAPUA NEW GUINEA | 0.9428 $ | 1.3329 $ | 0 $ | Y
PAKISTAN | 0.5737 $ | 0.5737 $ | 0 $ | Y
SAINT PIERRE AND MIQUELON | 0.5816 $ | 0.5816 $ | 1.125 $ | Y
PUERTO RICO | 0.0242 $ | 0.0242 $ | 0 $ | Y
PALESTINE, STATE OF | 0.2667 $ | 0.3118 $ | 0 $ | Y
PALAU | 0.4532 $ | 0.4417 $ | 0 $ | Y
PARAGUAY | 0.1531 $ | 0.2971 $ | 0 $ | Y
QATAR | 0.8432 $ | 0.8784 $ | 0 $ | Y
SERBIA | 0.2929 $ | 0.4437 $ | 0.7008 $ | Y
RWANDA | 1.103 $ | 1.2498 $ | 0 $ | Y
SAUDI ARABIA | 0.3749 $ | 0.5608 $ | 0 $ | Y
SOLOMON ISLANDS | 0.975 $ | 1.9255 $ | 0 $ | Y
SEYCHELLES | 1.1088 $ | 1.0784 $ | 2.0642 $ | Y
SWEDEN | 0.0234 $ | 0.0956 $ | 0.6136 $ | Y
SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 2.4267 $ | 2.3385 $ | 0 $ | Y
SLOVAKIA | 0.0701 $ | 0.4768 $ | 0 $ | Y
SIERRA LEONE | 0.8439 $ | 0.7772 $ | 0.9874 $ | Y
SAN MARINO | 0.8929 $ | 0.3148 $ | 0 $ | Y
SENEGAL | 0.7273 $ | 0.8951 $ | 1.5893 $ | Y
SOMALIA | 0.7888 $ | 0.7763 $ | 1.0729 $ | Y
SURINAME | 0.1996 $ | 0.4533 $ | 0.8502 $ | Y
SOUTH SUDAN | 0.6542 $ | 0.7173 $ | 0 $ | Y
SAO TOME AND PRINCIPE | 1.5976 $ | 1.574 $ | 0 $ | Y
EL SALVADOR | 0.8294 $ | 0.6228 $ | 0 $ | Y
SINT MAARTEN (DUTCH PART) | 0.4137 $ | 0.4678 $ | 0 $ | Y
ESWATINI | 0.2293 $ | 0.2666 $ | 0.4107 $ | Y
TURKS AND CAICOS ISLANDS | 1.411 $ | 1.6546 $ | 0 $ | Y
CHAD | 0.83 $ | 0.8565 $ | 1.0957 $ | Y
FRENCH SOUTHERN TERRITORIES | 0.023 $ | 0.1601 $ | 0 $ | Y
TOGO | 0.5079 $ | 0.4711 $ | 0 $ | Y
THAILAND | 0.1271 $ | 0.1271 $ | 0 $ | Y
TAJIKISTAN | 0.2603 $ | 0.2817 $ | 2.2887 $ | Y
TOKELAU | 0.975 $ | 2.4545 $ | 0 $ | Y
TIMOR-LESTE | 0.975 $ | 0.9269 $ | 0 $ | Y
TURKMENISTAN | 0.435 $ | 0.435 $ | 0.51 $ | Y

	TUNISIA | 1.2254 $ | 1.2586 $ | 3.8999 $ | Y TONGA | 1.4663 $ | 1.513 $ | 0 $ | Y TURKEY | 0.2271 $ | 0.5803 $ | 0 $ | Y TRINIDAD AND TOBAGO | 0.5075 $ | 0.6433 $ | 0 $ | Y TAIWAN, CHINA | 0.0741 $ | 0.4129 $ | 0 $ | Y TANZANIA, UNITED REPUBLIC OF | 1.6103 $ | 1.6103 $ | 0 $ | Y UGANDA | 1.6086 $ | 1.6086 $ | 0 $ | Y UNITED STATES MINOR OUTLYING ISLANDS | 0.0343 $ | 0.0343 $ | 0 $ | Y UNITED STATES OF AMERICA | 0.0318 $ | 0.0318 $ | 0 $ | Y UZBEKISTAN | 0.3047 $ | 0.3047 $ | 0 $ | Y SAINT VINCENT AND THE GRENADINES | 0.9717 $ | 0.5279 $ | 0 $ | Y VIRGIN ISLANDS (BRITISH) | 0.4557 $ | 0.4557 $ | 0 $ | Y VIET NAM | 0.3142 $ | 0.3142 $ | 0 $ | Y VANUATU | 1.326 $ | 1.4891 $ | 0 $ | Y WALLIS AND FUTUNA | 0.975 $ | 0.975 $ | 0.9768 $ | Y SAMOA | 0.3329 $ | 0.9589 $ | 0 $ | Y YEMEN | 0.2885 $ | 0.2296 $ | 0 $ | Y MAYOTTE | 0.2471 $ | 0.4199 $ | 1.065 $ | Y SOUTH AFRICA | 0.3844 $ | 0.6876 $ | 0 $ | Y ZAMBIA | 0.747 $ | 0.7075 $ | 0 $ | Y ZIMBABWE | 0.3413 $ | 0.6389 $ | 0 $ | Y

Shared Cost **Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status**	**National** **Country | Landline Rate | Mobile Rate | Special Rate |Enabled Status**	**ITFS** **Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status**
CHINA | 0.3337 $ | 0.3337 $ | 0 $ | Y	KOREA, REPUBLIC OF | 0.2847 $ | 0.2847 $ | 0 $ | Y PORTUGAL | 0.0075 $ | 0.0075 $ | 0 $ | Y	UNITED ARAB EMIRATES | 0.912 $ | 0.912 $ | 0 $ | Y AUSTRIA | 0.1222 $ | 0.3626 $ | 0 $ | Y BOSNIA AND HERZEGOVINA | 0.6118 $ | 0.6118 $ | 0 $ | Y BULGARIA | 0.3434 $ | 0.3434 $ | 0 $ | Y BRUNEI DARUSSALAM | 0.734 $ | 0.734 $ | 0 $ | Y COSTA RICA | 0.5292 $ | 0.5292 $ | 0 $ | Y CYPRUS | 0.2483 $ | 0.2483 $ | 0 $ | Y DOMINICAN REPUBLIC | 0.5838 $ | 0.5838 $ | 0 $ | Y ECUADOR | 0.7477 $ | 0.7477 $ | 0 $ | Y EGYPT | 0.7169 $ | 0.7169 $ | 0 $ | Y GUADELOUPE | 0.5726 $ | 0.5726 $ | 0 $ | Y INDIA | 0.4108 $ | 0.4108 $ | 0 $ | Y ICELAND | 0.1985 $ | 0.1985 $ | 0 $ | Y JAMAICA | 0.5462 $ | 0.5462 $ | 0 $ | Y JORDAN | 0.8738 $ | 0.8738 $ | 0 $ | Y JAPAN | 0.404 $ | 1.7309 $ | 0 $ | Y KENYA | 0.5462 $ | 0.5462 $ | 0 $ | Y CAMBODIA | 0.7169 $ | 0.7169 $ | 0 $ | Y SRI LANKA | 0.7477 $ | 0.7477 $ | 0 $ | Y MOLDOVA, REPUBLIC OF | 0.8426 $ | 0.8426 $ | 0 $ | Y NORTH MACEDONIA | 0.4695 $ | 1.1867 $ | 0 $ | Y MALTA | 0.2251 $ | 0.2251 $ | 0 $ | Y OMAN | 1.1949 $ | 1.1949 $ | 0 $ | Y PANAMA | 0.1639 $ | 0.1639 $ | 0 $ | Y PHILIPPINES | 0.9218 $ | 0.9218 $ | 0 $ | Y PUERTO RICO | 0.099 $ | 0.099 $ | 0 $ | Y PARAGUAY | 0.7306 $ | 0.7306 $ | 0 $ | Y QATAR | 0.693 $ | 0.693 $ | 0 $ | Y RÉUNION | 0.5726 $ | 0.5726 $ | 0 $ | Y SAUDI ARABIA | 0.9571 $ | 0.9571 $ | 0 $ | Y TANZANIA, UNITED REPUBLIC OF | 0.7852 $ |

		0.7852 $ | 0 $ | Y UGANDA | 0.3585 $ | 0.3585 $ | 0 $ | Y URUGUAY | 0.2895 $ | 0.2895 $ | 0 $ | Y VIET NAM | 0.7852 $ | 0.7852 $ | 0 $ | Y

FAX Country | Type | Rate | Enabled Status
CANADA | FaxInbound-TN | 0.0500 $ | Y CANADA | FaxInbound-TF | 0.0500 $ | Y PUERTO RICO | FaxInbound-TN | 0.0500 $ | Y PUERTO RICO | FaxInbound-TF | 0.0500 $ | Y UNITED STATES OF AMERICA | FaxInbound-TN | 0.0500 $ | Y UNITED STATES OF AMERICA | FaxInbound-TF | 0.0500 $ | Y CANADA | FaxOutbound-TN | 0.0500 $ | Y CANADA | FaxOutbound-TF | 0.0500 $ | Y PUERTO RICO | FaxOutbound-TN | 0.0500 $ | Y PUERTO RICO | FaxOutbound-TF | 0.0500 $ | Y UNITED STATES OF AMERICA | FaxOutbound-TN | 0.0500 $ | Y UNITED STATES OF AMERICA | FaxOutbound-TF | 0.0500 $ | Y

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

Signature:
Print Name:
Date:
Zoom Service Effective Date: 6/4/2025
PO # (If Applicable):

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

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

If a PO# is required for processing the invoice related to this order, please provide a PO with this order. If issuance of PO is delayed, please provide a PO within

5 days of the service effective date via email to *purchase-orders@zoom.us*. Notwithstanding the foregoing, the period for payment shall commence as of the applicable invoice date. Such payment period shall not restart based on any delays in issuing a Purchase Order or any procurement process.Zoom Phone services provided by Zoom Voice Communications, Inc. Rates, terms and conditions for Zoom Phone services are set by Zoom Voice Communications, Inc.

Coversheet

Approval of a One-Time Bonus - Employee Longevity Recognition Stipend

Section: X. Personnel Services
Item: A. Approval of a One-Time Bonus - Employee Longevity Recognition Stipend
Purpose: Vote
Submitted by:
Related Material:
CPCS BUS One-Time Discretionary Staff Longevity Bonuses .docx.pdf
CPCS Resolution One-Time Discretionary Bonuses Longevity Recognition.docx.pdf
June 2025 OTB Employee Longevity Bonus.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Date: June 10, 2025

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

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

Item: Approval of One-Time Bonus - Employee Longevity Recognition Stipend

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 one-time discretionary bonus presented will recognize employees for their loyalty and longevity in years of service with CalPac.

The bonus would be issued as follows:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication and years of service:

   a. Employees must be a minimum 0.60 Full Time Equivalency ("FTE") to be eligible for the purposes of this bonus.
      - After five (5) years of service, $1,000.00
      - After ten (10) years of service $2,500.00
      - After fifteen (15) years of service $5,000.00
      - After twenty (20) years of service $7,500.00
      - After twenty-five (25) years of service $10,0000.00
      - After thirty (30) years of service $12,500.00

   b. As this is the initial year of the longevity bonus, eligible employees will receive the cumulative bonus amount for each service threshold completed (i.e. an employee who

completes their fifteenth (15) year of service at CalPac will receive the five, ten, and fifteen year bonus amounts.)

2. Employees must have completed at least 75% of each of the work year calendars as of the current June board meeting in order to be eligible for a full discretionary bonus under this Resolution.

3. Bonuses shall be paid to eligible employees no later than Thursday, June 26, 2025, subject to any related payroll deductions.

4. Vendors or contractors are excluded from eligibility for this 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 to recognize longevity.

It is recommended the Board approve the bonus as outlined in the attached Resolution.

Fiscal Impact: $101,500.00

California Pacific Charter - Los Angeles (#1751) $33,833.34

California Pacific Charter - San Diego (#1758) $33,833.33

California Pacific Charter - Sonoma (#2037) $33,833.33

** 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 - Longevity Recognition"

June 10, 2025

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, the Board recognizes the value of retaining experienced and dedicated employees; and

WHEREAS, long-term staff members contribute to the continuity, institutional knowledge, and overall success of CalPac's educational mission; and

WHEREAS, acknowledging and rewarding years of service with a longevity stipend promotes employee morale and demonstrates CalPac's commitment to honoring staff contributions; and

WHEREAS, providing service recognition in the form of a longevity stipend is a key strategy to reduce employee turnover and maintain high-quality operations across school sites;

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the establishment and implementation of a one-time longevity recognition bonus to be awarded to classified and certificated employees who meet designated thresholds of continuous service with CalPac as follows:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication and years of service:

    a. Employees must be a minimum 0.60 Full Time Equivalency ("FTE") to be eligible for the purposes of this bonus.
        - After five (5) years of service, $1,000.00
        - After ten (10) years of service $2,500.00
        - After fifteen (15) years of service $5,000.00
        - After twenty (20) years of service $7,500.00
        - After twenty-five (25) years of service $10,0000.00
        - After thirty (30) years of service $12,500.00

b. As this is the initial year of the longevity bonus, eligible employees will receive the cumulative bonus amount for each service threshold completed (i.e. an employee who completes their fifteenth (15) year of service at CalPac will receive the five, ten, and fifteen year bonus amounts.)

2. Employees must have completed at least 75% of each of the work year calendars as of the current June board meeting in order to be eligible for a full discretionary bonus under this Resolution.

3. Bonuses shall be paid to eligible employees no later than Thursday, June 26, 2025, 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 as of the end of 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.

* * *

By: _____
Christine Feher, Superintendent

6-2025 Longevity Report

EE Id	First Name	Last Name	Job Title	Date Seniority	Work Year	Years	Long 5yr	Long 10yr	Long 15yr	Total Cummulative OTB June 2025
A02Z	Gretchen	Chamberlain	Director Compliance and Accountability	08/17/2009	220	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A034	CHRISTINE	FEHER	Superintendent	08/17/2009	220	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A030	LAURA	HOPKINS	Online Teacher (6-12)	08/17/2009	185	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A04F	AMY	ROBINSON	Online Teacher (6-12)	08/17/2009	190	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A04H	Debi	Huber	Online Teacher (6-12)	08/17/2009	190	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A04J	NANCY	MCKENNA	Online Teacher (6-12)	08/17/2009	190	15.88	$1,000.00	$2,500.00	$5,000.00	$8,500.00
A02Y	Jennifer	Byus	School Counselor	05/17/2011	205	12.41	$1,000.00	$2,500.00		$3,500.00
A036	Lisa	Mejia Martinez	Online Teacher (6-12)	08/17/2013	185	11.88	$1,000.00	$2,500.00		$3,500.00
A04D	ERIN	DIETZ-RINEBERG	Assistant Director of TK-8	08/17/2013	220	11.88	$1,000.00	$2,500.00		$3,500.00
A04E	KRISTI	DODSON	Online Teacher (6-12)	08/17/2014	190	10.88	$1,000.00	$2,500.00		$3,500.00
A04L	AMY	NGUYEN	Online Teacher (6-12)	08/17/2014	185	10.88	$1,000.00	$2,500.00		$3,500.00
A04Q	AREZOU	TAVAKOULNIA	Online Teacher (6-12)	08/10/2015	185	9.90	$1,000.00	$2,500.00		$3,500.00
A04P	Shelby	Sullivan	Online Teacher (6-12)	08/17/2015	190	9.88	$1,000.00	$2,500.00		$3,500.00
A06I	PJ	NUZMAN	Online Teacher (6-12)	07/01/2016	185	9.00	$1,000.00			$1,000.00
A06R	DANIELLE	CARBONETTA	Assistant Director Guidance, Admissions, and Records	08/01/2016	260	8.92	$1,000.00			$1,000.00
A0A2	KATHRYN	SUTTON	Online Teacher (6-12)	07/01/2017	185	8.00	$1,000.00			$1,000.00
A0BN	VICTORIA	LAW	School Psychologist	10/02/2017	200	7.75	$1,000.00			$1,000.00
A0HH	CARYN	MASTERS	Education Specialist	06/18/2018	185	7.04	$1,000.00			$1,000.00
A0H8	Ericka	Zemmer	Assistant Superintendent - Educational Services	07/01/2018	220	7.00	$1,000.00			$1,000.00
A0IT	ALEXIS	MORFIN	Student Services Support Specialist	07/16/2018	260	6.96	$1,000.00			$1,000.00
A0M1	DONALD	MCLEISH	Education Specialist	02/11/2019	185	6.39	$1,000.00			$1,000.00
A0NR	MELISSA	MAGDENOVSKI	Special Education Instructional Assistant	02/20/2019	175	6.36	$1,000.00			$1,000.00
A0N1	ALYSSA	GINN	Online Teacher (6-12)	06/03/2019	185	6.08	$1,000.00			$1,000.00
A0RY	CARLY	BERRY	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0S2	ELIZABETH	PALERMO	Online Teacher (TK-5)	08/19/2019	190	5.87	$1,000.00			$1,000.00
A0SE	CARLY	CAPRIO	Online Teacher (TK-5)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SF	MEGAN	MACHADO	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SH	ELIZABETH	DELCONTE	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SI	LESLEE	BAYER	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SK	JONATHAN	WINN	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SL	HOLLY	HESS	Online Teacher (TK-5)	08/19/2019	190	5.87	$1,000.00			$1,000.00
A0SM	Joy	Nehr	Online Teacher (6-12)	08/19/2019	185	5.87	$1,000.00			$1,000.00
A0SR	DAISUKE	NISHIKAWA	Registrar and Data Analyst	09/05/2019	260	5.82	$1,000.00			$1,000.00
A0T5	KATHERINE	JOHNSON	Online Teacher (6-12)	10/01/2019	190	5.75	$1,000.00			$1,000.00
A0TG	JOCELIN	JONES	School Counselor	11/12/2019	205	5.64	$1,000.00			$1,000.00
A0TH	TIFFANY	CORNELIUS COZZI	School Counselor	11/12/2019	205	5.64	$1,000.00			$1,000.00
A0TR	FRANCES	ACIN	Online Teacher (TK-5)	01/07/2020	185	5.48	$1,000.00			$1,000.00
A0VQ	JILL	STUBBS	Online Teacher (TK-5)	08/01/2020	185	4.92	$1,000.00			$1,000.00
A0W0	NICOLE	HEMMINGER	Online Teacher (6-12)	09/01/2020	185	4.83	$1,000.00			$1,000.00
										$101,500.00

Coversheet

Adopted Budget 2025-26, First Reading

Section: XI. Public Hearings
Item: A. Adopted Budget 2025-26, First Reading
Purpose: Discuss
Submitted by: Shannon Green
Related Material:
2025-26 Adopted Budget Presentation.pdf
2025-26 Adopted Budget #1751 California Pacific Charter School-Los Angeles.pdf
2025-26 Adopted Budget #1758 California Pacific Charter School-San Diego.pdf
2025-26 Adopted Budget #2037 California Pacific Charter School-Sonoma.pdf
2025-26 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles.pdf
2025-26 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego.pdf
2025-26 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma.pdf

BACKGROUND:

Each year, California charter schools are required to adopt a budget for the upcoming fiscal year by July 1, in accordance with Education Code and California Department of Education (CDE) guidelines. The Adopted Budget serves as the school's official financial plan for the next academic year and establishes the framework for resource allocation aligned with educational goals and strategic priorities.

This item represents the first reading of the 2025–26 Adopted Budget. The first reading provides the Board with an opportunity to review and discuss the proposed budget, including projected revenues, planned expenditures, and anticipated fund balances. It includes key financial assumptions based on the Governor's May Revision, current enrollment projections, and guidance from the chartering authorities and county offices of education.

The first reading is not an action item, but rather a chance for the Board to evaluate the draft budget, ask questions, and offer feedback prior to final adoption. This review ensures transparency and supports informed decision-making. Any recommended changes or updates based on Board input or late-breaking state budget developments will be incorporated into the final version of the Adopted Budget, which will be brought back for Board approval at a subsequent meeting, prior to the July 1 submission deadline.

This process allows the Board to fulfill its fiduciary responsibility, ensure alignment with the Local Control and Accountability Plan (LCAP), and demonstrate a commitment to sound financial stewardship.

RECOMMENDATION:

It is recommended that the Board receive and review the first reading of the 2025–26 Adopted Budgets for California Pacific Charter Schools – Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as presented.

CalPac

Adopted Budget

2025-2026

1

2025-26 State Budget

PROPOSED 2.30% COLA INCREASE TO LCFF

- Proposed deferral of June payment to July 2026.
- Governor Newsom highlighted concerns about federal tariffs and broader economic uncertainty.

2

Legislative Update

In response to the LAO FCMAT Report and the State Controller's report on A3

AB 84 includes some anti-charter legislation

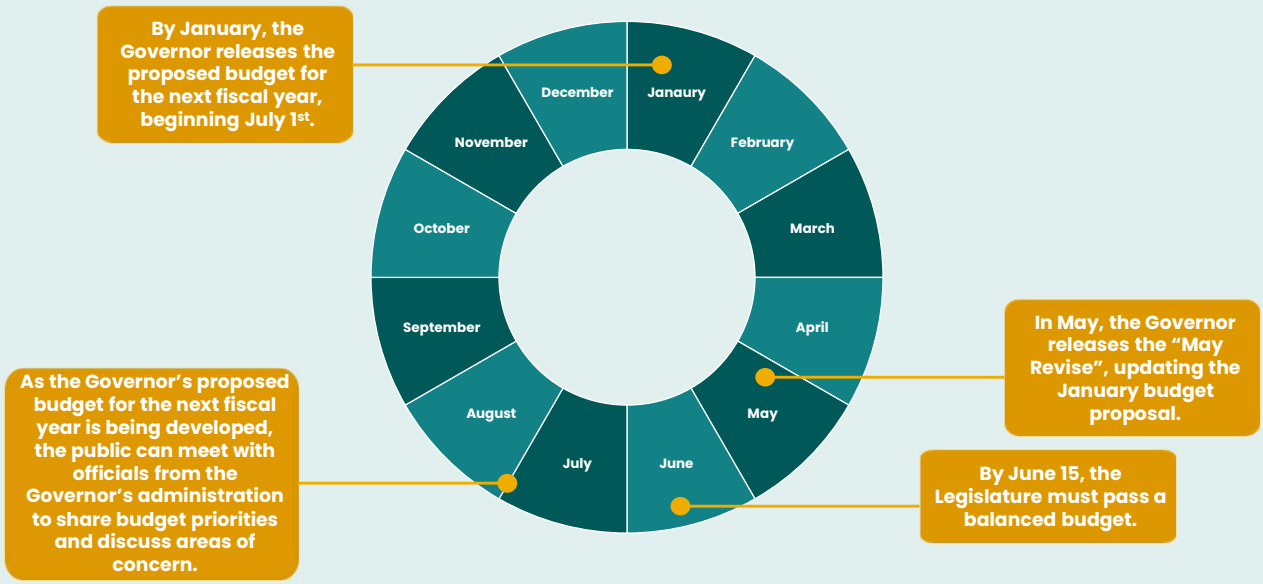
COULD INCLUDE:

- Increased Audit requirements
- SB740 Funding Determination reporting annually
- Getting rid of Small School Districts as Authorizers
- Restrictions on Vendor Contracts

AB 84 passed the Assembly and now goes into the Senate.

3

State Budget Timeline



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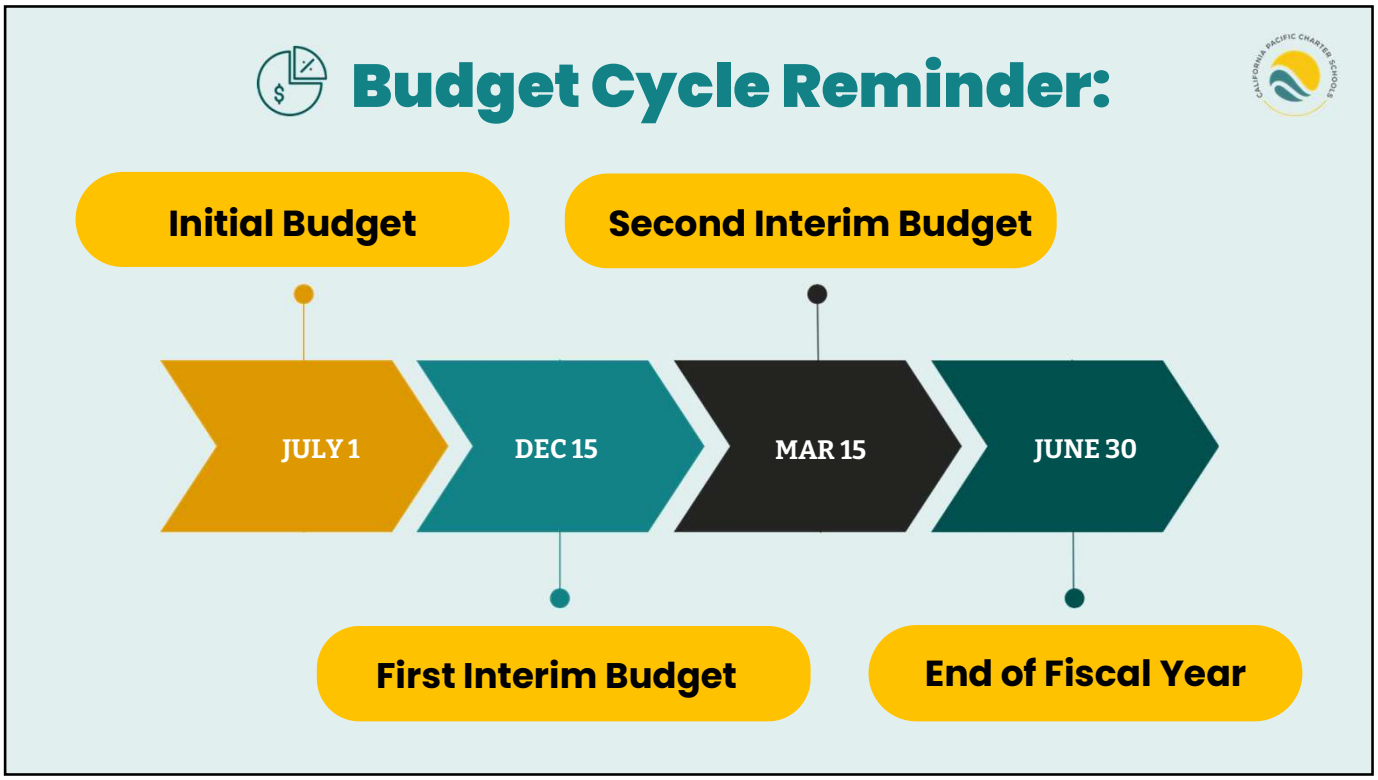
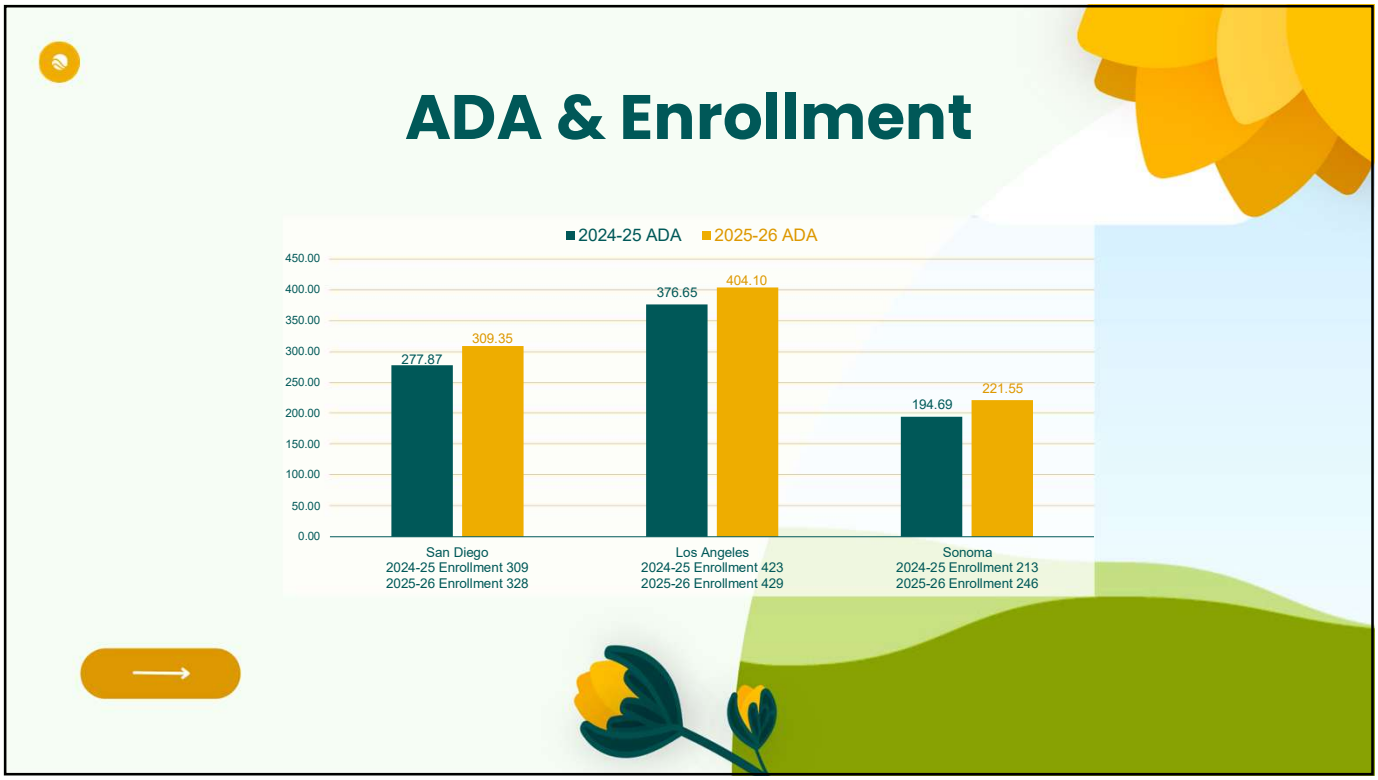

Budget Cycle Reminder:
Initial Budget
Second Interim Budget
JULY 1
DEC 15
MAR 15
JUNE 30
First Interim Budget
End of Fiscal Year

5


ADA & Enrollment
2024-25 ADA
2025-26 ADA
450.00
400.00
350.00
300.00
250.00
200.00
150.00
100.00
50.00
0.00
277.87
309.35
376.65
404.10
194.69
221.55
San Diego
2024-25 Enrollment 309
2025-26 Enrollment 328
Los Angeles
2024-25 Enrollment 423
2025-26 Enrollment 429
Sonoma
2024-25 Enrollment 213
2025-26 Enrollment 246

6

2025-26 Budget Summary

	San Diego			Los Angeles			Sonoma		
	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change
Enrollment	**309**	**328**	**19**	**423**	**429**	**6**	**213**	**246**	**33**
Average Daily Attendance	**277.87**	**309.35**	**31.48**	**376.65**	**404.10**	**27.45**	**194.69**	**221.55**	**26.86**
REVENUES									
General Purpose Revenue	3,906,091	4,412,165	506,074	5,452,060	5,874,856	422,796	2,645,967	2,942,419	296,452
Federal Revenue	146,227	138,679	(7,548)	228,947	209,510	(19,437)	93,255	91,747	(1,508)
Other State Revenue	582,302	719,600	137,298	812,157	1,030,080	217,923	392,390	564,795	172,405
Other Local Revenue	38,494	15,000	(23,494)	3,820	-	(3,820)	7,107	2,000	(5,107)
TOTAL REVENUES	**4,673,113**	**5,285,444**	**612,331**	**6,496,984**	**7,114,446**	**617,462**	**3,138,719**	**3,600,961**	**462,242**
EXPENDITURES									
Certificated Salaries	2,072,881	2,531,107	458,226	2,955,951	3,451,510	495,559	1,348,856	1,687,405	338,549
Classified Salaries	589,946	638,825	48,879	837,095	871,125	34,030	380,672	425,883	45,211
Employee Benefits	773,734	995,585	221,852	1,166,456	1,357,616	191,160	495,009	663,724	168,714
Books and Supplies	353,281	343,745	(9,535)	456,239	468,059	11,820	234,858	229,876	(4,981)
Other Services and Ops	802,656	685,240	(117,416)	982,725	955,144	(27,581)	566,515	531,053	(35,462)
Other Outgo	-	-	-	-	-	-	737	-	(737)
TOTAL EXPENDITURES	**4,592,498**	**5,194,504**	**602,006**	**6,398,467**	**7,103,455**	**704,988**	**3,026,646**	**3,537,941**	**511,295**
NET INCREASE / (DECREASE)	**80,615**	**90,940**	**10,325**	**98,517**	**10,991**	**(87,526)**	**112,072**	**63,020**	**(49,052)**
BEGINNING BALANCE, RESERVES	**1,902,731**	**1,983,346**	**80,615**	**3,084,907**	**3,183,424**	**98,517**	**876,499**	**988,572**	**112,072**
NET INCREASE / (DECREASE)	**80,615**	**90,940**	**10,325**	**98,517**	**10,991**	**(87,526)**	**112,072**	**63,020**	**(49,052)**
ENDING BALANCE	**1,983,346**	**2,074,286**	**90,940**	**3,183,424**	**3,194,415**	**10,991**	**988,572**	**1,051,592**	**63,020**
ENDING BALANCE AS % OF EXP	**43.19%**	**39.93%**	**-3.25%**	**49.75%**	**44.97%**	**-4.78%**	**32.66%**	**29.72%**	**-2.94%**

7

Budget Components

REVENUE

- Several state revenues, such as the Educator Effectiveness, Universal Pre-Kindergarten (UPK), A-G Access Grants, and Arts & Music Block Grant, are scheduled to end in 25-26.
- Budgetary adjustments have been made to account for the loss of these non-recurring funds.

8

Budget Components

SALARY

New Positions for 2025-26:

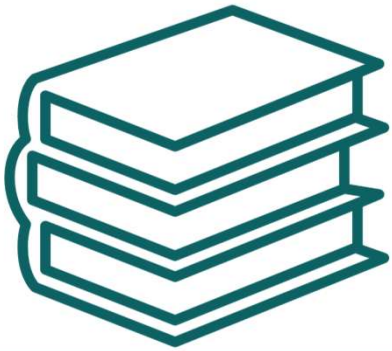
- 5 - Online Teachers
- 1 - MTSS and Intervention Coordinator
- 1 - Speech and Language Pathologist
- 1 - Program Specialist

2025-26 Strategic Staffing Plan was approved at May 2025 Board Meeting

9

Budget Components

EXPENSES



- Adoption of Bright Thinker curriculum; higher cost compared to Accelerate platform.
- Bringing vendored special education services into staffing.
- August 2025 all-staff, in-person PD event, funded by Educator Effectiveness Grant dollars.

10

Per Pupil Expenditures

California Pacific Charter - SD

Per pupil spending = $15,837

California Pacific Charter - LA

Per pupil spending = $16,558

California Pacific Charter - Sonoma

Per pupil spending = $14,354

11

Multi-Year Projection

	San Diego			Los Angeles			Sonoma		
	2025-26	2026-27	2027-28	2025-26	2026-27	2027-28	2025-26	2026-27	2027-28
Enrollment	328	338	343	429	438	444	246	247	252
Average Daily Attendance	309.35	318.35	323.35	404.10	413.10	418.10	221.55	228.55	233.55
REVENUES									
General Purpose Revenue	4,412,165	4,742,844	4,966,331	5,874,856	6,183,272	6,464,243	2,942,419	3,102,840	3,275,363
Federal Revenue	138,679	147,982	152,472	209,510	219,217	224,538	91,747	98,998	102,467
Other State Revenue	719,600	677,846	672,664	1,030,080	825,711	797,504	564,795	490,685	474,225
Other Local Revenue	15,000	15,000	15,000	-	-	-	2,000	2,000	2,000
TOTAL REVENUES	5,285,444	5,583,672	5,806,467	7,114,446	7,228,200	7,486,285	3,600,961	3,694,523	3,854,055
EXPENDITURES									
Certificated Salaries	2,531,107	2,744,015	2,829,370	3,451,510	3,551,078	3,661,537	1,687,405	1,775,539	1,830,769
Classified Salaries	638,825	693,301	714,702	871,125	897,213	924,909	425,883	448,607	462,454
Employee Benefits	995,585	1,067,275	1,118,869	1,357,616	1,381,179	1,447,948	663,724	690,590	723,974
Books and Supplies	343,745	367,561	390,112	468,059	474,912	504,152	229,876	238,699	253,225
Other Services and Operating	685,240	670,985	694,659	955,144	912,885	938,468	531,053	514,068	529,544
TOTAL EXPENDITURES	5,194,504	5,543,137	5,747,712	7,103,455	7,217,267	7,477,014	3,537,941	3,667,503	3,799,965
NET INCREASE / (DECREASE)	90,940	40,535	58,755	10,991	10,933	9,271	63,020	27,020	54,090
BEGINNING BALANCE, RESERVES	1,983,346	2,074,286	2,114,821	3,183,424	3,194,415	3,205,348	988,572	1,051,592	1,078,612
NET INCREASE / (DECREASE)	90,940	40,535	58,755	10,991	10,933	9,271	63,020	27,020	54,090
ENDING BALANCE	2,074,286	2,114,821	2,173,576	3,194,415	3,205,348	3,214,619	1,051,592	1,078,612	1,132,701
ENDING BALANCE AS % OF EXP	39.93%	38.15%	37.82%	44.97%	44.41%	42.99%	29.72%	29.41%	29.81%

12

Cash Balances

California Pacific Charter – SD

June 30, 2026 Balance = $2,154,407

Approximately 151 Days of Cash on Hand

California Pacific Charter – LA

June 30, 2026 Balance = $3,040,302

Approximately 156 Days of Cash on Hand

California Pacific Charter – Sonoma

June 30, 2026 Balance = $1,058,807

Approximately 109 Days of Cash on Hand

13

Questions?

THANK YOU

14

ADOPTED BUDGET

2025-2026

California Pacific Charter Schools
LOS ANGELES

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

On or before July 1, charter schools are required to submit an adopted budget to their chartering authority and the County Office of Education (COE). This budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. As a dynamic, working document, the budget will be revised throughout the year to reflect changes in enrollment, funding levels, and other emerging factors.

California Pacific Charter School's 2025–26 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2024–25 Estimated Actuals reflect the most current year-end projections. While the Legislature is required to pass a balanced state budget by June 15, it is important to recognize that actual funding allocations may vary from these initial estimates. As the state's budget process continues, including the passage of trailer bills and potential funding adjustments, charter schools and educational leaders must remain attentive to ongoing developments that could impact final revenue levels.

Key Highlights from State Budget:

- Local Control Funding Formula (LCFF) COLA estimated at 2.30%, slightly lower than the 2.43% from the January Budget.
- The May Revision continues to pay down past deferrals but introduces new ones, deferring the June 2026 LCFF payment to July 2026.
- Governor Newsom highlighted concerns about federal tariffs and broader economic uncertainty.

2025-26 Adopted Budget Financial Highlights

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

- CPC-SD: Projected surplus of $90,940, with an ending fund balance $2,074,286, representing a healthy 39.93% of annual expenditures.
- CPC-LA: Projected surplus of $10,991, with an ending fund balance $3,194,415, representing a healthy 44.97% of annual expenditures.
- CPC-SO: Projected surplus of $63,020, with an ending fund balance $1,051,592, representing a healthy 29.72% of annual expenditures.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

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, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment growth for 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. The increases are also driven by expanded capacity in key grade levels–particularly Kindergarten and grades 6-8, which previously had waitlists in the prior year. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The 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 who 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 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	309	328	338	343
Total Charter ADA	277.87	309.35	318.35	323.35
Attendance Ratio	89.93%	94.31%	94.19%	94.27%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	423	429	438	444
Total Charter ADA	376.65	404.10	413.10	418.10
Attendance Ratio	89.04%	94.20%	94.32%	94.17%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	213	246	247	252
Total Charter ADA	194.69	221.55	228.55	233.55
Attendance Ratio	91.40%	89.89%	92.53%	92.68%

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a COLA of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$48,265	$65,423	$33,817
Title I	70,427	118,349	42,205
Title II	9,987	15,738	5,725
Title IV	10,000	10,000	10,000

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025–26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027–28 deadline.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.

Other State Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	102,597	153,896	64,123
EEF	49,309	47,329	53,000
LREBG	35,667	167,843	44,333
Lottery - Non-Prop 20	59,086	77,183	42,316
Lottery - Prop 20	25,367	33,136	18,167
MBG	10,892	14,423	7,125
AMS	24,242	37,403	17,849
State Special Education	286,454	352,952	232,572
UPK	14,154	13,356	18,552

Local Revenue –

- Interest revenue is projected at $15K for CPC-SD and $2K for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. However, due to the uncertainty surrounding the timing and amount of reimbursements, no revenue has been included in the 2025–26 Adopted Budget. As the program is reimbursement-based, revenue will be recognized and updated as part of the interim reporting process. While revenue may become more predictable over time as the schools establish a claims history, management has elected to take a conservative approach by excluding it from the initial budget projections.

Powered by BoardOnTrack

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Expenditures

Salaries and Benefits –

- 2025–26 Strategic Staffing Plan was reviewed and approved by the Board in May 2025. The plan outlines updates to staffing levels, salary schedules, and benefits for the upcoming school year. Additional details are available in the May 2025 Board meeting materials.
- New Positions for 2025-26:
  - 5 - Online Teachers
  - 1 - MTSS and Intervention Coordinator
  - 1 - Speech and Language Pathologist
  - 1 - Program Specialist

Books and Supplies –

- Textbooks and Core Curriculum Materials are expected to be higher for 2025-26 due to the adoption of Bright Thinker, which has a higher cost compared to the previously used Accelerate platform. Additionally, expenses for Read 180 are anticipated to be higher due to increased utilization across school sites. These increases are further driven by growth in Kindergarten enrollment.
- Materials and Supplies are expected to be less in 2025-26 since purchases of office furniture and supplies were made in the prior-year to outfit the new office space.
- Noncapitalized Equipment is primarily computers and related technology for students, teachers, and staff. These purchases are made based on assessed needs at each school site.

Services and Other Operating Expenditures –

- Subagreements for Services are expected to be lower in 2025-26 due to CalPac bringing vendored special education services into staffing. CalPac is increasing school staff provided services.
- Travel and Conferences are higher for 2025-26 to support an all-staff, in-person professional development event, funded by Educator Effectiveness Grant dollars.
- Leases expenses are higher for 2025-26 due to a full year of occupancy in the new office space, which was first occupied in February 2025.
- Professional Services are expected to be higher in 2025-26 since CalPac will be outsourcing IT services.
- Legal expenses are expected to be less in 2025-26 based on reduced need for external legal consultation.

Per-pupil spending rates for the 2025-26 Adopted Budget are as follows:

- CPC-SD: $15,837 per pupil
- CPC-LA: $16,558 per pupil
- CPC-SO: $14,354 per pupil

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.
- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data. Notably, CPC-SO experienced significant ADA growth in recent years—21.00 ADA (16% increase) in 2023–24 and an additional 44.24 ADA (29% increase) in 2024–25—further supporting the feasibility of continued, though more moderate, growth in future years.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $191
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $105K, CPC-LA: $107K, CPC-SO: $157K
  - 2027–28: CPC-SD: $160K, CPC-LA: $65K, CPC-SO: $67K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $25K for CPC-SD, $25K for CPC-LA, $38K for CPC-SO; for 2027-28, these are estimated at $39K for CPC-SD, $18K for CPC-LA, $19K for CPC-SO.
- LREBG funds for 2026-27 total approximately $121K for CPC-SD, $86K for CPC-LA, $112K for CPC-SO; for 2027-28 these are approximately $51K for CPC-SD, $64K for CPC-LA, $25K for CPC-SO. These funds are available until the 2027-28 fiscal year.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 2 Teachers, 1 Education Specialist
  - 2027–28: 1 Teacher
- To address 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.

2025-26 Adopted Budget Reserves

Reserves (or "Fund Balance") are critical 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

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,074,286	$2,114,821	$2,173,576
Components of EFB			
Assigned for Special Education (3%)	$155,835	$166,294	$172,431
Assigned for Legal (4%)	$207,780	$221,725	$229,908
Assigned for Economic Uncertainty (5%)	$259,725	$277,157	$287,386
Cashflow Reserve	$1,450,946	$1,449,645	$1,483,851

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,194,415	$3,205,348	$3,214,619
Components of EFB			
Assigned for Special Education (4%)	$284,138	$288,691	$299,081
Assigned for Legal (4%)	$284,138	$288,691	$299,081
Assigned for Economic Uncertainty (5%)	$355,173	$360,863	$373,851
Cashflow Reserve	$2,270,966	$2,267,103	$2,242,606

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,051,592	$1,078,612	$1,132,701
Components of EFB			
Assigned for Special Education (4%)	$141,518	$146,700	$151,999
Assigned for Legal (4%)	$141,518	$146,700	$151,999
Assigned for Economic Uncertainty (5%)	$176,897	$183,375	$189,998
Cashflow Reserve	$591,659	$601,837	$638,705

2025-26 Adopted Budget Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges. While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,154,407	$3,040,302	$1,058,807
Days of Cash on Hand	151	156	109

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Enrollment & ADA

California Pacific Charter - Los Angeles (#1751)	CPC-LA 2025-26		CPC-LA 2026-27		CPC-LA 2027-28	
Attendance Ratio:	94.20%		94.32%		94.17%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	10	9.50	10	9.50	10	9.50
Kinder	14	14.27	14	14.27	14	14.27
Grade 1	27	25.29	27	25.29	25	25.29
Grade 2	18	18.06	18	18.06	19	18.06
Grade 3	30	28.25	30	28.25	28	28.25
Grade 4	20	19.83	20	19.83	21	19.83
Grade 5	21	20.83	21	20.83	21	20.83
Grade 6	29	27.46	31	29.46	29	29.46
Grade 7	26	24.10	29	26.60	31	29.10
Grade 8	22	21.30	24	23.80	28	26.30
Grade 9	47	40.67	49	42.67	44	42.67
Grade 10	49	40.99	49	40.99	47	40.99
Grade 11	65	62.33	65	62.33	74	62.33
Grade 12	51	51.22	51	51.22	53	51.22
TOTAL	429	404.10	438	413.10	444	418.10

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	99	95.37	99	95.37	96	95.37
Total 4-6 Enrollment	70	68.12	72	70.12	71	70.12
Total 7-8 Enrollment	48	45.40	53	50.40	59	55.40
Total 9-12 Enrollment	212	195.21	214	197.21	218	197.21
Total Enrollment/ADA	429	404.10	438	413.10	444	418.10

Unduplicated Pupil Percentage	69.74%	299	69.74%	305	69.74%	310
Percentage of ELL/LEP students	8.18%	35	8.18%	36	8.18%	36
Percentage of SPED Student	20.09%	86	20.09%	88	20.09%	89

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Budget Summary

California Pacific Charter - Los Angeles (#1751)	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change	% Change
Enrollment	**423**	**429**	**6**	**1.42%**
Average Daily Attendance	**376.65**	**404.10**	**27.45**	**7.29%**
REVENUES				
General Purpose Revenue	5,452,060	5,874,856	422,796	7.75%
Federal Revenue	228,947	209,510	(19,437)	-8.49%
Other State Revenue	812,157	1,030,080	217,923	26.83%
Other Local Revenue	3,820	-	(3,820)	-100.00%
TOTAL REVENUES	**6,496,984**	**7,114,446**	**617,462**	**9.50%**
EXPENDITURES				
Certificated Salaries	2,955,951	3,451,510	495,559	16.76%
Classified Salaries	837,095	871,125	34,030	4.07%
Employee Benefits	1,166,456	1,357,616	191,160	16.39%
Books and Supplies Expenditures	456,239	468,059	11,820	2.59%
Other Services and Operating Expenditures	982,725	955,144	(27,581)	-2.81%
Other Outgo	-	-	-	-
TOTAL EXPENDITURES	**6,398,467**	**7,103,455**	**704,988**	**11.02%**
NET INCREASE / (DECREASE)	**98,517**	**10,991**	**(87,526)**	**-88.84%**
BEGINNING BALANCE, RESERVES	**3,084,907**	**3,183,424**	**98,517**	**3.19%**
NET INCREASE / (DECREASE)	**98,517**	**10,991**	**(87,526)**	**-88.84%**
ENDING BALANCE	**3,183,424**	**3,194,415**	**10,991**	**0.35%**
ENDING BALANCE AS % OF EXPENDITURES	**49.75%**	**44.97%**	**-4.78%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Multi-Year Projection

California Pacific Charter - Los Angeles (#1751)	2025-26	2026-27	2027-28
Enrollment	**429**	**438**	**444**
Average Daily Attendance	**404.10**	**413.10**	**418.10**
REVENUES			
8011 LCFF General Entitlement	5,591,534	5,893,640	6,171,105
8012 EPA Entitlement	80,820	82,620	83,620
8096 In-Lieu-Of Property Taxes	202,502	207,012	209,518
Total General Purpose Revenue	**5,874,856**	**6,183,272**	**6,464,243**
8181 Federal IDEA SpEd Revenue	60,660	67,033	70,582
8182 SpEd - Discretionary Grants	4,763	5,110	5,224
8290 Other Federal Revenue	144,087	147,074	148,732
Total Federal Revenue	**209,510**	**219,217**	**224,538**
8311 AB602 State SpEd Revenue	322,087	355,592	375,724
8550 Mandated Cost Reimbursements	14,404	15,686	16,496
8560 State Lottery Revenue	110,319	112,776	114,141
8590 Other State Revenue	583,270	341,657	291,143
Total Other State Revenue	**1,030,080**	**825,711**	**797,504**
8660 Interest Income	-	-	-
Total Other Local Revenue	**-**	**-**	**-**
TOTAL REVENUES	**7,114,446**	**7,228,200**	**7,486,285**
EXPENDITURES			
1000s Certificated Salaries	3,451,510	3,551,078	3,661,537
2000s Classified Salaries	871,125	897,213	924,909
3000s Employee Benefits	1,357,616	1,381,179	1,447,948
4000s Books and Supplies Expenditures	468,059	474,912	504,152
5000s Other Services and Operating Expenditures	955,144	912,885	938,468
7000s Other Outgo	-	-	-
TOTAL EXPENDITURES	**7,103,455**	**7,217,267**	**7,477,014**
NET INCREASE / (DECREASE)	**10,991**	**10,933**	**9,271**
BEGINNING BALANCE, RESERVES	**3,183,424**	**3,194,415**	**3,205,348**
NET INCREASE / (DECREASE)	**10,991**	**10,933**	**9,271**
ENDING BALANCE	**3,194,415**	**3,205,348**	**3,214,619**
ENDING BALANCE AS % OF EXPENDITURES	**44.97%**	**44.41%**	**42.99%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Los Angeles

2025-26 Adopted Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**3,453,996**	**3,494,398**	**3,201,353**	**3,189,871**	**3,187,637**	**3,059,795**	**3,102,177**	**3,152,624**	**3,142,851**	**3,202,499**	**3,327,763**	**3,329,090**		
Revenues															
General Purpose Revenue	$ 5,874,856	$ 289,702	$ 289,702	$ 521,463	$ 541,668	$ 521,463	$ 521,463	$ 541,668	$ 521,463	$ 521,463	$ 541,668	$ 521,463	$ -	$ 541,668	$ 5,874,856
Federal Revenue	209,510	-	-	-	-	33,000	-	34,000	-	70,660	71,850	-	-	-	209,510
Other State Revenue	1,030,080	4,526	67,959	23,361	63,825	36,245	50,649	63,825	36,245	36,245	63,825	36,245	475,172	71,957	1,030,080
Total Revenues	**$ 7,114,446**	**$ 294,228**	**$ 357,661**	**$ 544,825**	**$ 605,493**	**$ 590,708**	**$ 572,112**	**$ 639,493**	**$ 557,708**	**$ 628,368**	**$ 677,343**	**$ 557,708**	**$ 475,172**	**$ 613,625**	**$ 7,114,446**
Expenditures															
Certificated Salaries	$ 3,451,510	$ 58,084	$ 324,679	$ 290,587	$ 287,756	$ 291,781	$ 291,905	$ 320,337	$ 308,973	$ 298,459	$ 300,205	$ 300,205	$ 265,501	$ 113,038	$ 3,451,510
Classified Salaries	871,125	38,807	50,012	72,819	79,987	81,558	76,117	77,744	80,049	77,295	79,808	79,808	67,010	10,111	871,125
Employee Benefits	1,357,616	71,099	116,080	114,890	110,278	93,350	113,520	131,577	118,331	117,636	115,170	119,472	104,432	31,781	1,357,616
Books and Supplies	468,059	138,705	28,926	5,470	31,795	141,435	1,084	2,032	2,250	11,046	3,948	3,948	3,948	93,472	468,059
Other Services and Operating	955,144	144,377	82,568	71,427	96,799	109,313	45,991	56,243	56,765	63,172	51,835	51,835	38,876	85,943	955,144
Total Expenditures	**$ 7,103,455**	**$ 451,072**	**$ 602,265**	**$ 555,193**	**$ 606,615**	**$ 717,437**	**$ 528,617**	**$ 587,933**	**$ 566,368**	**$ 567,608**	**$ 550,966**	**$ 555,268**	**$ 479,767**	**$ 334,346**	**$ 7,103,455**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 4,490	-	-	-	-	-	-	-	-	-	-	-	-	$ 4,490
Accounts Receivable	507,452	507,452	-	-	-	-	-	-	-	-	-	-	-	613,625
Prepaid Expenditures	4,275	4,275	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	72,336	-	-	-	-	-	-	-	-	-	-	-	28,538	43,798
Liabilities													-	
Accounts Payable	313,369	(313,369)	-	-	-	-	-	-	-	-	-	-	-	334,346
Unearned Revenues	461,456	(1,113)	(48,442)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(281,872)	120,012
Other Current Liabilities	79,811	-	-	-	-	-	-	-	-	-	-	-	(30,859)	48,952
Net Increases/Decreases		**$ 197,245**	**$ (48,442)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (1,113)**	**$ (284,193)**	
		$ 3,494,398	**$ 3,201,353**	**$ 3,189,871**	**$ 3,187,637**	**$ 3,059,795**	**$ 3,102,177**	**$ 3,152,624**	**$ 3,142,851**	**$ 3,202,499**	**$ 3,327,763**	**$ 3,329,090**	**$ 3,040,302**	**ENDING CASH**
Days Cash on Hand		***180***	***164***	***164***	***164***	***157***	***159***	***162***	***161***	***165***	***171***	***171***	***156***	

ADOPTED BUDGET

2025-2026

California Pacific Charter Schools
SAN DIEGO

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

On or before July 1, charter schools are required to submit an adopted budget to their chartering authority and the County Office of Education (COE). This budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. As a dynamic, working document, the budget will be revised throughout the year to reflect changes in enrollment, funding levels, and other emerging factors.

California Pacific Charter School's 2025–26 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2024–25 Estimated Actuals reflect the most current year-end projections. While the Legislature is required to pass a balanced state budget by June 15, it is important to recognize that actual funding allocations may vary from these initial estimates. As the state's budget process continues, including the passage of trailer bills and potential funding adjustments, charter schools and educational leaders must remain attentive to ongoing developments that could impact final revenue levels.

Key Highlights from State Budget:

- Local Control Funding Formula (LCFF) COLA estimated at 2.30%, slightly lower than the 2.43% from the January Budget.
- The May Revision continues to pay down past deferrals but introduces new ones, deferring the June 2026 LCFF payment to July 2026.
- Governor Newsom highlighted concerns about federal tariffs and broader economic uncertainty.

2025-26 Adopted Budget Financial Highlights

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

- CPC-SD: Projected surplus of $90,940, with an ending fund balance $2,074,286, representing a healthy 39.93% of annual expenditures.
- CPC-LA: Projected surplus of $10,991, with an ending fund balance $3,194,415, representing a healthy 44.97% of annual expenditures.
- CPC-SO: Projected surplus of $63,020, with an ending fund balance $1,051,592, representing a healthy 29.72% of annual expenditures.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

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, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment growth for 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. The increases are also driven by expanded capacity in key grade levels–particularly Kindergarten and grades 6-8, which previously had waitlists in the prior year. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The 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 who 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 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	309	328	338	343
Total Charter ADA	277.87	309.35	318.35	323.35
Attendance Ratio	89.93%	94.31%	94.19%	94.27%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	423	429	438	444
Total Charter ADA	376.65	404.10	413.10	418.10
Attendance Ratio	89.04%	94.20%	94.32%	94.17%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	213	246	247	252
Total Charter ADA	194.69	221.55	228.55	233.55
Attendance Ratio	91.40%	89.89%	92.53%	92.68%

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a COLA of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$48,265	$65,423	$33,817
Title I	70,427	118,349	42,205
Title II	9,987	15,738	5,725
Title IV	10,000	10,000	10,000

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025–26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027–28 deadline.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.

Other State Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	102,597	153,896	64,123
EEF	49,309	47,329	53,000
LREBG	35,667	167,843	44,333
Lottery - Non-Prop 20	59,086	77,183	42,316
Lottery - Prop 20	25,367	33,136	18,167
MBG	10,892	14,423	7,125
AMS	24,242	37,403	17,849
State Special Education	286,454	352,952	232,572
UPK	14,154	13,356	18,552

Local Revenue –

- Interest revenue is projected at $15K for CPC-SD and $2K for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. However, due to the uncertainty surrounding the timing and amount of reimbursements, no revenue has been included in the 2025–26 Adopted Budget. As the program is reimbursement-based, revenue will be recognized and updated as part of the interim reporting process. While revenue may become more predictable over time as the schools establish a claims history, management has elected to take a conservative approach by excluding it from the initial budget projections.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Expenditures

Salaries and Benefits –

- 2025–26 Strategic Staffing Plan was reviewed and approved by the Board in May 2025. The plan outlines updates to staffing levels, salary schedules, and benefits for the upcoming school year. Additional details are available in the May 2025 Board meeting materials.
- New Positions for 2025-26:
  - 5 - Online Teachers
  - 1 - MTSS and Intervention Coordinator
  - 1 - Speech and Language Pathologist
  - 1 - Program Specialist

Books and Supplies –

- Textbooks and Core Curriculum Materials are expected to be higher for 2025-26 due to the adoption of Bright Thinker, which has a higher cost compared to the previously used Accelerate platform. Additionally, expenses for Read 180 are anticipated to be higher due to increased utilization across school sites. These increases are further driven by growth in Kindergarten enrollment.
- Materials and Supplies are expected to be less in 2025-26 since purchases of office furniture and supplies were made in the prior-year to outfit the new office space.
- Noncapitalized Equipment is primarily computers and related technology for students, teachers, and staff. These purchases are made based on assessed needs at each school site.

Services and Other Operating Expenditures –

- Subagreements for Services are expected to be lower in 2025-26 due to CalPac bringing vendored special education services into staffing. CalPac is increasing school staff provided services.
- Travel and Conferences are higher for 2025-26 to support an all-staff, in-person professional development event, funded by Educator Effectiveness Grant dollars.
- Leases expenses are higher for 2025-26 due to a full year of occupancy in the new office space, which was first occupied in February 2025.
- Professional Services are expected to be higher in 2025-26 since CalPac will be outsourcing IT services.
- Legal expenses are expected to be less in 2025-26 based on reduced need for external legal consultation.

Per-pupil spending rates for the 2025-26 Adopted Budget are as follows:

- CPC-SD: $15,837 per pupil
- CPC-LA: $16,558 per pupil
- CPC-SO: $14,354 per pupil

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.
- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data. Notably, CPC-SO experienced significant ADA growth in recent years—21.00 ADA (16% increase) in 2023–24 and an additional 44.24 ADA (29% increase) in 2024–25—further supporting the feasibility of continued, though more moderate, growth in future years.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $191
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $105K, CPC-LA: $107K, CPC-SO: $157K
  - 2027–28: CPC-SD: $160K, CPC-LA: $65K, CPC-SO: $67K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $25K for CPC-SD, $25K for CPC-LA, $38K for CPC-SO; for 2027-28, these are estimated at $39K for CPC-SD, $18K for CPC-LA, $19K for CPC-SO.
- LREBG funds for 2026-27 total approximately $121K for CPC-SD, $86K for CPC-LA, $112K for CPC-SO; for 2027-28 these are approximately $51K for CPC-SD, $64K for CPC-LA, $25K for CPC-SO. These funds are available until the 2027-28 fiscal year.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 2 Teachers, 1 Education Specialist
  - 2027–28: 1 Teacher
- To address 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.

2025-26 Adopted Budget Reserves

Reserves (or "Fund Balance") are critical 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

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,074,286	$2,114,821	$2,173,576
Components of EFB			
Assigned for Special Education (3%)	$155,835	$166,294	$172,431
Assigned for Legal (4%)	$207,780	$221,725	$229,908
Assigned for Economic Uncertainty (5%)	$259,725	$277,157	$287,386
Cashflow Reserve	$1,450,946	$1,449,645	$1,483,851

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,194,415	$3,205,348	$3,214,619
Components of EFB			
Assigned for Special Education (4%)	$284,138	$288,691	$299,081
Assigned for Legal (4%)	$284,138	$288,691	$299,081
Assigned for Economic Uncertainty (5%)	$355,173	$360,863	$373,851
Cashflow Reserve	$2,270,966	$2,267,103	$2,242,606

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,051,592	$1,078,612	$1,132,701
Components of EFB			
Assigned for Special Education (4%)	$141,518	$146,700	$151,999
Assigned for Legal (4%)	$141,518	$146,700	$151,999
Assigned for Economic Uncertainty (5%)	$176,897	$183,375	$189,998
Cashflow Reserve	$591,659	$601,837	$638,705

2025-26 Adopted Budget Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges. While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,154,407	$3,040,302	$1,058,807
Days of Cash on Hand	151	156	109

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CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Enrollment & ADA

California Pacific Charter - San Diego (#1758)	CPC-SD		CPC-SD		CPC-SD	
	2025-26		2026-27		2027-28	
Attendance Ratio:	94.31%		94.19%		94.27%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	10	9.50	10	9.50	10	9.50
Kinder	16	15.61	16	15.61	16	15.61
Grade 1	13	12.46	13	12.46	13	12.46
Grade 2	15	14.60	15	14.60	15	14.60
Grade 3	14	14.07	14	14.07	14	14.07
Grade 4	16	16.45	16	16.45	16	16.45
Grade 5	19	18.84	19	18.84	19	18.84
Grade 6	22	17.30	24	19.30	24	19.30
Grade 7	16	15.99	18	18.49	21	20.99
Grade 8	20	20.43	23	22.93	25	25.43
Grade 9	30	24.66	33	26.66	33	26.66
Grade 10	47	41.77	47	41.77	47	41.77
Grade 11	39	36.98	39	36.98	39	36.98
Grade 12	51	50.69	51	50.69	51	50.69
TOTAL	328	309.35	338	318.35	343	323.35

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	68	66.24	68	66.24	68	66.24
Total 4-6 Enrollment	57	52.59	59	54.59	59	54.59
Total 7-8 Enrollment	36	36.42	41	41.42	46	46.42
Total 9-12 Enrollment	167	154.10	170	156.10	170	156.10
Total Enrollment/ADA	328	309.35	338	318.35	343	323.35

Unduplicated Pupil Percentage	67.64%	222	67.52%	228	67.50%	232
Percentage of ELL/LEP students	5.36%	18	5.36%	18	5.36%	18
Percentage of SPED Student	23.21%	76	23.21%	78	23.21%	80

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Budget Summary

California Pacific Charter - San Diego (#1758)	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change	% Change
Enrollment	**309**	**328**	**19**	**6.15%**
Average Daily Attendance	**277.87**	**309.35**	**31.48**	**11.33%**
REVENUES				
General Purpose Revenue	3,906,091	4,412,165	506,074	12.96%
Federal Revenue	146,227	138,679	(7,548)	-5.16%
Other State Revenue	582,302	719,600	137,298	23.58%
Other Local Revenue	38,494	15,000	(23,494)	-61.03%
TOTAL REVENUES	**4,673,113**	**5,285,444**	**612,331**	**13.10%**
EXPENDITURES				
Certificated Salaries	2,072,881	2,531,107	458,226	22.11%
Classified Salaries	589,946	638,825	48,879	8.29%
Employee Benefits	773,734	995,585	221,852	28.67%
Books and Supplies Expenditures	353,281	343,745	(9,535)	-2.70%
Other Services and Operating Expenditures	802,656	685,240	(117,416)	-14.63%
Other Outgo	-	-	-	-
TOTAL EXPENDITURES	**4,592,498**	**5,194,504**	**602,006**	**13.11%**
NET INCREASE / (DECREASE)	**80,615**	**90,940**	**10,325**	**12.81%**
BEGINNING BALANCE, RESERVES	**1,902,731**	**1,983,346**	**80,615**	**4.24%**
NET INCREASE / (DECREASE)	**80,615**	**90,940**	**10,325**	**12.81%**
ENDING BALANCE	**1,983,346**	**2,074,286**	**90,940**	**4.59%**
ENDING BALANCE AS % OF EXPENDITURES	**43.19%**	**39.93%**	**-3.25%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Multi-Year Projection

California Pacific Charter - San Diego (#1758)	2025-26	2026-27	2027-28
Enrollment	**328**	**338**	**343**
Average Daily Attendance	**309.35**	**318.35**	**323.35**
REVENUES			
8011 LCFF General Entitlement	4,156,314	4,479,549	4,698,901
8012 EPA Entitlement	61,870	63,670	64,670
8096 In-Lieu-Of Property Taxes	193,981	199,625	202,760
Total General Purpose Revenue	**4,412,165**	**4,742,844**	**4,966,331**
8181 Federal IDEA SpEd Revenue	44,751	51,316	54,393
8182 SpEd - Discretionary Grants	3,514	3,912	4,026
8290 Other Federal Revenue	90,414	92,754	94,053
Total Federal Revenue	**138,679**	**147,982**	**152,472**
8311 AB602 State SpEd Revenue	263,684	302,422	321,864
8550 Mandated Cost Reimbursements	10,878	12,136	12,825
8560 State Lottery Revenue	84,453	86,910	88,275
8590 Other State Revenue	360,585	276,378	249,700
Total Other State Revenue	**719,600**	**677,846**	**672,664**
8660 Interest Income	15,000	15,000	15,000
Total Other Local Revenue	**15,000**	**15,000**	**15,000**
TOTAL REVENUES	**5,285,444**	**5,583,672**	**5,806,467**
EXPENDITURES			
1000s Certificated Salaries	2,531,107	2,744,015	2,829,370
2000s Classified Salaries	638,825	693,301	714,702
3000s Employee Benefits	995,585	1,067,275	1,118,869
4000s Books and Supplies Expenditures	343,745	367,561	390,112
5000s Other Services and Operating Expenditures	685,240	670,985	694,659
7000s Other Outgo	-	-	-
TOTAL EXPENDITURES	**5,194,504**	**5,543,137**	**5,747,712**
NET INCREASE / (DECREASE)	**90,940**	**40,535**	**58,755**
BEGINNING BALANCE, RESERVES	**1,983,346**	**2,074,286**	**2,114,821**
NET INCREASE / (DECREASE)	**90,940**	**40,535**	**58,755**
ENDING BALANCE	**2,074,286**	**2,114,821**	**2,173,576**
ENDING BALANCE AS % OF EXPENDITURES	**39.93%**	**38.15%**	**37.82%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - San Diego

2025-26 Adopted Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**2,300,765**	**2,311,365**	**2,131,463**	**2,159,494**	**2,280,573**	**2,200,181**	**2,081,378**	**2,109,358**	**2,113,062**	**2,346,512**	**2,363,539**	**2,370,096**		
Revenues															
General Purpose Revenue	$ 4,412,165	$ 207,816	$ 207,816	$ 389,536	$ 466,068	$ 374,068	$ 389,536	$ 374,068	$ 374,068	$ 485,536	$ 374,068	$ 374,068	$ -	$ 395,517	$ 4,412,165
Federal Revenue	138,679	-	-	-	4,719	15,000	-	25,000	-	93,960	-	-	-	-	138,679
Other State Revenue	719,600	3,530	66,023	18,594	50,255	40,020	29,142	50,255	29,142	50,255	29,142	29,142	268,998	55,105	719,600
Other Local Revenue	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
Total Revenues	**$ 5,285,444**	**$ 212,595**	**$ 275,088**	**$ 409,380**	**$ 522,292**	**$ 430,338**	**$ 419,927**	**$ 450,573**	**$ 404,460**	**$ 631,000**	**$ 404,460**	**$ 404,460**	**$ 270,248**	**$ 450,622**	**$ 5,285,444**
Expenditures															
Certificated Salaries	$ 2,531,107	$ 40,494	$ 226,631	$ 202,586	$ 200,612	$ 203,418	$ 303,986	$ 227,153	$ 215,404	$ 208,074	$ 209,291	$ 209,291	$ 194,701	$ 89,466	$ 2,531,107
Classified Salaries	638,825	26,920	34,694	50,514	55,487	56,577	87,326	53,931	55,530	53,620	55,363	55,363	49,140	4,360	638,825
Employee Benefits	995,585	52,354	79,379	84,678	63,387	81,301	88,443	95,383	89,087	86,745	84,885	83,200	76,583	30,160	995,585
Books and Supplies	343,745	102,029	12,465	3,239	20,260	92,149	28,485	1,147	2,511	8,844	2,615	14,770	668	54,563	343,745
Other Services and Operating	685,240	88,145	51,334	39,153	60,288	76,106	29,311	43,800	37,045	39,088	34,100	34,100	34,100	118,670	685,240
Total Expenditures	**$ 5,194,504**	**$ 309,942**	**$ 404,503**	**$ 380,170**	**$ 400,034**	**$ 509,551**	**$ 537,551**	**$ 421,414**	**$ 399,577**	**$ 396,371**	**$ 386,254**	**$ 396,724**	**$ 355,192**	**$ 297,221**	**$ 5,194,504**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 3,445	-	-	-	-	-	-	-	-	-	-	-	-	$ 3,445
Accounts Receivable	401,247	401,247	-	-	-	-	-	-	-	-	-	-	-	450,622
Prepaid Expenditures	3,695	3,695	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	48,037	-	-	-	-	-	-	-	-	-	-	-	18,952	29,085
Liabilities													-	
Accounts Payable	295,816	(295,816)	-	-	-	-	-	-	-	-	-	-	-	297,221
Unearned Revenues	421,468	(1,179)	(50,488)	(1,179)	(1,179)	(1,179)	(1,179)	(1,179)	(1,179)	(1,179)	(1,179)	(1,179)	(129,205)	229,986
Other Current Liabilities	53,001	-	-	-	-	-	-	-	-	-	-	-	(20,493)	32,508
Net Increases/Decreases		**$ 107,947**	**$ (50,488)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (1,179)**	**$ (130,746)**	
		$ 2,311,365	**$ 2,131,463**	**$ 2,159,494**	**$ 2,280,573**	**$ 2,200,181**	**$ 2,081,378**	**$ 2,109,358**	**$ 2,113,062**	**$ 2,346,512**	**$ 2,363,539**	**$ 2,370,096**	**$ 2,154,407**	**ENDING CASH**
Days Cash on Hand		***162***	***150***	***152***	***160***	***155***	***146***	***148***	***148***	***165***	***166***	***167***	***151***	

ADOPTED BUDGET

2025-2026

California Pacific Charter Schools
SONOMA

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

On or before July 1, charter schools are required to submit an adopted budget to their chartering authority and the County Office of Education (COE). This budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. As a dynamic, working document, the budget will be revised throughout the year to reflect changes in enrollment, funding levels, and other emerging factors.

California Pacific Charter School's 2025–26 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2024–25 Estimated Actuals reflect the most current year-end projections. While the Legislature is required to pass a balanced state budget by June 15, it is important to recognize that actual funding allocations may vary from these initial estimates. As the state's budget process continues, including the passage of trailer bills and potential funding adjustments, charter schools and educational leaders must remain attentive to ongoing developments that could impact final revenue levels.

Key Highlights from State Budget:

- Local Control Funding Formula (LCFF) COLA estimated at 2.30%, slightly lower than the 2.43% from the January Budget.
- The May Revision continues to pay down past deferrals but introduces new ones, deferring the June 2026 LCFF payment to July 2026.
- Governor Newsom highlighted concerns about federal tariffs and broader economic uncertainty.

2025-26 Adopted Budget Financial Highlights

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

- CPC-SD: Projected surplus of $90,940, with an ending fund balance $2,074,286, representing a healthy 39.93% of annual expenditures.
- CPC-LA: Projected surplus of $10,991, with an ending fund balance $3,194,415, representing a healthy 44.97% of annual expenditures.
- CPC-SO: Projected surplus of $63,020, with an ending fund balance $1,051,592, representing a healthy 29.72% of annual expenditures.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

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, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment growth for 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. The increases are also driven by expanded capacity in key grade levels–particularly Kindergarten and grades 6-8, which previously had waitlists in the prior year. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The 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 who 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 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	309	328	338	343
Total Charter ADA	277.87	309.35	318.35	323.35
Attendance Ratio	89.93%	94.31%	94.19%	94.27%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	423	429	438	444
Total Charter ADA	376.65	404.10	413.10	418.10
Attendance Ratio	89.04%	94.20%	94.32%	94.17%

	2024-25 Funded	**2025-26 Adopted**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	213	246	247	252
Total Charter ADA	194.69	221.55	228.55	233.55
Attendance Ratio	91.40%	89.89%	92.53%	92.68%

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a COLA of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$48,265	$65,423	$33,817
Title I	70,427	118,349	42,205
Title II	9,987	15,738	5,725
Title IV	10,000	10,000	10,000

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025–26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027–28 deadline.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.

Other State Revenue – 2025-26 Adopted Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	102,597	153,896	64,123
EEF	49,309	47,329	53,000
LREBG	35,667	167,843	44,333
Lottery - Non-Prop 20	59,086	77,183	42,316
Lottery - Prop 20	25,367	33,136	18,167
MBG	10,892	14,423	7,125
AMS	24,242	37,403	17,849
State Special Education	286,454	352,952	232,572
UPK	14,154	13,356	18,552

Local Revenue –

- Interest revenue is projected at $15K for CPC-SD and $2K for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. However, due to the uncertainty surrounding the timing and amount of reimbursements, no revenue has been included in the 2025–26 Adopted Budget. As the program is reimbursement-based, revenue will be recognized and updated as part of the interim reporting process. While revenue may become more predictable over time as the schools establish a claims history, management has elected to take a conservative approach by excluding it from the initial budget projections.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

2025-26 Adopted Budget Expenditures

Salaries and Benefits –

- 2025–26 Strategic Staffing Plan was reviewed and approved by the Board in May 2025. The plan outlines updates to staffing levels, salary schedules, and benefits for the upcoming school year. Additional details are available in the May 2025 Board meeting materials.
- New Positions for 2025-26:
  - 5 - Online Teachers
  - 1 - MTSS and Intervention Coordinator
  - 1 - Speech and Language Pathologist
  - 1 - Program Specialist

Books and Supplies –

- Textbooks and Core Curriculum Materials are expected to be higher for 2025-26 due to the adoption of Bright Thinker, which has a higher cost compared to the previously used Accelerate platform. Additionally, expenses for Read 180 are anticipated to be higher due to increased utilization across school sites. These increases are further driven by growth in Kindergarten enrollment.
- Materials and Supplies are expected to be less in 2025-26 since purchases of office furniture and supplies were made in the prior-year to outfit the new office space.
- Noncapitalized Equipment is primarily computers and related technology for students, teachers, and staff. These purchases are made based on assessed needs at each school site.

Services and Other Operating Expenditures –

- Subagreements for Services are expected to be lower in 2025-26 due to CalPac bringing vendored special education services into staffing. CalPac is increasing school staff provided services.
- Travel and Conferences are higher for 2025-26 to support an all-staff, in-person professional development event, funded by Educator Effectiveness Grant dollars.
- Leases expenses are higher for 2025-26 due to a full year of occupancy in the new office space, which was first occupied in February 2025.
- Professional Services are expected to be higher in 2025-26 since CalPac will be outsourcing IT services.
- Legal expenses are expected to be less in 2025-26 based on reduced need for external legal consultation.

Per-pupil spending rates for the 2025-26 Adopted Budget are as follows:

- CPC-SD: $15,837 per pupil
- CPC-LA: $16,558 per pupil
- CPC-SO: $14,354 per pupil

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.
- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data. Notably, CPC-SO experienced significant ADA growth in recent years—21.00 ADA (16% increase) in 2023–24 and an additional 44.24 ADA (29% increase) in 2024–25—further supporting the feasibility of continued, though more moderate, growth in future years.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $191
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $105K, CPC-LA: $107K, CPC-SO: $157K
  - 2027–28: CPC-SD: $160K, CPC-LA: $65K, CPC-SO: $67K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $25K for CPC-SD, $25K for CPC-LA, $38K for CPC-SO; for 2027-28, these are estimated at $39K for CPC-SD, $18K for CPC-LA, $19K for CPC-SO.
- LREBG funds for 2026-27 total approximately $121K for CPC-SD, $86K for CPC-LA, $112K for CPC-SO; for 2027-28 these are approximately $51K for CPC-SD, $64K for CPC-LA, $25K for CPC-SO. These funds are available until the 2027-28 fiscal year.

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 2 Teachers, 1 Education Specialist
  - 2027–28: 1 Teacher
- To address 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.

2025-26 Adopted Budget Reserves

Reserves (or "Fund Balance") are critical 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

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,074,286	$2,114,821	$2,173,576
Components of EFB			
Assigned for Special Education (3%)	$155,835	$166,294	$172,431
Assigned for Legal (4%)	$207,780	$221,725	$229,908
Assigned for Economic Uncertainty (5%)	$259,725	$277,157	$287,386
Cashflow Reserve	$1,450,946	$1,449,645	$1,483,851

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,194,415	$3,205,348	$3,214,619
Components of EFB			
Assigned for Special Education (4%)	$284,138	$288,691	$299,081
Assigned for Legal (4%)	$284,138	$288,691	$299,081
Assigned for Economic Uncertainty (5%)	$355,173	$360,863	$373,851
Cashflow Reserve	$2,270,966	$2,267,103	$2,242,606

California Pacific Charter Schools

2025-26 ADOPTED BUDGET NARRATIVE

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,051,592	$1,078,612	$1,132,701
Components of EFB			
Assigned for Special Education (4%)	$141,518	$146,700	$151,999
Assigned for Legal (4%)	$141,518	$146,700	$151,999
Assigned for Economic Uncertainty (5%)	$176,897	$183,375	$189,998
Cashflow Reserve	$591,659	$601,837	$638,705

2025-26 Adopted Budget Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges. While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,154,407	$3,040,302	$1,058,807
Days of Cash on Hand	151	156	109

2025-26 Adopted Budget
Enrollment & ADA

California Pacific Charter - Sonoma (#2037)	CPC-SO		CPC-SO		CPC-SO	
	2025-26		2026-27		2027-28	
Attendance Ratio:	89.89%		92.53%		92.68%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	1	1.00	1	1.00	1	1.00
Kinder	15	13.92	15	13.92	14	13.92
Grade 1	6	5.91	6	5.91	6	5.91
Grade 2	12	11.49	12	11.49	12	11.49
Grade 3	16	14.35	16	14.35	15	14.35
Grade 4	16	13.36	14	13.36	15	13.36
Grade 5	16	12.34	14	12.34	12	12.34
Grade 6	22	16.49	21	17.49	20	17.49
Grade 7	19	16.56	22	19.06	26	21.56
Grade 8	23	23.42	26	25.92	33	28.42
Grade 9	27	23.26	28	24.26	24	24.26
Grade 10	21	20.41	21	20.41	24	20.41
Grade 11	32	30.50	32	30.50	31	30.50
Grade 12	19	18.54	19	18.54	19	18.54
TOTAL	246	221.55	247	228.55	252	233.55

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	50	46.67	50	46.67	48	46.67
Total 4-6 Enrollment	55	42.19	49	43.19	47	43.19
Total 7-8 Enrollment	42	39.98	48	44.98	59	49.98
Total 9-12 Enrollment	99	92.71	100	93.71	98	93.71
Total Enrollment/ADA	246	221.55	247	228.55	252	233.55

Unduplicated Pupil Percentage	57.75%	142	57.75%	143	57.75%	146
Percentage of ELL/LEP students	1.32%	3	1.32%	3	1.32%	3
Percentage of SPED Student	19.74%	49	19.74%	49	19.74%	50

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Budget Summary

California Pacific Charter - Sonoma (#2037)	Estimated Actuals 2024-25	Adopted Budget 2025-26	$ Change	% Change
Enrollment	**213**	**246**	**33**	**15.71%**
Average Daily Attendance	**194.69**	**221.55**	**26.86**	**13.80%**
REVENUES				
General Purpose Revenue	2,645,967	2,942,419	296,452	11.20%
Federal Revenue	93,255	91,747	(1,508)	-1.62%
Other State Revenue	392,390	564,795	172,405	43.94%
Other Local Revenue	7,107	2,000	(5,107)	-71.86%
TOTAL REVENUES	**3,138,719**	**3,600,961**	**462,242**	**14.73%**
EXPENDITURES				
Certificated Salaries	1,348,856	1,687,405	338,549	25.10%
Classified Salaries	380,672	425,883	45,211	11.88%
Employee Benefits	495,009	663,724	168,714	34.08%
Books and Supplies Expenditures	234,858	229,876	(4,981)	-2.12%
Other Services and Operating Expenditures	566,515	531,053	(35,462)	-6.26%
Other Outgo	737	-	(737)	-100.00%
TOTAL EXPENDITURES	**3,026,646**	**3,537,941**	**511,295**	**16.89%**
NET INCREASE / (DECREASE)	**112,072**	**63,020**	**(49,052)**	**-43.77%**
BEGINNING BALANCE, RESERVES	**876,499**	**988,572**	**112,072**	**12.79%**
NET INCREASE / (DECREASE)	**112,072**	**63,020**	**(49,052)**	**-43.77%**
ENDING BALANCE	**988,572**	**1,051,592**	**63,020**	**6.37%**
ENDING BALANCE AS % OF EXPENDITURES	**32.66%**	**29.72%**	**-2.94%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 Adopted Budget
Multi-Year Projection

California Pacific Charter - Sonoma (#2037)	2025-26	2026-27	2027-28
Enrollment	**246**	**247**	**252**
Average Daily Attendance	**221.55**	**228.55**	**233.55**
REVENUES			
8011 LCFF General Entitlement	1,975,353	2,057,834	2,195,246
8012 EPA Entitlement	44,310	45,710	46,710
8096 In-Lieu-Of Property Taxes	922,756	999,296	1,033,407
Total General Purpose Revenue	**2,942,419**	**3,102,840**	**3,275,363**
8181 Federal IDEA SpEd Revenue	31,355	36,752	39,050
8182 SpEd - Discretionary Grants	2,462	2,802	2,891
8290 Other Federal Revenue	57,930	59,444	60,526
Total Federal Revenue	**91,747**	**98,998**	**102,467**
8311 AB602 State SpEd Revenue	216,618	253,286	269,968
8550 Mandated Cost Reimbursements	7,116	8,151	8,621
8560 State Lottery Revenue	60,483	62,394	63,759
8590 Other State Revenue	280,578	166,854	131,877
Total Other State Revenue	**564,795**	**490,685**	**474,225**
8660 Interest Income	2,000	2,000	2,000
Total Other Local Revenue	**2,000**	**2,000**	**2,000**
TOTAL REVENUES	**3,600,961**	**3,694,523**	**3,854,055**
EXPENDITURES			
1000s Certificated Salaries	1,687,405	1,775,539	1,830,769
2000s Classified Salaries	425,883	448,607	462,454
3000s Employee Benefits	663,724	690,590	723,974
4000s Books and Supplies Expenditures	229,876	238,699	253,225
5000s Other Services and Operating Expenditures	531,053	514,068	529,544
7000s Other Outgo	-	-	-
TOTAL EXPENDITURES	**3,537,941**	**3,667,503**	**3,799,965**
NET INCREASE / (DECREASE)	**63,020**	**27,020**	**54,090**
BEGINNING BALANCE, RESERVES	**988,572**	**1,051,592**	**1,078,612**
NET INCREASE / (DECREASE)	**63,020**	**27,020**	**54,090**
ENDING BALANCE	**1,051,592**	**1,078,612**	**1,132,701**
ENDING BALANCE AS % OF EXPENDITURES	**29.72%**	**29.41%**	**29.81%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Sonoma

2025-26 Adopted Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**985,799**	**1,163,828**	**1,009,321**	**954,037**	**1,032,808**	**1,061,736**	**857,854**	**841,068**	**778,676**	**888,462**	**944,917**	**973,621**		
Revenues															
General Purpose Revenue	$ 2,942,419	$ 98,768	$ 98,768	$ 177,782	$ 326,859	$ 297,782	$ 177,782	$ 243,859	$ 177,782	$ 297,782	$ 308,859	$ 297,782	$ 120,000	$ 318,615	$ 2,942,419
Federal Revenue	91,747	-	-	-	-	14,000	-	-	-	44,355	2,462	-	30,930	-	91,747
Other State Revenue	564,795	3,236	67,068	15,419	24,084	39,205	24,084	31,200	24,084	39,205	24,084	24,084	217,644	31,399	564,795
Other Local Revenue	2,000	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
Total Revenues	**$ 3,600,961**	**$ 102,170**	**$ 166,002**	**$ 193,368**	**$ 351,110**	**$ 351,153**	**$ 202,032**	**$ 275,226**	**$ 202,032**	**$ 381,508**	**$ 335,572**	**$ 322,032**	**$ 368,741**	**$ 350,014**	**$ 3,600,961**
Expenditures															
Certificated Salaries	$ 1,687,405	$ 25,929	$ 145,437	$ 129,720	$ 128,456	$ 130,253	$ 233,252	$ 149,861	$ 137,927	$ 133,234	$ 134,013	$ 134,013	$ 67,007	$ 138,303	$ 1,687,405
Classified Salaries	425,883	17,383	22,403	32,619	35,830	36,533	69,765	34,825	35,857	34,624	35,749	35,749	17,875	16,672	425,883
Employee Benefits	663,724	34,069	55,755	55,149	52,971	52,950	59,468	58,984	57,168	56,467	55,284	55,284	27,642	42,533	663,724
Books and Supplies	229,876	62,338	7,872	2,406	12,828	56,239	23,093	1,296	3,592	7,072	1,883	16,094	16,094	19,069	229,876
Other Services and Operating	531,053	61,465	34,495	27,212	40,708	44,704	18,790	45,500	28,334	38,780	50,642	50,642	50,642	39,139	531,053
Total Expenditures	**$ 3,537,941**	**$ 201,184**	**$ 265,962**	**$ 247,106**	**$ 270,793**	**$ 320,679**	**$ 404,368**	**$ 290,466**	**$ 262,878**	**$ 270,177**	**$ 277,571**	**$ 291,782**	**$ 179,259**	**$ 255,716**	**$ 3,537,941**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 1,475	-	-	-	-	-	-	-	-	-	-	-	-	$ 1,475
Accounts Receivable	419,413	419,413	-	-	-	-	-	-	-	-	-	-	-	350,014
Prepaid Expenditures	3,244	3,244	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	23,579	-	-	-	-	-	-	-	-	-	-	-	9,303	14,277
Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	144,068	(144,068)	-	-	-	-	-	-	-	-	-	-	-	255,716
Unearned Revenues	273,379	(1,546)	(54,546)	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)	(103,539)	99,834
Other Current Liabilities	26,016	-	-	-	-	-	-	-	-	-	-	-	(10,059)	15,957
Net Increases/Decreases		**$ 277,043**	**$ (54,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (1,546)**	**$ (104,295)**	
		$ 1,163,828	**$ 1,009,321**	**$ 954,037**	**$ 1,032,808**	**$ 1,061,736**	**$ 857,854**	**$ 841,068**	**$ 778,676**	**$ 888,462**	**$ 944,917**	**$ 973,621**	**$ 1,058,807**	**ENDING CASH**
Days Cash on Hand		***120***	***104***	***98***	***107***	***110***	***89***	***87***	***80***	***92***	***97***	***100***	***109***	

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - Los Angeles
CDS Code:	19-75309-0132654
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$5,874,856
LCFF Supplemental & Concentration Grants	$1,081,088
All Other State Funds	$1,030,080
All Local Funds	$0
All federal funds	$209,510
Total Projected Revenue	$7,114,446

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$7,103,455
Total Budgeted Expenditures in the LCAP	$6,293,974
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,090,539
Expenditures not in the LCAP	$809,481

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$810,097
Actual Expenditures for High Needs Students in LCAP	$994,692

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$9,451
2024-25 Difference in Budgeted and Actual Expenditures	$184,595

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

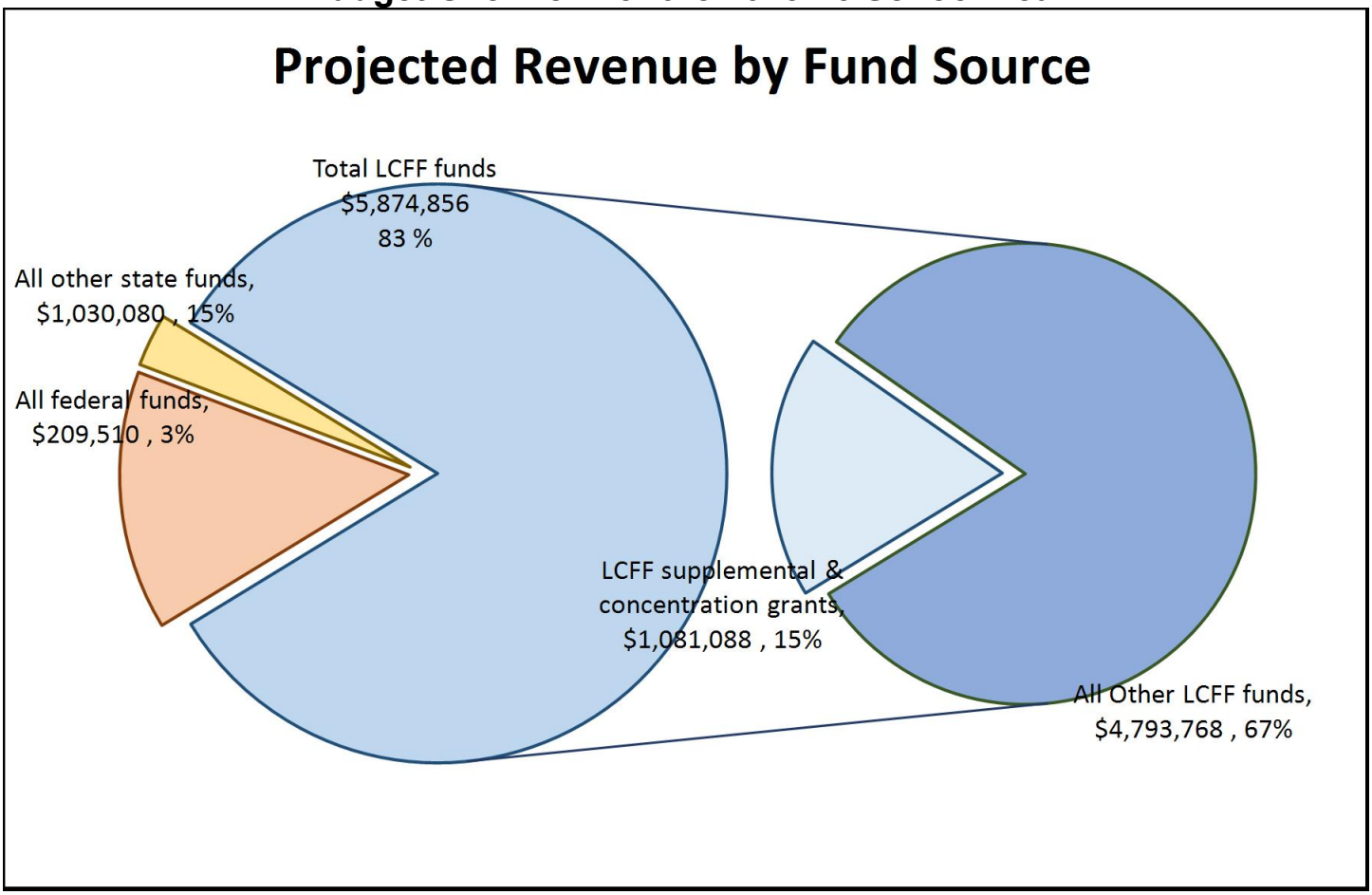
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles
CDS Code: 19-75309-0132654
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

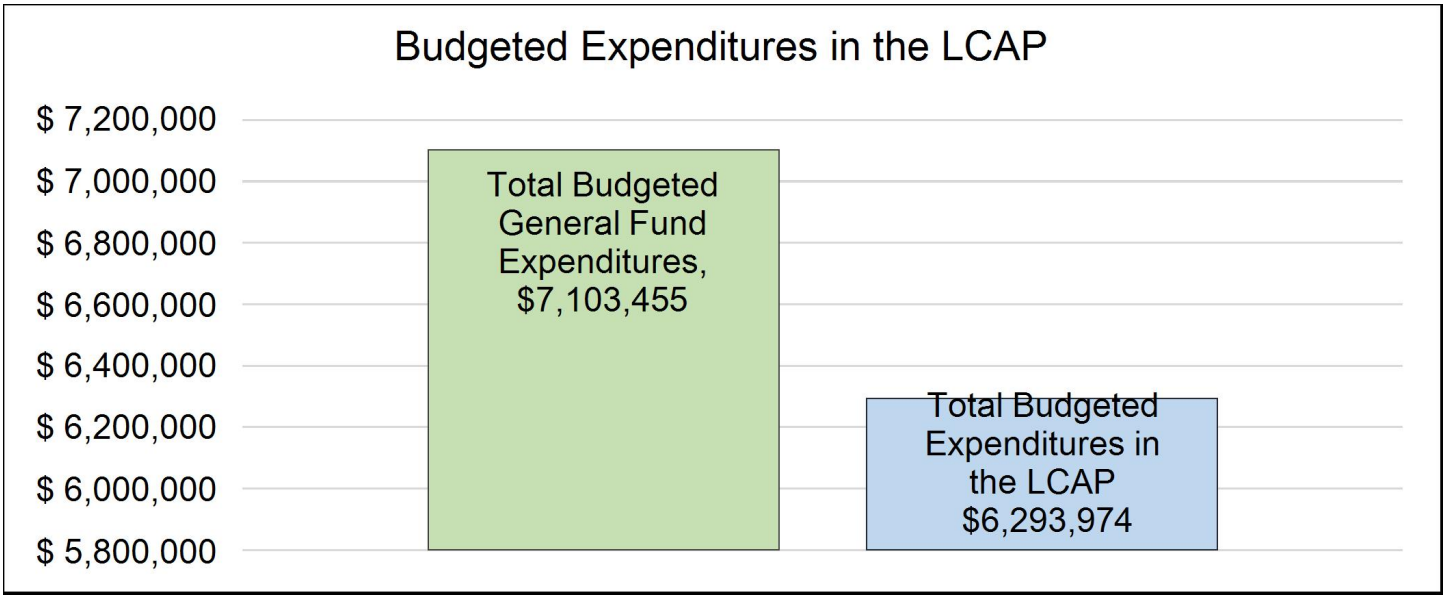


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is $7,114,446, of which $5,874,856 is Local Control Funding Formula (LCFF), $1,030,080 is other state funds, $0 is local funds, and $209,510 is federal funds. Of the $5,874,856 in LCFF Funds, $1,081,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend $7,103,455 for the 2025-26 school year. Of that amount, $6,293,974 is tied to actions/services in the LCAP and $809,481 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

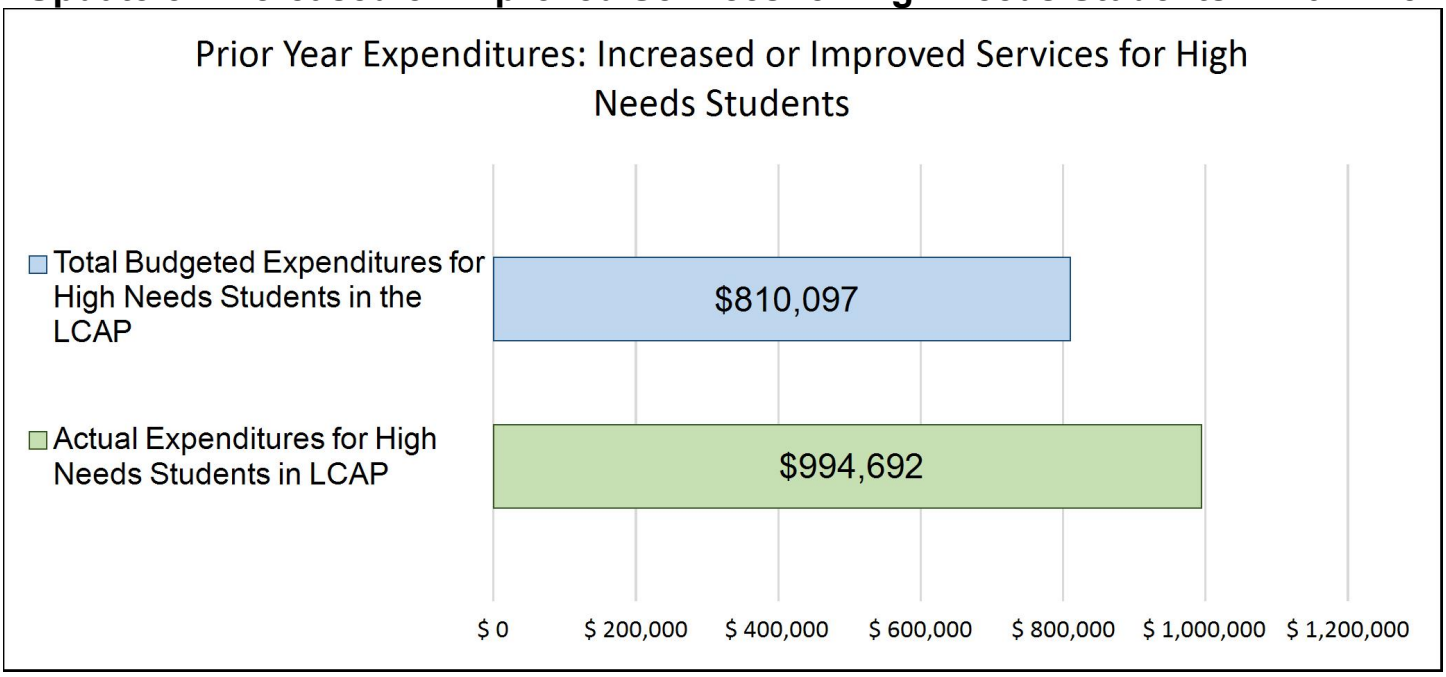
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - Los Angeles is projecting it will receive $1,081,088 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend $1,090,539 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - Los Angeles's LCAP budgeted $810,097 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent $994,692 for actions to increase or improve services for high needs students in 2024-25.

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - San Diego
CDS Code:	37-75416-0132472
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$4,412,165
LCFF Supplemental & Concentration Grants	$730,164
All Other State Funds	$719,600
All Local Funds	$15,000
All federal funds	$138,679
Total Projected Revenue	$5,285,444

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$5,194,504
Total Budgeted Expenditures in the LCAP	$4,593,967
Total Budgeted Expenditures for High Needs Students in the LCAP	$732,747
Expenditures not in the LCAP	$600,537

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$540,066
Actual Expenditures for High Needs Students in LCAP	$622,713

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$2,583
2024-25 Difference in Budgeted and Actual Expenditures	$82,647

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

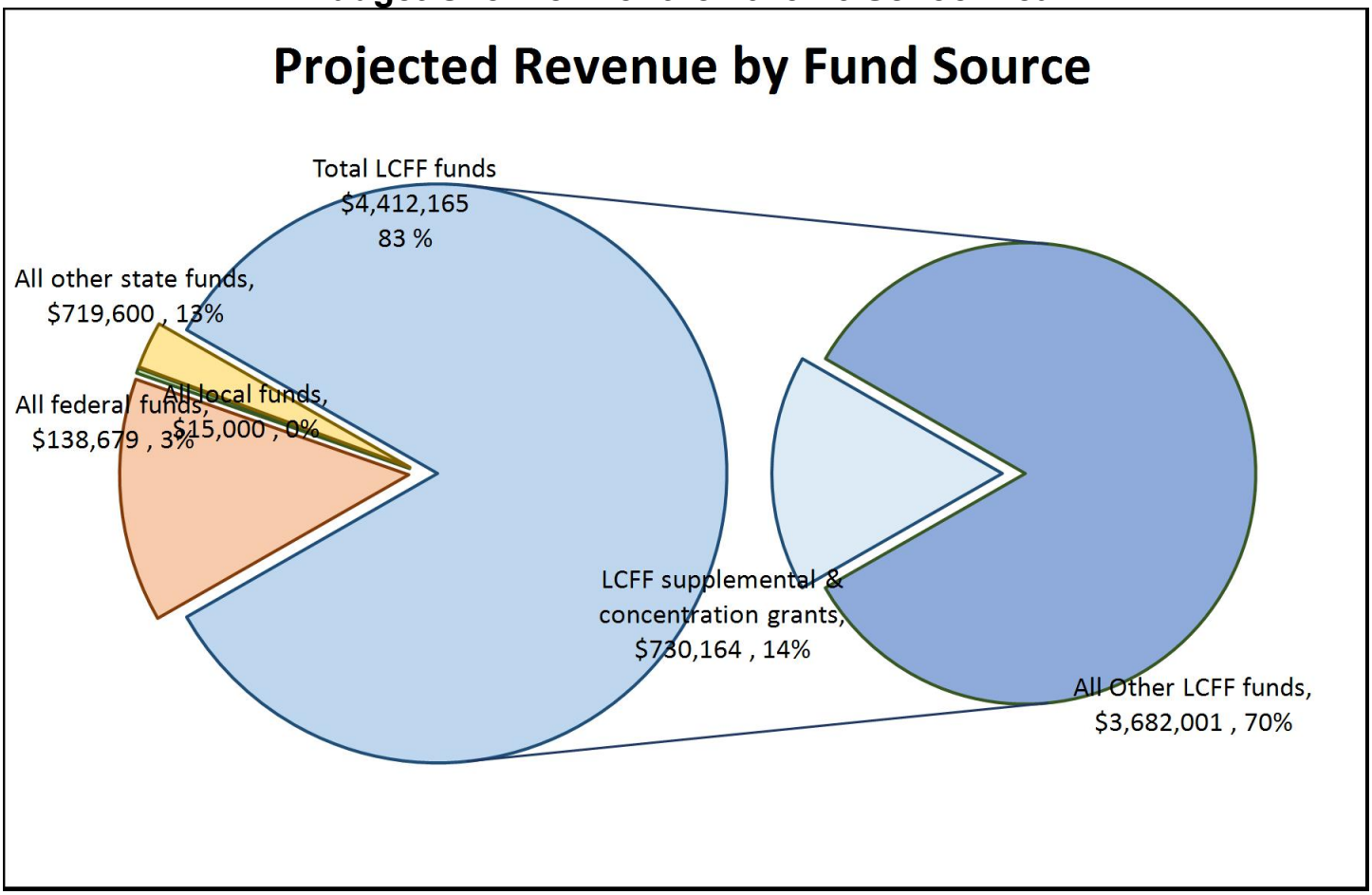
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego
CDS Code: 37-75416-0132472
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

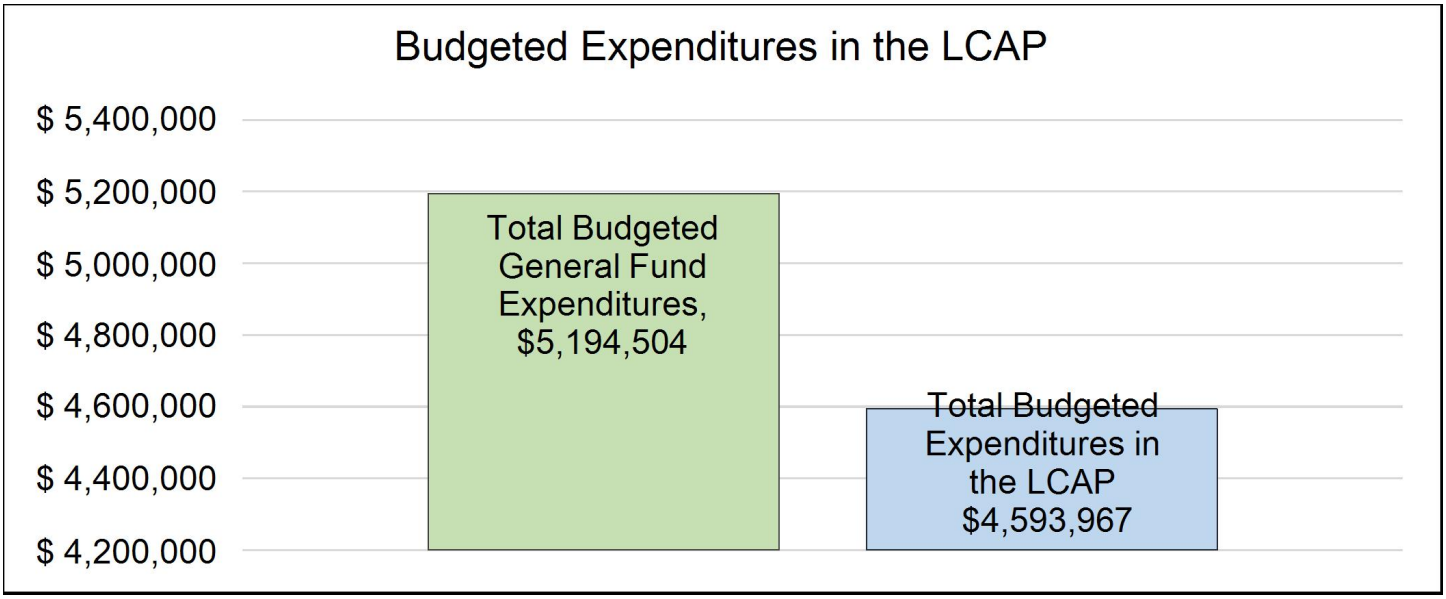


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is $5,285,444, of which $4,412,165 is Local Control Funding Formula (LCFF), $719,600 is other state funds, $15,000 is local funds, and $138,679 is federal funds. Of the $4,412,165 in LCFF Funds, $730,164 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend $5,194,504 for the 2025-26 school year. Of that amount, $4,593,967 is tied to actions/services in the LCAP and $600,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

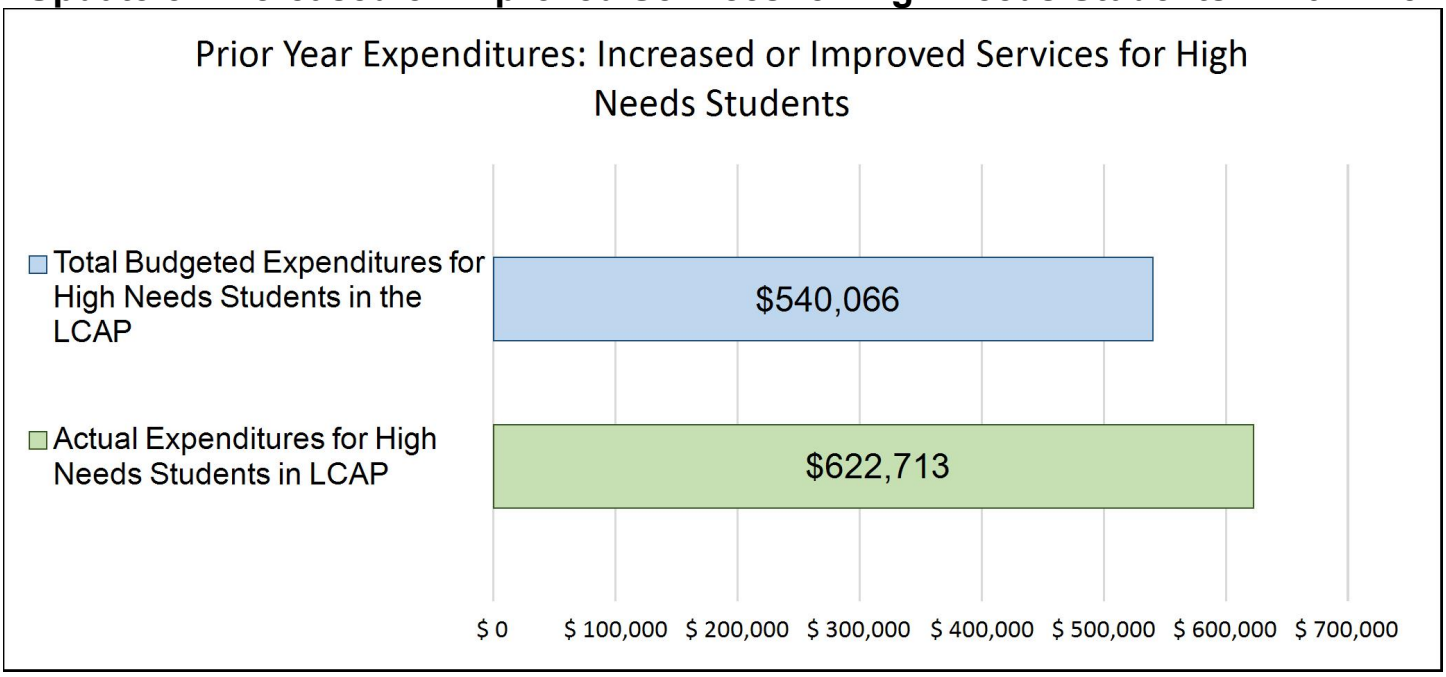
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - San Diego is projecting it will receive $730,164 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend $732,747 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - San Diego's LCAP budgeted $540,066 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent $622,713 for actions to increase or improve services for high needs students in 2024-25.

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - Sonoma
CDS Code:	49-70722-039048
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$2,942,419
LCFF Supplemental & Concentration Grants	$361,359
All Other State Funds	$564,795
All Local Funds	$2,000
All federal funds	$91,747
Total Projected Revenue	$3,600,961

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$3,537,941
Total Budgeted Expenditures in the LCAP	$3,116,622
Total Budgeted Expenditures for High Needs Students in the LCAP	$412,770
Expenditures not in the LCAP	$421,319

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$337,541
Actual Expenditures for High Needs Students in LCAP	$401,411

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$51,411
2024-25 Difference in Budgeted and Actual Expenditures	$63,870

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

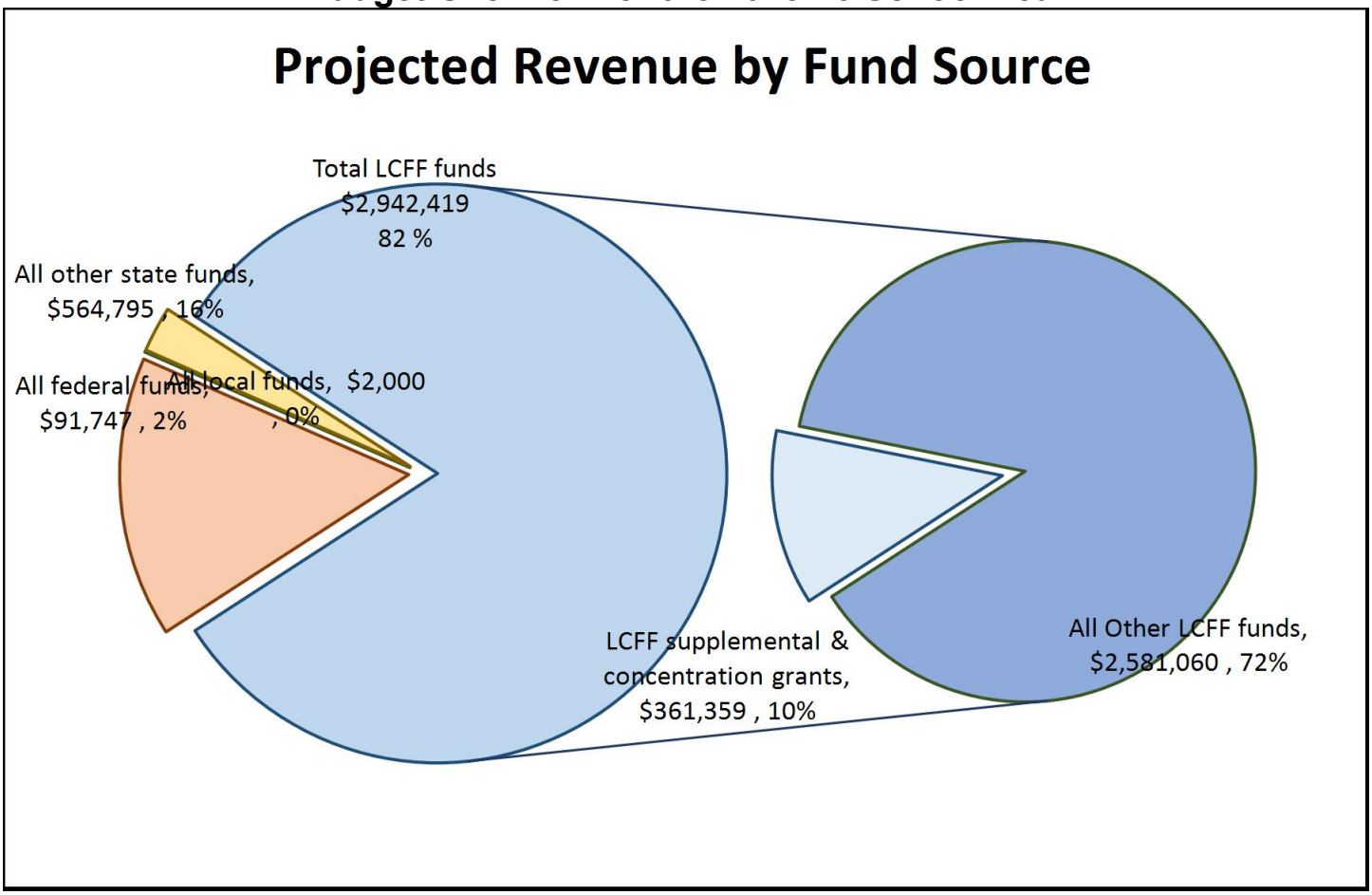
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma
CDS Code: 49-70722-039048
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

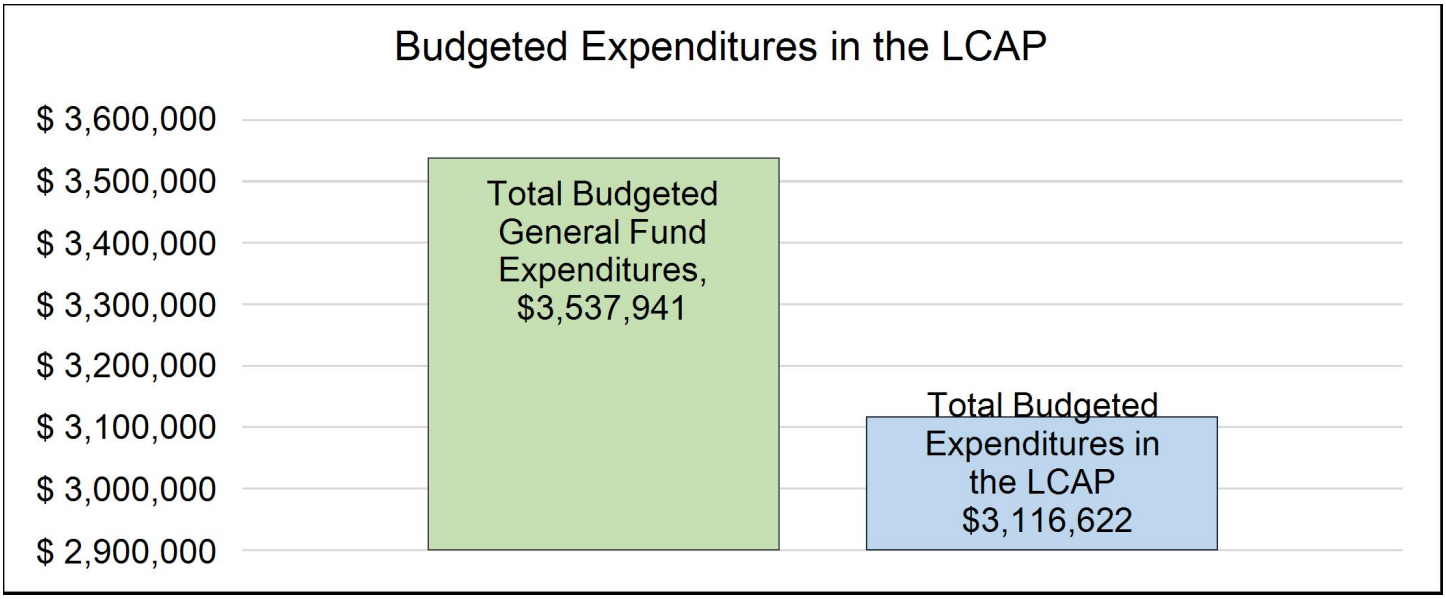


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is $3,600,961, of which $2,942,419 is Local Control Funding Formula (LCFF), $564,795 is other state funds, $2,000 is local funds, and $91,747 is federal funds. Of the $2,942,419 in LCFF Funds, $361,359 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - Sonoma plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Sonoma plans to spend $3,537,941 for the 2025-26 school year. Of that amount, $3,116,622 is tied to actions/services in the LCAP and $421,319 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

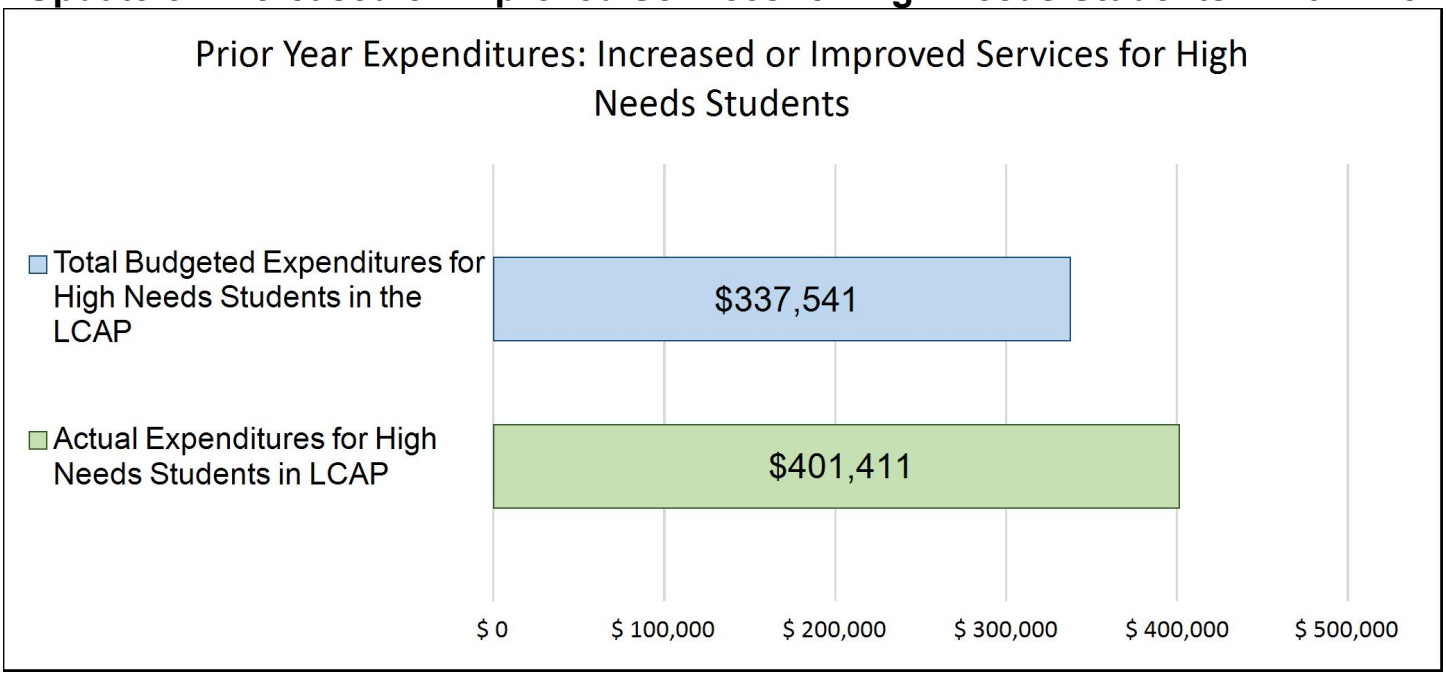
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - Sonoma is projecting it will receive $361,359 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Sonoma plans to spend $412,770 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - Sonoma's LCAP budgeted $337,541 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent $401,411 for actions to increase or improve services for high needs students in 2024-25.

Coversheet

Local Control & Accountability Plan (LCAP) 2024-27

Section:	XI. Public Hearings
Item:	B. Local Control & Accountability Plan (LCAP) 2024-27
Purpose:	Discuss
Submitted by:	Dr. Ericka Zemmer
Related Material:	2025 LCAP Year 1 Outcomes_presentation.pdf 2025 LCAP ESSA Federal Addendum_CPC-Los Angeles.pdf 2025 LCAP ESSA Federal Addendum_CPC-San Diego.pdf 2025 LCAP ESSA Federal Addendum_CPC-Sonoma.pdf 2025-26 Local Control and Accountability Plan_CPC-Los Angeles.pdf 2025-26 Local Control and Accountability Plan_CPC-San Diego.pdf 2025-26 Local Control and Accountability Plan_CPC-Sonoma.pdf

BACKGROUND:

Each year, California charter schools are required to update and adopt a Local Control and Accountability Plan (LCAP) in alignment with Education Code and California Department of Education (CDE) requirements. The LCAP outlines the school's goals, actions, and expenditures that support improved student outcomes and reflect the priorities of students, families, educators, and community members.

The LCAP is developed through an extensive stakeholder engagement process and is intended to guide the school's strategic efforts to increase achievement, close performance gaps, and ensure that resources are allocated equitably—especially for unduplicated students (English learners, foster youth, and students eligible for free or reduced-price meals).

Purpose of the Hearing:
This item represents the **first reading and public hearing** of the 2025–26 LCAP. As required by law, this hearing provides the Board and members of the public with an opportunity to review the draft plan, offer feedback, and ask questions prior to final adoption.

The plan includes:

- A review of annual measurable outcomes
- Updates on actions and services funded through the LCFF
- Expenditure details aligned with identified goals
- Input gathered from parents, students, staff, and community partners

Board Role:
The public hearing is **not an action item**, but a key step in ensuring transparency, accountability, and community voice in the development of the LCAP. Board feedback and any stakeholder input received during the hearing will be considered prior to bringing the final version of the LCAP back for adoption at a subsequent meeting, in compliance with the July 1 deadline.

This process reflects the school’s ongoing commitment to equity, continuous improvement, and alignment between instructional priorities and fiscal planning.

RECOMMENDATION:

It is recommended that the Board receive and review the first reading of the 2025–26 Local Control and Accountability Plan (LCAP) 2024-27 for California Pacific Charter Schools – Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as presented.

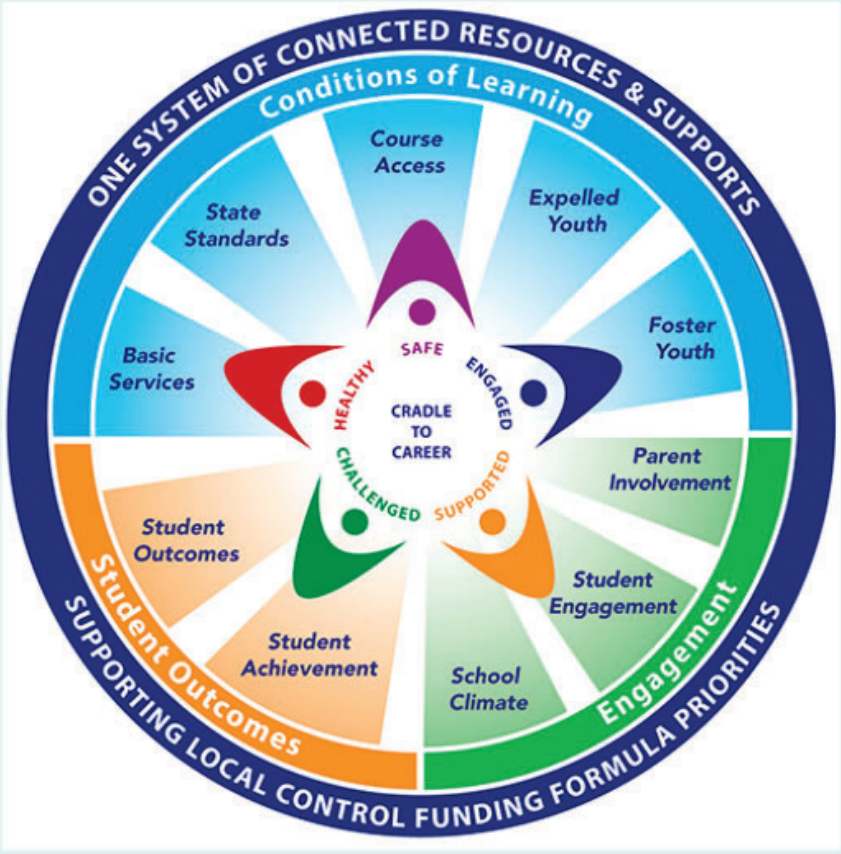
2024–27 LCAP

2025 Year 1 Outcomes

California Pacific Charter Schools

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)

Goal 1

Type of Goal- Broad Goal

LCFF Priority Areas Addressed
Priority 4- Student Achievement
Priority 8- 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."

Goal 1

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

→ Metrics

- Participation & Growth Metrics on CAASPP/ PFT
- Participation & Growth metrics on local assessment Renaissance STAR
- EL Progress
- Course completion rates
- CCI (College and Career Indicators)

→ Actions

1.1 Academic Performance Monitoring

1.2 Professional Development

1.3 Academic Support for Student Groups

1.4 EL Progress

1.5 Comprehensive CTE program

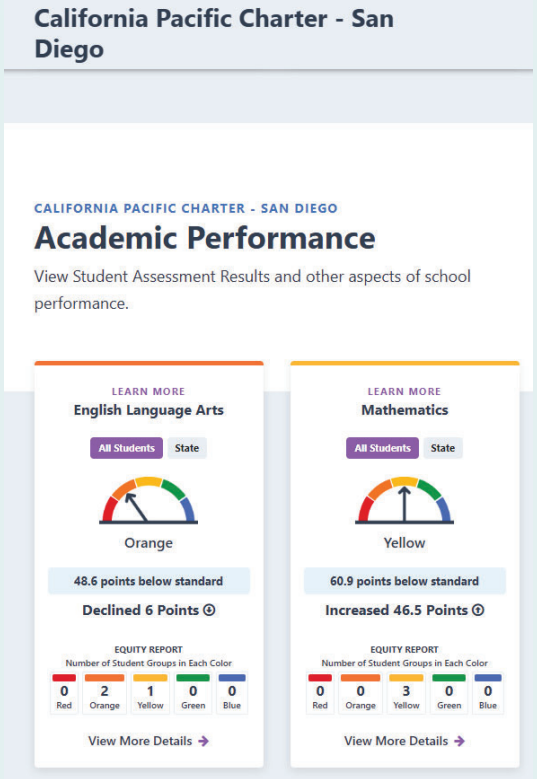
1.6 Access to AP Exams

Goal 1 Review

- State Assessment Data
- Local Assessment Data
- English Learner Progress
- Course Completion Rates
- College & Career Readiness

State Assessment Data

California Pacific Charter - San Diego



ELA
- Stayed the same color. 2 student groups in Orange: Hispanic & White

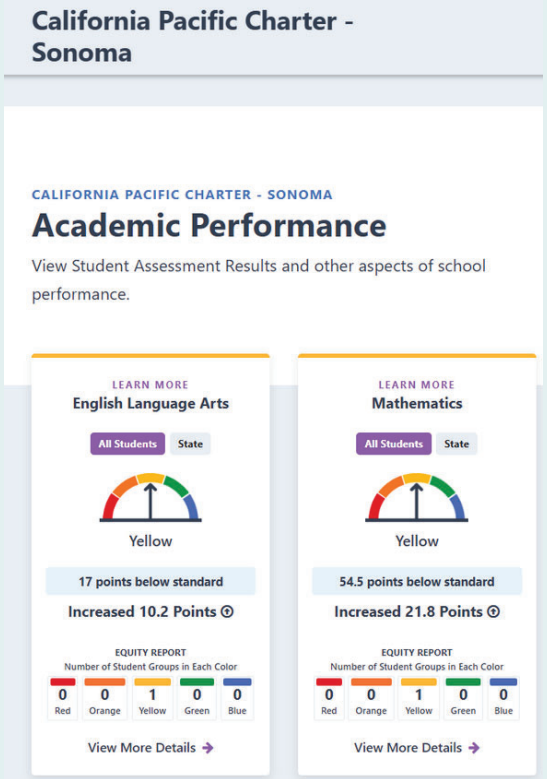
MATH
- Improved 2 color bands from Red to Yellow. No student groups in Orange or Red.

California Pacific Charter- Los Angeles

ELA
- Stayed the same color, no student groups in Orange or Red

MATH
- Improved 1 color band, no student groups in Orange or Red

California Pacific Charter - Sonoma



ELA
- Improved 1 color band, no student groups in Orange or Red

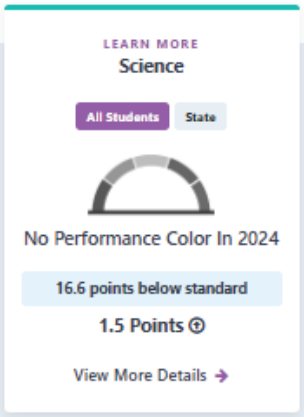
MATH
- Improved 1 color band, no student groups in Orange or Red

Science/CAST
(not yet used for accountability determinations)

CALIFORNIA PACIFIC CHARTER - SAN DIEGO

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



CALIFORNIA PACIFIC CHARTER- LOS ANGELES

Informational Purposes

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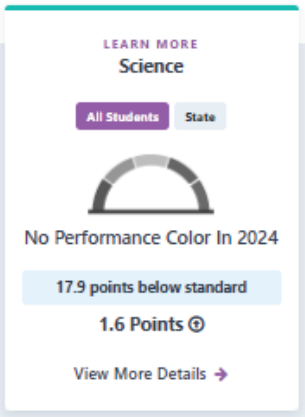

CALIFORNIA PACIFIC CHARTER - SONOMA

Informational Purposes

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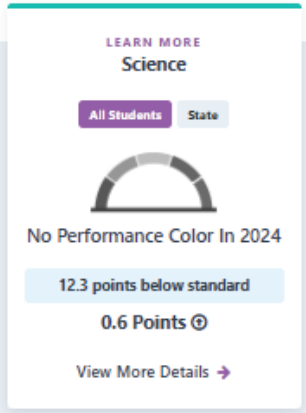
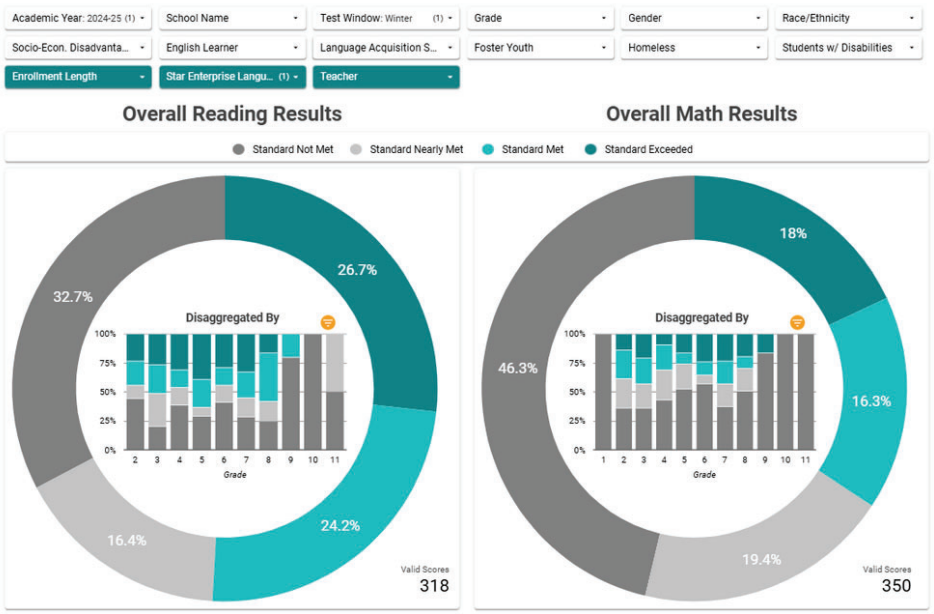


Fall 2024

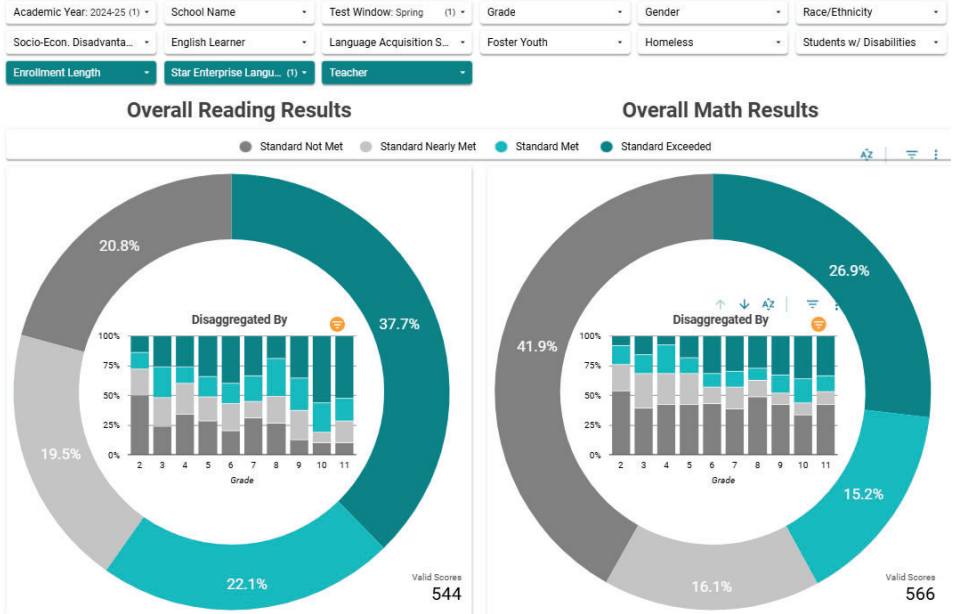
Overall: Reading & Math Results



ELA: 51% meet or exceed the standard
MATH: 34% meet or exceed the standard

Spring 2025

Overall: Reading & Math Results



ELA: 59.8% meet or exceed the standard (+8.8%)
MATH: 42.1% meet or exceed the standard (+8.1%)

EL Progress

CALIFORNIA PACIFIC CHARTER - SAN DIEGO

LEARN MORE

English Learner Progress

All Students | State

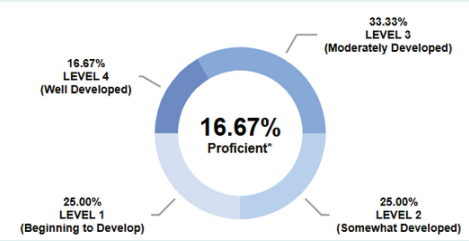
No Performance Color

45.5% making progress

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →



CALIFORNIA PACIFIC CHARTER- LOS ANGELES

LEARN MORE

English Learner Progress

All Students | State

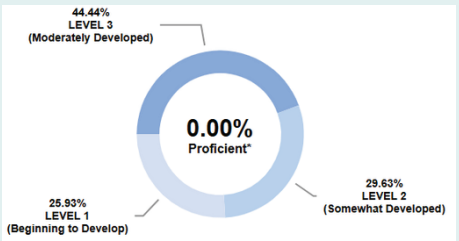
No Performance Color

7.4% making progress

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →



CALIFORNIA PACIFIC CHARTER - SONOMA

LEARN MORE

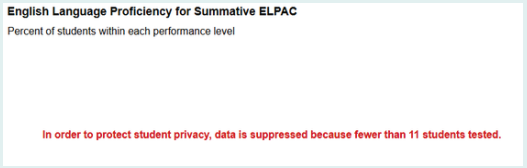
English Learner Progress

All Students | State

No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →

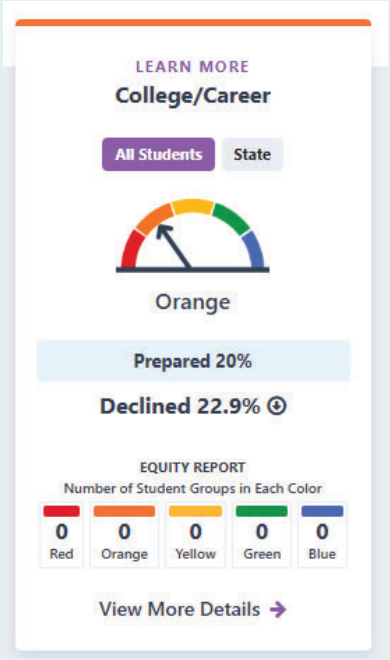


S24 Completion Rates

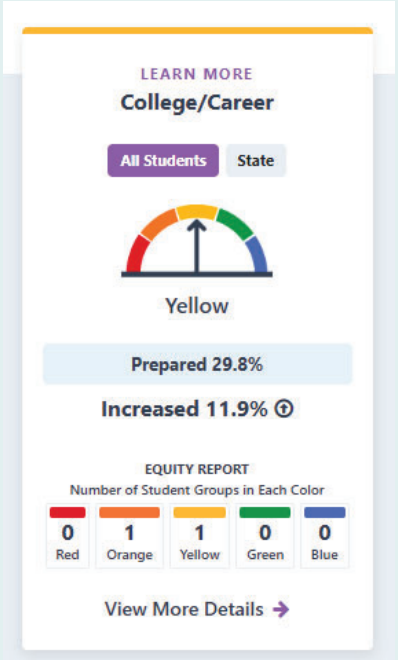
	Elementary School TK-5	Middle School 6-8	High School 9-12
Passed with 60%+	98.9%	95.5%	91.7%
Passed with 70%+	96.8%	89.1%	77.6%
Change from S23	(+5.9%, +3.4%)	(+6.9%, maintained)	(maintained, +6%)

College & Career

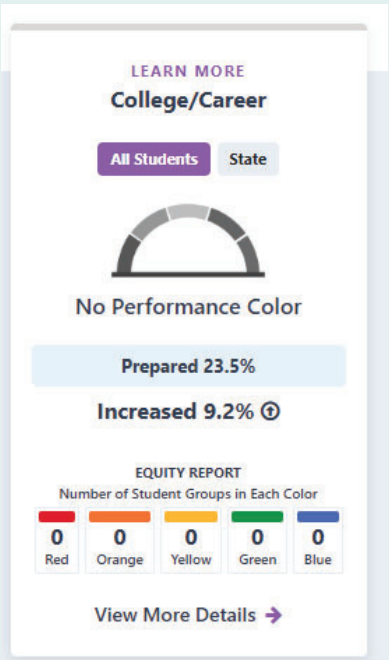
SD



LA



SO



Goal 1 Funds

Goal Action	Total Funds Budgeted		
	LA	SD	SO
1.1 Academic Performance Monitoring	$85,792.00	$62,914.00	$41,943.00
1.2 Professional Development	$65,775.00	$48,235.00	$32,157.00
1.3 Academic Support for Student Groups	$731,774.00	$468,568.00	$236,045.00
1.4 EL Progress	$55,221.00	$40,495.00	$26,997.00
1.5 Comprehensive CTE Program	$271,964.00	$199,440.00	$132,960.00
1.6 Access to AP Exams	$0.00	$0.00	$0.00

Goal 1 Funds Review

Goal 2

→ **Type of Goal- Maintenance of Progress Goal**

→ **LCFF Priority Areas Addressed**

Priority 1- Basic
Priority 2- State Standards
Priority 7- Course Access

"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."

Goal 2

"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."

Metrics

- % Fully Credentialed & Assigned Teachers
- Implementation of State Content Standards
- Instructional Materials & Resources
- Facilities

Actions

2.1 Staff Assignments

2.2 Curriculum and Instruction

2.3 Technology

2.4 Professional Development

2.5 Vendor Services

Goal 2 Funds Review

Goal Action	Total Funds Budgeted		
	LA	SD	SO
2.1 Staff Assignments	$3,124,850.00	$2,359,890.00	$1,649,927.00
2.2 Curriculum and Instruction	$494,396.00	$362,635.00	$241,922.00
2.3 Technology	$157,869.00	$115,771.00	$77,181.00
2.4 Professional Development	$89,803.00	$79,225.00	$69,524.00
2.5 Vendor Services	$138,000.00	$64,600.00	$76,400.00

Goal 3

→ **Type of Goal- Broad Goal**

→ **LCFF Priority Areas Addressed**

Priority 3- Parental Involvement
Priority 5- Pupil Engagement
Priority 6- School Climate

"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."

Goal 3

"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."

Metrics

- Education Partner Input
- Education Partner Perceptions & Overall Satisfaction Rate
- School Safety Plan
- Chronic Absenteeism
- 4-Year Graduation Rate & Drop Out Rate
- Expulsion & Suspension Rates
- Stability Rate

Actions

3.1 Education Partner Input

3.2 Communication and Accessibility

3.3 School Safety Plan

3.4 School Climate

3.5 Professional Development

3.6 Attendance Monitoring

3.7 Mental Health Support

3.8 Student Group Engagement

3.9 Transcript Review and Engagement

Education Partner Engagement Students

- High rate of participation (163, 236, 148)
- 99% of students agree that their teacher cares about their education and helps them succeed.
- 99% of students report that they feel safe at school.
- 94.9% of students report that they know they have someone at school to talk to for support if they have a problem.
- 98.7% of students express an overall satisfaction with their school.
- Virtual Learning Hub (57.4%), Power Hour (66.5%), Social/Emotional Learning resources (14%), and Career and Technical Education (10.3%) were found to be particularly helpful by students.
- Positive feedback from students included, “Nearpod is very helpful to me in live sessions,” and power hour and homeroom meetings are very effective.”
- Students indicated they would like more socialization opportunities in Zoom and more HS language options

Education Partner Engagement Parents

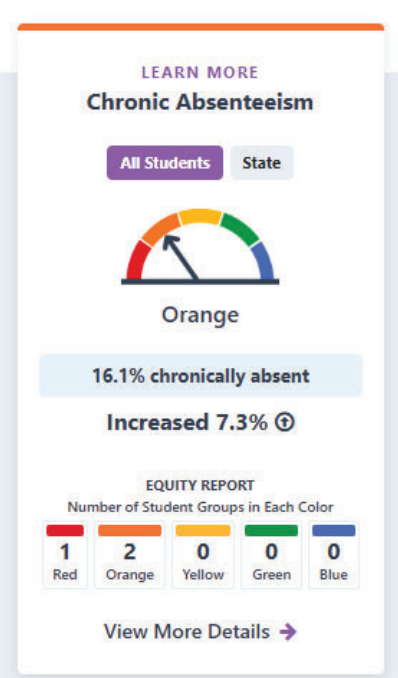
- High rate of participation (55, 71, 37)
- 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.
- 97.2% of parents indicate that they feel their input is valued.
- 98.6% of parents are satisfied with their child's school.
- The Virtual Learning Hub (52.7%). Power Hour (38.2%), Elective/Enrichment classes (49.1%) and the Summer Bridge Program (12.7%) were highlighted as beneficial by parents.
- Positive feedback from parents included statements, “This school is wonderful, very supportive.”
- Parents indicated they would like to see an increase in in-person field trips & leadership opportunitities for students

School Safety Plan

Developed in conjuntion with the School Site Council. Adopted at the January, 2025 meeting. Shared with staff and the Board of Trustees.

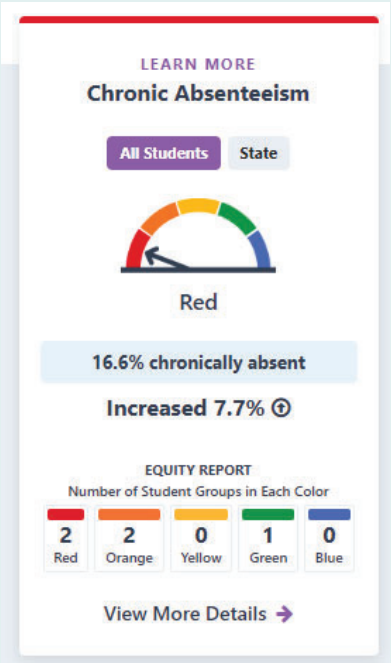
Chronic Absenteeism

SD



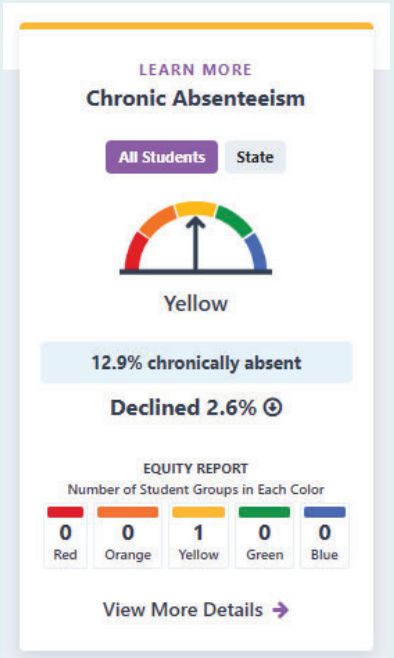
1 Student group in Red: SED

LA



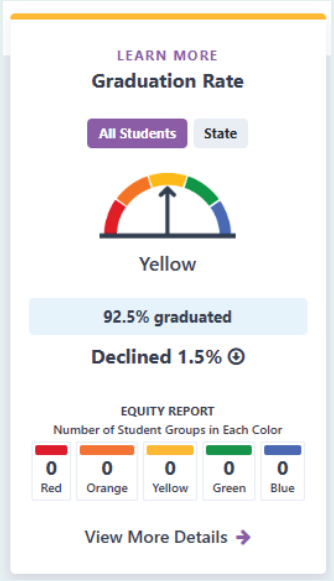
2 Student groups in Red: SED & SWD

SO

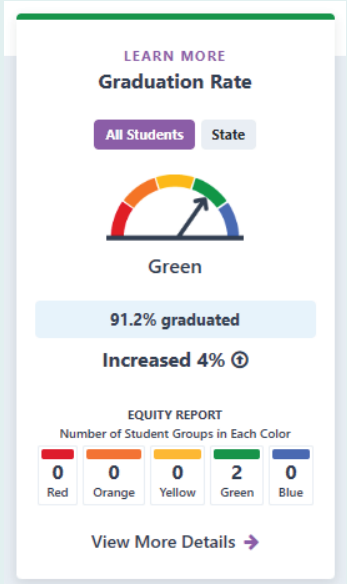


Graduation Rates

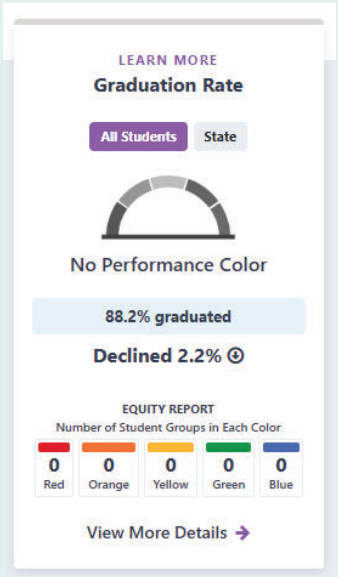
SD



LA



SO



Dropout Rates

SD: 2.5% (-1.6%), LA: 7% (-0.7%), SO: 0% (-9.5%)

Suspensions & Expulsions

SD

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow	0 Green	5 Blue

View More Details →

LA

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow	0 Green	6 Blue

View More Details →

SO

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow	0 Green	3 Blue

View More Details →

Stability Rates

	SD	LA	SO
CalPac	61.7% (+6.1%)	64.5% (+8.3%)	62% (+6.1%)
District	54.1%	54.2%	72.5%
County	90.2%	90.4%	91.9%
State	91%	91%	91%

Goal 3 Funds Review

Goal Action	Total Funds Budgeted		
	LA	SD	SO
3.1 Education Partner Input	$0.00	$0.00	$0.00
3.2 Communication and Accessibility	$72,953.00	$54,583.00	$36,994.00
3.3 School Safety Plan	$0.00	$0.00	$0.00
3.4 School Climate	$72,455.00	$53,320.00	$38,380.00
3.5 Professional Development	$0.00	$0.00	$0.00
3.6 Attendance Monitoring	$0.00	$0.00	$0.00
3.7 Mental Health Support	$426,879.00	$313,044.00	$208,696.00
3.8 Student Group Engagement	$188,636.00	$138,333.00	$92,222.00
3.9 Transcript Review and Evaluation	$317,606.00	$232,911.00	$155,274.00

Thank You

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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-26

Date of Board Approval
June 10, 2025

LEA Name
California Pacific Charter - Los Angeles

CDS Code:
19-75309-0132654

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The school is applying federal funds from three ESSA programs: (1) Title I, Part A, (2) Title II, Part A, and (3) Title IV, Part A, to supplement and enhance our local priorities as reflected in the LCAP. While aspects of the overall LCAP strategy are indirectly supported via this federal funding throughout our program as a whole and each of the LCAP goals, the school is focusing the resources made available via these three ESSA programs primarily in the following three specific areas outlined in our LCAP:
Title I, Part A- focused on supplementing and enhancing the activities of Goal 1, which is stated as follows in the LCAP: "We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities."
Title 11, Part A- focused on supplementing and enhancing the activities of Goal 1 relating to access of lower-income and minority students to effective teaching staff as well as the activities related to professional development (including but not limited to Action 4), and all of Goal 2, which is stated as followed in our LCAP:
"We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success."
Title IV, Part A-- focused on supplementing and enhancing the activities of Goal 1 relating to improved conditions for student learning and access to technology, including but not limited to enhancing student assessment tools (including but not limited to Action 3).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no students fall through the cracks, especially with our personalized learning approach. The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. Teachers, staff and parents provide input on the core program, then make decisions based on the differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are not duplicative, yet support the common outcomes.
The information about the school and organization's priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of ESSA programs, and reviewing and approving the LCAP. There is a collaborative process to make decisions about all LCAP-related funds. Title I, Part A funds align with our primary focus of improving educational resources available to all students, especially at-risk students. Professional development as supplemented via Title 11, Part A funds, is a key factor for our continuing success. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and are also discussed with parent representatives.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA uses Free and Reduced-Price Meal (FRPM) eligibility as its poverty criterion to determine Title I services and resource allocation. This metric ensures consistency with state and federal reporting and aligns with the definition of low-income students under ESSA.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a charter school, CPC- Los Angeles operates under a single-school LEA structure. All students are served by appropriately credentialed teachers. The LEA employs only fully credentialed and authorized teachers and monitors assignment compliance annually. Because there is only one school, disparities between schools do not apply; however, the school reviews internal data to ensure low-income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Currently, there are no identified educator equity gaps.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(3):
California Pacific Charter – Los Angeles has not been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Therefore, this section is not applicable (N/A). However, should any school be identified in the future, the LEA will engage parents and family members in the development, implementation, and review of CSI and TSI plans. This will include structured opportunities such as School Site Council meetings, stakeholder planning groups, and feedback forums that ensure parent input informs all phases of school improvement planning.

ESSA Section 1112(b)(7):
California Pacific Charter – Los Angeles implements a comprehensive, systemic approach to engaging parents and families, aligned with Section 1116 of ESSA. This approach is embedded within the LCAP educational partner engagement process and supports parents as equal partners in the academic success of their children.

Development and Distribution of the Parent and Family Engagement Policy (ESSA 1116(a)):
The LEA maintains a Parent and Family Engagement Policy that was developed jointly with parents and approved by the governing board. Input was gathered through surveys, site meetings, and LCAP family engagement sessions. The finalized policy is distributed annually through enrollment packets, posted on the school's website, and reviewed during family orientation events.

Support for Understanding Academic Standards and Student Progress (ESSA 1116(e)(1)):
Parents are supported in understanding California's academic standards, assessment systems (e.g., CAASPP, ELPAC), and how to interpret student progress data through events such as parent-teacher conferences, assessment literacy workshops, and videos on the parent portal. One-on-one meetings and recorded webinars further support families in monitoring and supporting student learning.

Materials and Training to Support Student Achievement (ESSA 1116(e)(2)):
The LEA provides training on using digital curriculum platforms, interpreting progress reports, and fostering literacy and numeracy at home. Technology tutorials help families navigate online learning systems and address digital citizenship topics, including copyright awareness and safe use of the internet.

Educating Staff on Family Engagement (ESSA 1116(e)(3)):
Professional development for teachers, administrators, and support staff includes modules on building partnerships with families, culturally responsive communication, and the role of parents in student achievement. Staff are trained to value parent input, support diverse family needs, and coordinate parent programs in collaboration with community representatives.

Coordination with Other Programs (ESSA 1116(e)(4)):
Parent involvement is coordinated with other federal and state programs, including Title I, Title III, and special education services. Events are designed to integrate services, such as combining IEP meetings with family workshops and co-hosting events with early learning and community agencies to promote smooth transitions and continuity of support.

Accessible Communication (ESSA 1116(e)(5)):
All communications related to parent events, school programs, and student progress are sent in both English and Spanish, with additional language support provided upon request. Materials are made available in print, email, and digital formats, and accessibility tools are used for families with disabilities.

Additional Supports Upon Request (ESSA 1116(e)(14)):
The LEA responds to parent requests for additional support, such as individualized technology help, translation services, academic coaching, or referrals to community agencies. Feedback is collected through surveys, support tickets, and staff follow-ups to inform additional service development.

Inclusive Participation Opportunities (ESSA 1116(f)):
The LEA ensures that all parents, including those with limited English proficiency, disabilities, or migrant status, have opportunities to participate in school activities. Interpretation services, flexible meeting times, transportation assistance (if needed), and accessible materials are provided to reduce barriers and foster inclusive participation.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – Los Angeles integrates the parent and family engagement requirements of ESSA Section 1116 directly into its LCAP educational partner engagement process to ensure coherence, transparency, and meaningful collaboration. The LEA solicits parent input throughout the year via stakeholder surveys, virtual and in-person town halls, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, and LCAP-focused family engagement sessions.

These forums are designed to align with the LCAP annual review and planning cycle, providing parents with opportunities to: Review student achievement and progress data; Provide input on LCAP goals, actions, and services; Offer suggestions to improve parent engagement practices; and Participate in the evaluation and refinement of family involvement strategies outlined in both the LCAP and federal addendum.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

California Pacific Charter – Los Angeles operates as a schoolwide Title I program. Title I funding is used to support comprehensive services that improve academic achievement for all students, with a particular focus on unduplicated student groups such as English learners, students with disabilities, and low-income students. Key services include high-quality instruction using standards-aligned curriculum, embedded supports for intervention and acceleration, and regular progress monitoring through online learning platforms and assessments.

At present, CPC-Los Angeles does not serve students in institutions for neglected or delinquent children or in community day school programs. However, the school is committed to serving all students with trauma-informed practices and access to a school social worker and additional supports as needed.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event that the school operates a targeted assistance program, teachers and school leaders—working in collaboration with families, paraprofessionals, administrators, and student support staff—would use assessment data (e.g., local benchmarks, course progress, teacher referrals) to identify students most in need of services. Identified students would receive targeted academic interventions, progress monitoring, and individualized supports designed to address both academic and social-emotional needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – Los Angeles ensures that all homeless students, as defined by the McKinney-Vento Homeless Assistance Act, are provided equitable access to education and support services. The LEA designates a McKinney-Vento liaison to facilitate identification, enrollment, and access to school resources for students experiencing homelessness.

Services include: Immediate enrollment without required documents; Assistance obtaining immunization records, school records, and transportation arrangements; Distribution of school supplies, hygiene kits, and technology tools to support online learning; Referrals to housing agencies, food services, and counseling support.

Funds reserved under Section 1113(c)(3)(A) are used to provide direct services such as tutoring, academic materials, and coordinated supports to ensure homeless students can attend and succeed in school. The McKinney-Vento liaison works closely with families and local community agencies to coordinate wraparound services and monitor student engagement and attendance.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

CPC- Los Angeles works to provide smooth transitions into our Kindergarten and TK programs. Staff work with incoming families to provide orientation, readiness assessments, and early intervention resources.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA implements multiple strategies to support students transitioning from middle school to high school and from high school to postsecondary pathways. These include:

Personalized academic and graduation planning through regular counselor meetings; Dual enrollment partnerships with local community colleges to allow high school students to earn college credit; Career exploration and guidance activities, including interest inventories, college and career fairs, and virtual industry interviews; Advisory courses and college/career readiness modules embedded into the high school program; Collaboration with institutions of higher education and local employers to support internships, mentorships, and postsecondary planning.

These strategies promote a coherent pathway from secondary education into college and career success.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Gifted and Talented Services:
The school offers a GATE program for grades 3-5. Outside of those grades, California Pacific Charter – Los Angeles identifies high-achieving students using multiple measures and provides academic enrichment opportunities such as project-based learning, advanced curriculum extensions, and access to dual enrollment or honors-level coursework where appropriate.

(B) Effective School Library Programs:
To support digital literacy and research skills, the LEA provides students with access to a digital library platform and online academic resources. These tools include e-books, databases, and writing tools embedded within the learning management system. Teachers integrate library-based digital tools into lessons, and staff are trained to support students in developing research skills aligned to state standards. These services are part of a broader effort to improve academic achievement through technology-rich, personalized learning environments.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

At this time, California Pacific Charter – Los Angeles does not operate a program funded under Title I, Part D. Should the LEA receive Title I, Part D funds in the future, the program would be designed to support the academic achievement, reentry, and transition needs of children and youth who are neglected, delinquent, or at risk. The focus would be on providing high-quality, individualized education, aligned to state standards, with embedded supports for credit recovery, college and career readiness, and social-emotional development.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, CPC–Los Angeles does not have formal agreements with correctional facilities or alternative schools serving youth involved with the juvenile justice system. If the LEA begins serving students through Title I, Part D funding, formal agreements would be developed with relevant agencies and facilities to outline roles, responsibilities, and communication protocols for student transition, data sharing, and academic continuity.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event the LEA serves youth returning from correctional facilities, CPC–Los Angeles would ensure that educational programs are comparable in quality and scope to those offered to all other students in the LEA. This includes access to core academic subjects, credit-bearing courses, online learning platforms, and interventions aligned with each student's learning needs and prior coursework.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPC–Los Angeles would implement a transition support system for students returning from correctional facilities. Services may include enrollment assistance, credit audits, academic planning meetings, assignment of a counselor or case manager, and access to social-emotional supports to promote stability and academic progress during reentry.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students returning from correctional facilities may face complex challenges, including learning disabilities, interrupted education, substance abuse histories, or trauma. CPC–Los Angeles would coordinate with special education staff, counselors, and social workers to develop individualized learning plans that align with each student's needs. The school would also offer online curriculum flexibility, intensive tutoring, and mental health referrals.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA would collaborate with local agencies to coordinate wraparound services for eligible students, including mental health counseling, substance abuse recovery resources, family support services, housing referrals, and reproductive and prenatal care where appropriate. Flexibility in scheduling and asynchronous coursework would help ensure continued engagement.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support long-term success, CPC–Los Angeles would partner with local community colleges, workforce development programs, and nonprofit mentoring agencies to provide students with access to dual enrollment, job shadowing, internships, and mentorship. These partnerships would help bridge the transition from high school to postsecondary education or employment.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Families would be engaged as critical partners in supporting the educational success of youth returning from correctional facilities. The LEA would offer parent workshops, virtual check-ins, and resources on dropout prevention and reintegration planning. Translation services and flexible participation options would ensure accessibility.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Should Title I, Part D services be initiated, the program would coordinate closely with other federal and state programs, such as WIOA Title I youth services, special education (IDEA), and CTE programs. Collaboration with juvenile justice agencies under the Juvenile Justice and Delinquency Prevention Act would be established to align education and rehabilitation services.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, CPC–Los Angeles would work closely with probation officers to ensure regular communication regarding academic progress, attendance, and compliance with court-ordered education plans. Probation officers may be invited to student support team meetings when appropriate and with consent.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure continuity of services, the LEA would coordinate with correctional facilities to ensure all IEPs for returning youth are shared and implemented. Special education staff would review and update IEPs as needed to support access to the general education curriculum and required services.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For students unable to engage in a traditional independent study model, CPC–Los Angeles would explore alternative placement options, including hybrid models, therapeutic schools, county-run alternative programs, or home/hospital instruction as appropriate. A student support team would work with families and external partners to identify the best-fit placement for continued educational success.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

1. LEA's System of Professional Growth and Improvement
California Pacific Charter – Los Angeles supports a robust system of professional growth and improvement grounded in evidence-based practices, coaching, and collaborative reflection. This system includes new teacher induction, ongoing professional development, instructional coaching, and leadership capacity-building opportunities for teachers, principals, and other school leaders. The LEA uses a combination of internal and external training programs, including the PLC+ framework, Universal Design for Learning (UDL), and the Orton-Gillingham approach to structured literacy.

2. Support for Principals, Teachers, and Other School Leaders (separately):

Teachers: New teachers participate in a formal induction program aligned with California's standards. All teachers receive differentiated PD aligned to schoolwide goals and individual areas of growth identified through evaluations and student data. Support includes embedded coaching cycles, lesson modeling, co-teaching, and access to online PD platforms.
Principals and School Leaders: Site leaders and instructional administrators receive leadership coaching and attend trainings focused on observation, feedback, equity-driven practices, and data analysis. They participate in monthly instructional leadership meetings focused on school improvement planning. Other School Leaders: Program coordinators and department chairs engage in cross-department collaboration, lead PLCs, and receive mentoring to support strategic planning and instructional leadership.

3. Promotion and Measurement of Growth:
Growth is measured through multiple indicators, including teacher evaluations, walkthrough data, student assessment results, stakeholder feedback, and implementation rubrics (e.g., PLC+). Teachers and leaders set growth goals and reflect on progress during coaching cycles and evaluation conferences. PD plans are adjusted based on aggregate trends and needs.

4. Support Across Career Stages:
From onboarding through advancement, the system includes: Induction for new educators; Tiered coaching and professional learning for mid-career teachers; Opportunities for teacher leadership roles such as mentoring, department lead, or PLC facilitator; Pathways to administrative leadership through support in attaining credentials and receiving formal leadership coaching.

5. Evaluation and Continuous Improvement of Systems:
The professional development system is evaluated annually through educator surveys, analysis of student outcomes, and observation data. Input from the instructional leadership team and educational partners informs revisions to PD priorities and the coaching model to ensure alignment with evolving student and staff needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Funding Allocation Process:
CPC–Los Angeles allocates Title II, Part A funding based on LCAP-aligned priorities that support teacher effectiveness, retention, and equity in instruction. Funds are directed toward coaching, training, and recruitment aligned with the needs of each school site and student subgroup performance data.

2. Prioritization of CSI/TSI and High-Need Schools:
While the LEA currently has no CSI or TSI-identified schools, if any are identified in the future, those sites will be prioritized for funding. Additionally, the LEA monitors the percentage of unduplicated students at each site and allocates additional resources to schools with higher proportions of students eligible under Section 1124(c) (e.g., low-income, foster youth, English learners).

3. Decision-Making for Title II Funding Prioritization:
When schools demonstrate the highest need (whether through designation or subgroup performance), the LEA will prioritize funding to those sites for leadership development, instructional coaching, and teacher professional learning. This ensures equity and support for school improvement efforts.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)

f. Parents
g. Community partners
h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

1. Coordination with Other Strategies and Programs:
Title II, Part A activities are integrated with other federal and state initiatives, including Title I services, MTSS, and LCAP-funded programs. PD planning aligns with goals for academic achievement, teacher effectiveness, and equity.

2. Use of Data for Continuous Improvement:
The LEA uses student achievement data, teacher evaluation results, coaching logs, and staff surveys to assess the impact of Title II-supported activities. Adjustments to PD offerings and coaching priorities are made based on performance trends and staff feedback.

3. Ongoing Consultation:
CPC–Los Angeles engages in ongoing consultation with educational partners through surveys, LCAP advisory meetings, and PLC+ feedback sessions. Input informs decisions around coaching, training topics, and resource allocation.

4. Sources of Data and Frequency of Analysis:
Data sources include local benchmark assessments, classroom observations, teacher self-assessments, PD participation records, and feedback forms. These are reviewed at least quarterly by the instructional leadership team.

5. Partner Engagement:
The LEA meaningfully consults with:
Teachers: Via PLCs, feedback surveys, and PD planning meetings
Principals and Leaders: Monthly leadership meetings and strategy sessions
Paraprofessionals: Team meetings and direct supervisor feedback loops
Instructional Support Personnel: Regular collaboration in IEP/MTSS planning
Charter School Leaders: Direct input from site administration in LCAP and PD planning
Parents and Community Partners: Input gathered through LCAP engagement and advisory councils
External Experts: Collaboration with consultants and training providers (e.g., Corwin, Orton-Gillingham)

6. Frequency of Consultation:
Consultation with educational partners occurs on a recurring basis throughout the year—monthly for leadership teams and PLCs, quarterly for surveys and LCAP engagement, and annually for formal needs assessments and planning reviews.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – Los Angeles provides targeted professional development to support the success of English learners (ELs) in attaining English language proficiency and mastering state academic standards. These professional learning activities are designed to build educator capacity through sustained, job-embedded training and coaching.

Instruction and Assessment Focus:
Professional development focuses on improving instructional strategies for designated and integrated ELD, including scaffolding academic content, incorporating language objectives, and using data from assessments such as the ELPAC to inform instruction.

Building Educator Capacity:
Training enhances teacher, principal, and school leader understanding of effective EL instructional models, assessment interpretation, and implementation of culturally and linguistically responsive practices. Key topics include SDAIE, GLAD strategies, and Universal Design for Learning (UDL).

Impact on Language and Academic Growth:
The PD series is designed to support measurable gains in EL students' English proficiency and content area achievement. Teachers are trained to analyze language demands in academic tasks and to deliver rigorous, scaffolded instruction.

Sufficient Intensity and Duration:
The LEA ensures professional development is ongoing and sustainable through multi-session workshops, follow-up coaching cycles, and PLC collaboration focused on EL needs. These trainings are intentionally scheduled across the year and tied to observed instructional practice.

Supplemental Use of Title III Funds:
All Title III-funded PD activities supplement, rather than supplant, core state and LCAP-funded programs. Title III funds are specifically used to enhance EL-focused training beyond what is offered through general funds or Title I allocations.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support immigrant students, CPC–Los Angeles implements a range of supplemental activities tailored to promote cultural inclusion, academic engagement, and family integration into the school community.

Title III funds support:

Newcomer orientation sessions and transition support meetings;

Culturally responsive curriculum resources and access to multilingual instructional aides;

Peer mentoring and student leadership activities for immigrant youth;

Family engagement events to support parent understanding of the U.S. school system and resources.

These activities are supplemental to core programs and help immigrant students acclimate to their new educational environment while accelerating academic progress.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – Los Angeles implements a structured English Language Development (ELD) program that includes both designated and integrated ELD. Language instruction programs are research-based and aligned with California's ELD standards.

Programs and activities funded by Title III include:

Online language development software and literacy intervention tools;

Additional instructional time and small-group tutoring focused on academic vocabulary and oral language skills;

EL student progress monitoring through benchmark assessments and ELPAC analysis;

Ongoing EL student case management to identify supports and interventions;

Supplemental instructional materials that reinforce both content and language acquisition.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Accountability for English Language Proficiency:
The LEA monitors progress toward English proficiency through ELPAC results and local benchmark assessments. ELPAC scores are analyzed annually by site leadership and EL coordinators to identify trends and inform individualized support. The LEA's Dashboard indicators and Title III accountability reports are used to guide ongoing refinement of EL supports.

Supplemental Site Activities:
Sites implement EL-focused PLCs, small-group instruction, and push-in language support. Title III funds support supplemental activities such as targeted tutoring, online intervention tools, and expanded family communication systems in multiple languages. The LEA ensures that these services go beyond the basic requirements funded by other programs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – Los Angeles uses Title IV, Part A funds to expand access to a well-rounded education, promote safe and healthy student environments, and support the effective use of technology. The LEA conducts a formal needs assessment every three years and engages stakeholders—including staff, students, and families—through surveys, LCAP advisory meetings, and site-based planning to identify Title IV funding priorities.

(A) Partnerships
The LEA partners with community-based organizations and vendors with proven success in supporting student wellness, academic enrichment, and digital literacy. These include partnerships with local mental health agencies, technology training providers, and regional education support agencies that assist with implementation of SEL (Social-Emotional Learning) programs, digital citizenship training, and project-based learning resources.

(B) Well-Rounded Education Activities (Section 4107)
At least 20% of Title IV funds are allocated to support access to a well-rounded education. These funds are used to expand curriculum offerings in music, visual arts, and STEM enrichment, particularly for students in underrepresented groups. Additionally, the LEA integrates project-based learning and critical thinking skill development into core instruction, supported by supplemental materials and teacher training aligned to Title IV goals.

(C) Safe and Healthy Students (Section 4108)
Another 20% or more of Title IV funds are used to foster a safe and healthy school climate. Activities include implementation of trauma-informed practices, social-emotional learning curriculum (such as Second Step), digital wellness training, and access to school counseling supports. CPC–Los Angeles also provides staff training on suicide prevention, mental health first aid, and restorative practices. These efforts help promote positive behavior, resilience, and healthy relationships among students.

(D) Effective Use of Technology (Section 4109)
The remaining funds support the effective use of technology, with no more than 15% allocated for technology infrastructure (e.g., Chromebooks, hotspots). The focus is on using technology to personalize learning, build digital citizenship, and improve data-driven instruction. Title IV supports include professional development for teachers on

instructional technology tools, student training on media literacy, and integration of adaptive learning platforms to increase engagement and mastery.

(E) Program Objectives and Evaluation
Program objectives include:

Improved student engagement in enrichment subjects and digital learning; Increased access to mental health and SEL supports; Higher rates of student participation in STEM and arts activities; Increased teacher capacity to use instructional technology effectively. Effectiveness is evaluated using a combination of data sources including:

Student participation and survey feedback; Local assessment results; Staff implementation checklists; Technology usage reports; SEL and behavior referral data.

Program impact is reviewed annually by the instructional leadership team and LCAP stakeholders to adjust practices and inform future funding priorities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student enrollment data in A-G coursework
Course Completion Rates
College/Career Readiness
Student achievement data disaggregated by subgroup
Student and parent surveys on access to a broad course of study
LCAP stakeholder input and advisory council recommendations
Participation in CTE Pathways

What activities will be included within the support for a well-rounded education?

Activities included within support for a well-rounded education:
Expansion of core and elective content
Social Emotional curriculum and services
Academic Intervention
Supplemental instructional materials to support critical thinking, creativity, and real-world application
Teacher professional development on strategies to integrate well-rounded education across disciplines

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring changes in A-G coursework enrollment
Comparison of student outcomes in core academic and elective areas
Review of student, parent, and teacher survey feedback
Analysis of teacher implementation fidelity through observation rubrics

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Attendance and chronic absenteeism data
Graduation Rate
State and Local academic assessment outcomes
Discipline/referral rates, including suspension/expulsion trends
Student self-assessments of emotional well-being
Feedback from climate surveys (students, staff, families)

What activities will be included within the support for safety and health of students?

Activities included within support for student safety and health:
Social-emotional learning curriculum implementation
Professional development in trauma-informed practices and behavior de-escalation
Staff training in suicide prevention and restorative practices
Mental health counseling services and access to a school social worker
Digital citizenship and online safety education

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

School climate survey results
Behavior incidents remain low
Reduction in chronic absenteeism
Participation rates in SEL sessions and counseling services
Education Partner feedback to assess impact and adjust support models

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student access to devices and internet connectivity
Technology usage data from learning management and instructional platforms
Teacher comfort and frequency using edtech tools
Student performance in digital learning environments
Input from IT staff, tech coaches, and families on barriers to tech access

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities included within support of effective use of technology:
Professional development on integrating digital tools to personalize instruction
Use of adaptive learning platforms and academic intervention software
Implementation of digital citizenship curriculum
Support for students and families to troubleshoot online access issues

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring platform engagement and progress tracking data
Teacher feedback on implementation and impact of edtech PD
Parent and student surveys on technology support and digital learning experiences
Review of student achievement data in tech-supported intervention programs
Analysis of cost-effectiveness and instructional outcomes from digital tools

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

March 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-26

Date of Board Approval
June 10, 2025

LEA Name
California Pacific Charter - San Diego

CDS Code:
37-75416-0132472

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The school is applying federal funds from three ESSA programs: (1) Title I, Part A, (2) Title II, Part A, and (3) Title IV, Part A, to supplement and enhance our local priorities as reflected in the LCAP. While aspects of the overall LCAP strategy are indirectly supported via this federal funding throughout our program as a whole and each of the LCAP goals, the school is focusing the resources made available via these three ESSA programs primarily in the following three specific areas outlined in our LCAP:
Title I, Part A- focused on supplementing and enhancing the activities of Goal 1, which is stated as follows in the LCAP: "We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities."
Title 11, Part A- focused on supplementing and enhancing the activities of Goal 1 relating to access of lower-income and minority students to effective teaching staff as well as the activities related to professional development (including but not limited to Action 4), and all of Goal 2, which is stated as followed in our LCAP:
"We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success."
Title IV, Part A-- focused on supplementing and enhancing the activities of Goal 1 relating to improved conditions for student learning and access to technology, including but not limited to enhancing student assessment tools (including but not limited to Action 3).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so that all students succeed, especially with our personalized learning approach. The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. Teachers, staff and parents provide input on the core program, then make decisions based on the differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are not duplicative, yet support the common outcomes.
The information about the school and organization's priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of ESSA programs, and reviewing and approving the LCAP. There is a collaborative process to make decisions about all LCAP-related funds. Title I, Part A funds align with our primary focus of improving educational resources available to all students, especially at-risk students. Professional development as supplemented via Title 11, Part A funds, is a key factor for our continuing success. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and are also discussed with parent representatives.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA uses Free and Reduced-Price Meal (FRPM) eligibility as its poverty criterion to determine Title I services and resource allocation. This metric ensures consistency with state and federal reporting and aligns with the definition of low-income students under ESSA.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a charter school, CPC- San Diego operates under a single-school LEA structure. All students are served by appropriately credentialed teachers. The LEA employs only fully credentialed and authorized teachers and monitors assignment compliance annually. Because there is only one school, disparities between schools do not apply; however, the school reviews internal data to ensure low-income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Currently, there are no identified educator equity gaps.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(3):
California Pacific Charter – San Diego has not been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Therefore, this section is not applicable (N/A). However, should any school be identified in the future, the LEA will engage parents and family members in the development, implementation, and review of CSI and TSI plans. This will include structured opportunities such as School Site Council meetings, stakeholder planning groups, and feedback forums that ensure parent input informs all phases of school improvement planning.

ESSA Section 1112(b)(7):
California Pacific Charter –San Diego implements a comprehensive, systemic approach to engaging parents and families, aligned with Section 1116 of ESSA. This approach is embedded within the LCAP educational partner engagement process and supports parents as equal partners in the academic success of their children.

Development and Distribution of the Parent and Family Engagement Policy (ESSA 1116(a)):
The LEA maintains a Parent and Family Engagement Policy that was developed jointly with parents and approved by the governing board. Input was gathered through surveys, site meetings, and LCAP family engagement sessions. The finalized policy is distributed annually through enrollment packets, posted on the school's website, and reviewed during family orientation events.

Support for Understanding Academic Standards and Student Progress (ESSA 1116(e)(1)):
Parents are supported in understanding California's academic standards, assessment systems (e.g., CAASPP, ELPAC), and how to interpret student progress data through events such as parent-teacher conferences, assessment literacy workshops, and videos on the parent portal. One-on-one meetings and recorded webinars further support families in monitoring and supporting student learning.

Materials and Training to Support Student Achievement (ESSA 1116(e)(2)):
The LEA provides training on using digital curriculum platforms, interpreting progress reports, and fostering literacy and numeracy at home. Technology tutorials help families navigate online learning systems and address digital citizenship topics, including copyright awareness and safe use of the internet.

Educating Staff on Family Engagement (ESSA 1116(e)(3)):
Professional development for teachers, administrators, and support staff includes modules on building partnerships with families, culturally responsive communication, and the role of parents in student achievement. Staff are trained to value parent input, support diverse family needs, and coordinate parent programs in collaboration with community representatives.

Coordination with Other Programs (ESSA 1116(e)(4)):
Parent involvement is coordinated with other federal and state programs, including Title I, Title III, and special education services. Events are designed to integrate services, such as combining IEP meetings with family workshops and co-hosting events with early learning and community agencies to promote smooth transitions and continuity of support.

Accessible Communication (ESSA 1116(e)(5)):
All communications related to parent events, school programs, and student progress are sent in both English and Spanish, with additional language support provided upon request. Materials are made available in print, email, and digital formats, and accessibility tools are used for families with disabilities.

Additional Supports Upon Request (ESSA 1116(e)(14)):
The LEA responds to parent requests for additional support, such as individualized technology help, translation services, academic coaching, or referrals to community agencies. Feedback is collected through surveys, support tickets, and staff follow-ups to inform additional service development.

Inclusive Participation Opportunities (ESSA 1116(f)):
The LEA ensures that all parents, including those with limited English proficiency, disabilities, or migrant status, have opportunities to participate in school activities. Interpretation services, flexible meeting times, transportation assistance (if needed), and accessible materials are provided to reduce barriers and foster inclusive participation.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter –San Diego integrates the parent and family engagement requirements of ESSA Section 1116 directly into its LCAP educational partner engagement process to ensure coherence, transparency, and meaningful collaboration. The LEA solicits parent input throughout the year via stakeholder surveys, virtual and in-person town halls, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, and LCAP-focused family engagement sessions.

These forums are designed to align with the LCAP annual review and planning cycle, providing parents with opportunities to: Review student achievement and progress data; Provide input on LCAP goals, actions, and services; Offer suggestions to improve parent engagement practices; and Participate in the evaluation and refinement of family involvement strategies outlined in both the LCAP and federal addendum.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

California Pacific Charter – San Diego operates as a schoolwide Title I program. Title I funding is used to support comprehensive services that improve academic achievement for all students, with a particular focus on unduplicated student groups such as English learners, students with disabilities, and low-income students. Key services include high-quality instruction using standards-aligned curriculum, embedded supports for intervention and acceleration, and regular progress monitoring through online learning platforms and assessments.

At present, CPC-SD does not serve students in institutions for neglected or delinquent children or in community day school programs. However, the school is committed to serving all students with trauma-informed practices and access to a school social worker and additional supports as needed.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event that the school operates a targeted assistance program, teachers and school leaders—working in collaboration with families, paraprofessionals, administrators, and student support staff—would use assessment data (e.g., local benchmarks, course progress, teacher referrals) to identify students most in need of services. Identified students would receive targeted academic interventions, progress monitoring, and individualized supports designed to address both academic and social-emotional needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter –San Diego ensures that all homeless students, as defined by the McKinney-Vento Homeless Assistance Act, are provided equitable access to education and support services. The LEA designates a McKinney-Vento liaison to facilitate identification, enrollment, and access to school resources for students experiencing homelessness.

Services include: Immediate enrollment without required documents; Assistance obtaining immunization records, school records, and transportation arrangements; Distribution of school supplies, hygiene kits, and technology tools to support online learning; Referrals to housing agencies, food services, and counseling support.

Funds reserved under Section 1113(c)(3)(A) are used to provide direct services such as tutoring, academic materials, and coordinated supports to ensure homeless students can attend and succeed in school. The McKinney-Vento liaison works closely with families and local community agencies to coordinate wraparound services and monitor student engagement and attendance.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

CPC- SD works to provide smooth transitions into our Kindergarten and TK programs. Staff work with incoming families to provide orientation, readiness assessments, and early intervention resources.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA implements multiple strategies to support students transitioning from middle school to high school and from high school to postsecondary pathways. These include:

Personalized academic and graduation planning through regular counselor meetings; Dual enrollment partnerships with local community colleges to allow high school students to earn college credit; Career exploration and guidance activities, including interest inventories, college and career fairs, and virtual industry interviews; Advisory courses and college/career readiness modules embedded into the high school program; Collaboration with institutions of higher education and local employers to support internships, mentorships, and postsecondary planning.

These strategies promote a coherent pathway from secondary education into college and career success.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Gifted and Talented Services:
The school offers a GATE program for grades 3-5. Outside of those grades, California Pacific Charter – San Diego identifies high-achieving students using multiple measures and provides academic enrichment opportunities such as project-based learning, advanced curriculum extensions, and access to dual enrollment or honors-level coursework where appropriate.

(B) Effective School Library Programs:
To support digital literacy and research skills, the LEA provides students with access to a digital library platform and online academic resources. These tools include e-books, databases, and writing tools embedded within the learning management system. Teachers integrate library-based digital tools into lessons, and staff are trained to support students in developing research skills aligned to state standards. These services are part of a broader effort to improve academic achievement through technology-rich, personalized learning environments.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

At this time, California Pacific Charter – San Diego does not operate a program funded under Title I, Part D. Should the LEA receive Title I, Part D funds in the future, the program would be designed to support the academic achievement, reentry, and transition needs of children and youth who are neglected, delinquent, or at risk. The focus would be on providing high-quality, individualized education, aligned to state standards, with embedded supports for credit recovery, college and career readiness, and social-emotional development.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, CPC– SD does not have formal agreements with correctional facilities or alternative schools serving youth involved with the juvenile justice system. If the LEA begins serving students through Title I, Part D funding, formal agreements would be developed with relevant agencies and facilities to outline roles, responsibilities, and communication protocols for student transition, data sharing, and academic continuity.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event the LEA serves youth returning from correctional facilities, CPC– SD would ensure that educational programs are comparable in quality and scope to those offered to all other students in the LEA. This includes access to core academic subjects, credit-bearing courses, online learning platforms, and interventions aligned with each student's learning needs and prior coursework.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPC–SD would implement a transition support system for students returning from correctional facilities. Services may include enrollment assistance, credit audits, academic planning meetings, assignment of a counselor or case manager, and access to social-emotional supports to promote stability and academic progress during reentry.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students returning from correctional facilities may face complex challenges, including learning disabilities, interrupted education, substance abuse histories, or trauma. CPC–SD would coordinate with special education staff, counselors, and social workers to develop individualized learning plans that align with each student's needs. The school would also offer online curriculum flexibility, intensive tutoring, and mental health referrals.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA would collaborate with local agencies to coordinate wraparound services for eligible students, including mental health counseling, substance abuse recovery resources, family support services, housing referrals, and reproductive and prenatal care where appropriate. Flexibility in scheduling and asynchronous coursework would help ensure continued engagement.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support long-term success, CPC–SD would partner with local community colleges, workforce development programs, and nonprofit mentoring agencies to provide students with access to dual enrollment, job shadowing, internships, and mentorship. These partnerships would help bridge the transition from high school to postsecondary education or employment.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Families would be engaged as critical partners in supporting the educational success of youth returning from correctional facilities. The LEA would offer parent workshops, virtual check-ins, and resources on dropout prevention and reintegration planning. Translation services and flexible participation options would ensure accessibility.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Should Title I, Part D services be initiated, the program would coordinate closely with other federal and state programs, such as WIOA Title I youth services, special education (IDEA), and CTE programs. Collaboration with juvenile justice agencies under the Juvenile Justice and Delinquency Prevention Act would be established to align education and rehabilitation services.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, CPC–SD would work closely with probation officers to ensure regular communication regarding academic progress, attendance, and compliance with court-ordered education plans. Probation officers may be invited to student support team meetings when appropriate and with consent.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure continuity of services, the LEA would coordinate with correctional facilities to ensure all IEPs for returning youth are shared and implemented. Special education staff would review and update IEPs as needed to support access to the general education curriculum and required services.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For students unable to engage in a traditional independent study model, CPC–SD would explore alternative placement options, including hybrid models, therapeutic schools, county-run alternative programs, or home/hospital instruction as appropriate. A student support team would work with families and external partners to identify the best-fit placement for continued educational success.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

1. LEA's System of Professional Growth and Improvement
California Pacific Charter –San Diego supports a robust system of professional growth and improvement grounded in evidence-based practices, coaching, and collaborative reflection. This system includes new teacher induction, ongoing professional development, instructional coaching, and leadership capacity-building opportunities for teachers, principals, and other school leaders. The LEA uses a combination of internal and external training programs, including the PLC+ framework, Universal Design for Learning (UDL), and the Orton-Gillingham approach to structured literacy.

2. Support for Principals, Teachers, and Other School Leaders (separately):

Teachers: New teachers participate in a formal induction program aligned with California's standards. All teachers receive differentiated PD aligned to schoolwide goals and individual areas of growth identified through evaluations and student data. Support includes embedded coaching cycles, lesson modeling, co-teaching, and access to online PD platforms.
Principals and School Leaders: Site leaders and instructional administrators receive leadership coaching and attend trainings focused on observation, feedback, equity-driven practices, and data analysis. They participate in monthly instructional leadership meetings focused on school improvement planning. Other School Leaders: Program coordinators and department chairs engage in cross-department collaboration, lead PLCs, and receive mentoring to support strategic planning and instructional leadership.

3. Promotion and Measurement of Growth:
Growth is measured through multiple indicators, including teacher evaluations, walkthrough data, student assessment results, stakeholder feedback, and implementation rubrics (e.g., PLC+). Teachers and leaders set growth goals and reflect on progress during coaching cycles and evaluation conferences. PD plans are adjusted based on aggregate trends and needs.

4. Support Across Career Stages:
From onboarding through advancement, the system includes: Induction for new educators; Tiered coaching and professional learning for mid-career teachers; Opportunities for teacher leadership roles such as mentoring, department lead, or PLC facilitator; Pathways to administrative leadership through support in attaining credentials and receiving formal leadership coaching.

5. Evaluation and Continuous Improvement of Systems:
The professional development system is evaluated annually through educator surveys, analysis of student outcomes, and observation data. Input from the instructional leadership team and educational partners informs revisions to PD priorities and the coaching model to ensure alignment with evolving student and staff needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Funding Allocation Process:
CPC–SD allocates Title II, Part A funding based on LCAP-aligned priorities that support teacher effectiveness, retention, and equity in instruction. Funds are directed toward coaching, training, and recruitment aligned with the needs of each school site and student subgroup performance data.

2. Prioritization of CSI/TSI and High-Need Schools:
While the LEA currently has no CSI or TSI-identified schools, if any are identified in the future, those sites will be prioritized for funding. Additionally, the LEA monitors the percentage of unduplicated students at each site and allocates additional resources to schools with higher proportions of students eligible under Section 1124(c) (e.g., low-income, foster youth, English learners).

3. Decision-Making for Title II Funding Prioritization:
When schools demonstrate the highest need (whether through designation or subgroup performance), the LEA will prioritize funding to those sites for leadership development, instructional coaching, and teacher professional learning. This ensures equity and support for school improvement efforts.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)

   f. Parents
   g. Community partners
   h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

1. Coordination with Other Strategies and Programs:
Title II, Part A activities are integrated with other federal and state initiatives, including Title I services, MTSS, and LCAP-funded programs. PD planning aligns with goals for academic achievement, teacher effectiveness, and equity.

2. Use of Data for Continuous Improvement:
The LEA uses student achievement data, teacher evaluation results, coaching logs, and staff surveys to assess the impact of Title II-supported activities. Adjustments to PD offerings and coaching priorities are made based on performance trends and staff feedback.

3. Ongoing Consultation:
CPC–SD engages in ongoing consultation with educational partners through surveys, LCAP advisory meetings, and PLC+ feedback sessions. Input informs decisions around coaching, training topics, and resource allocation.

4. Sources of Data and Frequency of Analysis:
Data sources include local benchmark assessments, classroom observations, teacher self-assessments, PD participation records, and feedback forms. These are reviewed at least quarterly by the instructional leadership team.

5. Partner Engagement:
The LEA meaningfully consults with:
Teachers: Via PLCs, feedback surveys, and PD planning meetings
Principals and Leaders: Monthly leadership meetings and strategy sessions
Paraprofessionals: Team meetings and direct supervisor feedback loops
Instructional Support Personnel: Regular collaboration in IEP/MTSS planning
Charter School Leaders: Direct input from site administration in LCAP and PD planning
Parents and Community Partners: Input gathered through LCAP engagement and advisory councils
External Experts: Collaboration with consultants and training providers (e.g., Corwin, Orton-Gillingham)

6. Frequency of Consultation:
Consultation with educational partners occurs on a recurring basis throughout the year—monthly for leadership teams and PLCs, quarterly for surveys and LCAP engagement, and annually for formal needs assessments and planning reviews.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SD provides targeted professional development to support the success of English learners (ELs) in attaining English language proficiency and mastering state academic standards. These professional learning activities are designed to build educator capacity through sustained, job-embedded training and coaching.

Instruction and Assessment Focus:
Professional development focuses on improving instructional strategies for designated and integrated ELD, including scaffolding academic content, incorporating language objectives, and using data from assessments such as the ELPAC to inform instruction.

Building Educator Capacity:
Training enhances teacher, principal, and school leader understanding of effective EL instructional models, assessment interpretation, and implementation of culturally and linguistically responsive practices. Key topics include SDAIE, GLAD strategies, and Universal Design for Learning (UDL).

Impact on Language and Academic Growth:
The PD series is designed to support measurable gains in EL students' English proficiency and content area achievement. Teachers are trained to analyze language demands in academic tasks and to deliver rigorous, scaffolded instruction.

Sufficient Intensity and Duration:
The LEA ensures professional development is ongoing and sustainable through multi-session workshops, follow-up coaching cycles, and PLC collaboration focused on EL needs. These trainings are intentionally scheduled across the year and tied to observed instructional practice.

Supplemental Use of Title III Funds:
All Title III-funded PD activities supplement, rather than supplant, core state and LCAP-funded programs. Title III funds are specifically used to enhance EL-focused training beyond what is offered through general funds or Title I allocations.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support immigrant students, CPC–SD implements a range of supplemental activities tailored to promote cultural inclusion, academic engagement, and family integration into the school community.

Title III funds support:

Newcomer orientation sessions and transition support meetings;

Culturally responsive curriculum resources and access to multilingual instructional aides;

Peer mentoring and student leadership activities for immigrant youth;

Family engagement events to support parent understanding of the U.S. school system and resources.

These activities are supplemental to core programs and help immigrant students acclimate to their new educational environment while accelerating academic progress.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SD implements a structured English Language Development (ELD) program that includes both designated and integrated ELD. Language instruction programs are research-based and aligned with California's ELD standards.

Programs and activities funded by Title III include:

Online language development software and literacy intervention tools;

Additional instructional time and small-group tutoring focused on academic vocabulary and oral language skills;

EL student progress monitoring through benchmark assessments and ELPAC analysis;

Ongoing EL student case management to identify supports and interventions;

Supplemental instructional materials that reinforce both content and language acquisition.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Accountability for English Language Proficiency:
The LEA monitors progress toward English proficiency through ELPAC results and local benchmark assessments. ELPAC scores are analyzed annually by site leadership and EL coordinators to identify trends and inform individualized support. The LEA's Dashboard indicators and Title III accountability reports are used to guide ongoing refinement of EL supports.

Supplemental Site Activities:
Sites implement EL-focused PLCs, small-group instruction, and push-in language support. Title III funds support supplemental activities such as targeted tutoring, online intervention tools, and expanded family communication systems in multiple languages. The LEA ensures that these services go beyond the basic requirements funded by other programs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SD uses Title IV, Part A funds to expand access to a well-rounded education, promote safe and healthy student environments, and support the effective use of technology. The LEA conducts a formal needs assessment every three years and engages stakeholders—including staff, students, and families—through surveys, LCAP advisory meetings, and site-based planning to identify Title IV funding priorities.

(A) Partnerships
The LEA partners with community-based organizations and vendors with proven success in supporting student wellness, academic enrichment, and digital literacy. These include partnerships with local mental health agencies, technology training providers, and regional education support agencies that assist with implementation of SEL (Social-Emotional Learning) programs, digital citizenship training, and project-based learning resources.

(B) Well-Rounded Education Activities (Section 4107)
At least 20% of Title IV funds are allocated to support access to a well-rounded education. These funds are used to expand curriculum offerings in music, visual arts, and STEM enrichment, particularly for students in underrepresented groups. Additionally, the LEA integrates project-based learning and critical thinking skill development into core instruction, supported by supplemental materials and teacher training aligned to Title IV goals.

(C) Safe and Healthy Students (Section 4108)
Another 20% or more of Title IV funds are used to foster a safe and healthy school climate. Activities include implementation of trauma-informed practices, social-emotional learning curriculum (such as Second Step), digital wellness training, and access to school counseling supports. CPC–Los Angeles also provides staff training on suicide prevention, mental health first aid, and restorative practices. These efforts help promote positive behavior, resilience, and healthy relationships among students.

(D) Effective Use of Technology (Section 4109)
The remaining funds support the effective use of technology, with no more than 15% allocated for technology infrastructure (e.g., Chromebooks, hotspots). The focus is on using technology to personalize learning, build digital citizenship, and improve data-driven instruction. Title IV supports include professional development for teachers on

instructional technology tools, student training on media literacy, and integration of adaptive learning platforms to increase engagement and mastery.

(E) Program Objectives and Evaluation
Program objectives include:

Improved student engagement in enrichment subjects and digital learning; Increased access to mental health and SEL supports; Higher rates of student participation in STEM and arts activities; Increased teacher capacity to use instructional technology effectively. Effectiveness is evaluated using a combination of data sources including:

Student participation and survey feedback; Local assessment results; Staff implementation checklists; Technology usage reports; SEL and behavior referral data.

Program impact is reviewed annually by the instructional leadership team and LCAP stakeholders to adjust practices and inform future funding priorities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student enrollment data in A-G coursework
Course Completion Rates
College/Career Readiness
Student achievement data disaggregated by subgroup
Student and parent surveys on access to a broad course of study
LCAP stakeholder input and advisory council recommendations
Participation in CTE Pathways

What activities will be included within the support for a well-rounded education?

Activities included within support for a well-rounded education:
Expansion of core and elective content
Social Emotional curriculum and services
Academic Intervention
Supplemental instructional materials to support critical thinking, creativity, and real-world application
Teacher professional development on strategies to integrate well-rounded education across disciplines

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring changes in A-G coursework enrollment
Comparison of student outcomes in core academic and elective areas
Review of student, parent, and teacher survey feedback
Analysis of teacher implementation fidelity through observation rubrics

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Attendance and chronic absenteeism data
Graduation Rate
State and Local academic assessment outcomes
Discipline/referral rates, including suspension/expulsion trends
Student self-assessments of emotional well-being
Feedback from climate surveys (students, staff, families)

What activities will be included within the support for safety and health of students?

Activities included within support for student safety and health:
Social-emotional learning curriculum implementation
Professional development in trauma-informed practices and behavior de-escalation
Staff training in suicide prevention and restorative practices
Mental health counseling services and access to a school social worker
Digital citizenship and online safety education

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

School climate survey results
Behavior incidents remain low
Reduction in chronic absenteeism
Participation rates in SEL sessions and counseling services
Education Partner feedback to assess impact and adjust support models

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student access to devices and internet connectivity
Technology usage data from learning management and instructional platforms
Teacher comfort and frequency using edtech tools
Student performance in digital learning environments
Input from IT staff, tech coaches, and families on barriers to tech access

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities included within support of effective use of technology:
Professional development on integrating digital tools to personalize instruction
Use of adaptive learning platforms and academic intervention software
Implementation of digital citizenship curriculum
Support for students and families to troubleshoot online access issues

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring platform engagement and progress tracking data
Teacher feedback on implementation and impact of edtech PD
Parent and student surveys on technology support and digital learning experiences
Review of student achievement data in tech-supported intervention programs
Analysis of cost-effectiveness and instructional outcomes from digital tools

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

March 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-26

Date of Board Approval
June 10, 2025

LEA Name
California Pacific Charter - Sonoma

CDS Code:
49-70722-039048

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The school is applying federal funds from three ESSA programs: (1) Title I, Part A, (2) Title II, Part A, and (3) Title IV, Part A, to supplement and enhance our local priorities as reflected in the LCAP. While aspects of the overall LCAP strategy are indirectly supported via this federal funding throughout our program as a whole and each of the LCAP goals, the school is focusing the resources made available via these three ESSA programs primarily in the following three specific areas outlined in our LCAP:
Title I, Part A- focused on supplementing and enhancing the activities of Goal 1, which is stated as follows in the LCAP: "We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities."
Title 11, Part A- focused on supplementing and enhancing the activities of Goal 1 relating to access of lower-income and minority students to effective teaching staff as well as the activities related to professional development (including but not limited to Action 4), and all of Goal 2, which is stated as followed in our LCAP:
"We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success."
Title IV, Part A-- focused on supplementing and enhancing the activities of Goal 1 relating to improved conditions for student learning and access to technology, including but not limited to enhancing student assessment tools (including but not limited to Action 3).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so that all students succeed, especially with our personalized learning approach. The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars. Teachers, staff and parents provide input on the core program, then make decisions based on the differentiated needs of the scholars based on scholar achievement data and scholar demographic data. This ensures that the activities are not duplicative, yet support the common outcomes.
The information about the school and organization's priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of ESSA programs, and reviewing and approving the LCAP. There is a collaborative process to make decisions about all LCAP-related funds. Title I, Part A funds align with our primary focus of improving educational resources available to all students, especially at-risk students. Professional development as supplemented via Title 11, Part A funds, is a key factor for our continuing success. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities. Title IV funds are to support scholar and academic enrichment, and are also discussed with parent representatives.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA uses Free and Reduced-Price Meal (FRPM) eligibility as its poverty criterion to determine Title I services and resource allocation. This metric ensures consistency with state and federal reporting and aligns with the definition of low-income students under ESSA.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a charter school, CPC- San Diego operates under a single-school LEA structure. All students are served by appropriately credentialed teachers. The LEA employs only fully credentialed and authorized teachers and monitors assignment compliance annually. Because there is only one school, disparities between schools do not apply; however, the school reviews internal data to ensure low-income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Currently, there are no identified educator equity gaps.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(3):
California Pacific Charter – Sonoma has not been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Therefore, this section is not applicable (N/A). However, should any school be identified in the future, the LEA will engage parents and family members in the development, implementation, and review of CSI and TSI plans. This will include structured opportunities such as School Site Council meetings, stakeholder planning groups, and feedback forums that ensure parent input informs all phases of school improvement planning.

ESSA Section 1112(b)(7):
California Pacific Charter –Sonoma implements a comprehensive, systemic approach to engaging parents and families, aligned with Section 1116 of ESSA. This approach is embedded within the LCAP educational partner engagement process and supports parents as equal partners in the academic success of their children.

Development and Distribution of the Parent and Family Engagement Policy (ESSA 1116(a)):
The LEA maintains a Parent and Family Engagement Policy that was developed jointly with parents and approved by the governing board. Input was gathered through surveys, site meetings, and LCAP family engagement sessions. The finalized policy is distributed annually through enrollment packets, posted on the school's website, and reviewed during family orientation events.

Support for Understanding Academic Standards and Student Progress (ESSA 1116(e)(1)):
Parents are supported in understanding California's academic standards, assessment systems (e.g., CAASPP, ELPAC), and how to interpret student progress data through events such as parent-teacher conferences, assessment literacy workshops, and videos on the parent portal. One-on-one meetings and recorded webinars further support families in monitoring and supporting student learning.

Materials and Training to Support Student Achievement (ESSA 1116(e)(2)):
The LEA provides training on using digital curriculum platforms, interpreting progress reports, and fostering literacy and numeracy at home. Technology tutorials help families navigate online learning systems and address digital citizenship topics, including copyright awareness and safe use of the internet.

Educating Staff on Family Engagement (ESSA 1116(e)(3)):
Professional development for teachers, administrators, and support staff includes modules on building partnerships with families, culturally responsive communication, and the role of parents in student achievement. Staff are trained to value parent input, support diverse family needs, and coordinate parent programs in collaboration with community representatives.

Coordination with Other Programs (ESSA 1116(e)(4)):
Parent involvement is coordinated with other federal and state programs, including Title I, Title III, and special education services. Events are designed to integrate services, such as combining IEP meetings with family workshops and co-hosting events with early learning and community agencies to promote smooth transitions and continuity of support.

Accessible Communication (ESSA 1116(e)(5)):
All communications related to parent events, school programs, and student progress are sent in both English and Spanish, with additional language support provided upon request. Materials are made available in print, email, and digital formats, and accessibility tools are used for families with disabilities.

Additional Supports Upon Request (ESSA 1116(e)(14)):
The LEA responds to parent requests for additional support, such as individualized technology help, translation services, academic coaching, or referrals to community agencies. Feedback is collected through surveys, support tickets, and staff follow-ups to inform additional service development.

Inclusive Participation Opportunities (ESSA 1116(f)):
The LEA ensures that all parents, including those with limited English proficiency, disabilities, or migrant status, have opportunities to participate in school activities. Interpretation services, flexible meeting times, transportation assistance (if needed), and accessible materials are provided to reduce barriers and foster inclusive participation.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter –Sonoma integrates the parent and family engagement requirements of ESSA Section 1116 directly into its LCAP educational partner engagement process to ensure coherence, transparency, and meaningful collaboration. The LEA solicits parent input throughout the year via stakeholder surveys, virtual and in-person town halls, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, and LCAP-focused family engagement sessions.

These forums are designed to align with the LCAP annual review and planning cycle, providing parents with opportunities to: Review student achievement and progress data; Provide input on LCAP goals, actions, and services; Offer suggestions to improve parent engagement practices; and Participate in the evaluation and refinement of family involvement strategies outlined in both the LCAP and federal addendum.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

California Pacific Charter – Sonoma operates as a schoolwide Title I program. Title I funding is used to support comprehensive services that improve academic achievement for all students, with a particular focus on unduplicated student groups such as English learners, students with disabilities, and low-income students. Key services include high-quality instruction using standards-aligned curriculum, embedded supports for intervention and acceleration, and regular progress monitoring through online learning platforms and assessments.

At present, CPC-SO does not serve students in institutions for neglected or delinquent children or in community day school programs. However, the school is committed to serving all students with trauma-informed practices and access to a school social worker and additional supports as needed.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event that the school operates a targeted assistance program, teachers and school leaders—working in collaboration with families, paraprofessionals, administrators, and student support staff—would use assessment data (e.g., local benchmarks, course progress, teacher referrals) to identify students most in need of services. Identified students would receive targeted academic interventions, progress monitoring, and individualized supports designed to address both academic and social-emotional needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter –Sonoma ensures that all homeless students, as defined by the McKinney-Vento Homeless Assistance Act, are provided equitable access to education and support services. The LEA designates a McKinney-Vento liaison to facilitate identification, enrollment, and access to school resources for students experiencing homelessness.

Services include: Immediate enrollment without required documents; Assistance obtaining immunization records, school records, and transportation arrangements; Distribution of school supplies, hygiene kits, and technology tools to support online learning; Referrals to housing agencies, food services, and counseling support.

Funds reserved under Section 1113(c)(3)(A) are used to provide direct services such as tutoring, academic materials, and coordinated supports to ensure homeless students can attend and succeed in school. The McKinney-Vento liaison works closely with families and local community agencies to coordinate wraparound services and monitor student engagement and attendance.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

CPC- SO works to provide smooth transitions into our Kindergarten and TK programs. Staff work with incoming families to provide orientation, readiness assessments, and early intervention resources.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA implements multiple strategies to support students transitioning from middle school to high school and from high school to postsecondary pathways. These include:

Personalized academic and graduation planning through regular counselor meetings; Dual enrollment partnerships with local community colleges to allow high school students to earn college credit; Career exploration and guidance activities, including interest inventories, college and career fairs, and virtual industry interviews; Advisory courses and college/career readiness modules embedded into the high school program; Collaboration with institutions of higher education and local employers to support internships, mentorships, and postsecondary planning.

These strategies promote a coherent pathway from secondary education into college and career success.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Gifted and Talented Services:
The school offers a GATE program for grades 3-5. Outside of those grades, California Pacific Charter–Sonoma identifies high-achieving students using multiple measures and provides academic enrichment opportunities such as project-based learning, advanced curriculum extensions, and access to dual enrollment or honors-level coursework where appropriate.

(B) Effective School Library Programs:
To support digital literacy and research skills, the LEA provides students with access to a digital library platform and online academic resources. These tools include e-books, databases, and writing tools embedded within the learning management system. Teachers integrate library-based digital tools into lessons, and staff are trained to support students in developing research skills aligned to state standards. These services are part of a broader effort to improve academic achievement through technology-rich, personalized learning environments.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

At this time, California Pacific Charter –Sonoma does not operate a program funded under Title I, Part D. Should the LEA receive Title I, Part D funds in the future, the program would be designed to support the academic achievement, reentry, and transition needs of children and youth who are neglected, delinquent, or at risk. The focus would be on providing high-quality, individualized education, aligned to state standards, with embedded supports for credit recovery, college and career readiness, and social-emotional development.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, CPC– SO does not have formal agreements with correctional facilities or alternative schools serving youth involved with the juvenile justice system. If the LEA begins serving students through Title I, Part D funding, formal agreements would be developed with relevant agencies and facilities to outline roles, responsibilities, and communication protocols for student transition, data sharing, and academic continuity.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the event the LEA serves youth returning from correctional facilities, CPC– SOwould ensure that educational programs are comparable in quality and scope to those offered to all other students in the LEA. This includes access to core academic subjects, credit-bearing courses, online learning platforms, and interventions aligned with each student's learning needs and prior coursework.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CPC–SO would implement a transition support system for students returning from correctional facilities. Services may include enrollment assistance, credit audits, academic planning meetings, assignment of a counselor or case manager, and access to social-emotional supports to promote stability and academic progress during reentry.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students returning from correctional facilities may face complex challenges, including learning disabilities, interrupted education, substance abuse histories, or trauma. CPC–SO would coordinate with special education staff, counselors, and social workers to develop individualized learning plans that align with each student's needs. The school would also offer online curriculum flexibility, intensive tutoring, and mental health referrals.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA would collaborate with local agencies to coordinate wraparound services for eligible students, including mental health counseling, substance abuse recovery resources, family support services, housing referrals, and reproductive and prenatal care where appropriate. Flexibility in scheduling and asynchronous coursework would help ensure continued engagement.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support long-term success, CPC–SO would partner with local community colleges, workforce development programs, and nonprofit mentoring agencies to provide students with access to dual enrollment, job shadowing, internships, and mentorship. These partnerships would help bridge the transition from high school to postsecondary education or employment.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Families would be engaged as critical partners in supporting the educational success of youth returning from correctional facilities. The LEA would offer parent workshops, virtual check-ins, and resources on dropout prevention and reintegration planning. Translation services and flexible participation options would ensure accessibility.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Should Title I, Part D services be initiated, the program would coordinate closely with other federal and state programs, such as WIOA Title I youth services, special education (IDEA), and CTE programs. Collaboration with juvenile justice agencies under the Juvenile Justice and Delinquency Prevention Act would be established to align education and rehabilitation services.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, CPC–SO would work closely with probation officers to ensure regular communication regarding academic progress, attendance, and compliance with court-ordered education plans. Probation officers may be invited to student support team meetings when appropriate and with consent.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure continuity of services, the LEA would coordinate with correctional facilities to ensure all IEPs for returning youth are shared and implemented. Special education staff would review and update IEPs as needed to support access to the general education curriculum and required services.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For students unable to engage in a traditional independent study model, CPC–SO would explore alternative placement options, including hybrid models, therapeutic schools, county-run alternative programs, or home/hospital instruction as appropriate. A student support team would work with families and external partners to identify the best-fit placement for continued educational success.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

1. LEA's System of Professional Growth and Improvement
California Pacific Charter –Sonoma supports a robust system of professional growth and improvement grounded in evidence-based practices, coaching, and collaborative reflection. This system includes new teacher induction, ongoing professional development, instructional coaching, and leadership capacity-building opportunities for teachers, principals, and other school leaders. The LEA uses a combination of internal and external training programs, including the PLC+ framework, Universal Design for Learning (UDL), and the Orton-Gillingham approach to structured literacy.

2. Support for Principals, Teachers, and Other School Leaders (separately):

Teachers: New teachers participate in a formal induction program aligned with California's standards. All teachers receive differentiated PD aligned to schoolwide goals and individual areas of growth identified through evaluations and student data. Support includes embedded coaching cycles, lesson modeling, co-teaching, and access to online PD platforms.
Principals and School Leaders: Site leaders and instructional administrators receive leadership coaching and attend trainings focused on observation, feedback, equity-driven practices, and data analysis. They participate in monthly instructional leadership meetings focused on school improvement planning. Other School Leaders: Program coordinators and department chairs engage in cross-department collaboration, lead PLCs, and receive mentoring to support strategic planning and instructional leadership.

3. Promotion and Measurement of Growth:
Growth is measured through multiple indicators, including teacher evaluations, walkthrough data, student assessment results, stakeholder feedback, and implementation rubrics (e.g., PLC+). Teachers and leaders set growth goals and reflect on progress during coaching cycles and evaluation conferences. PD plans are adjusted based on aggregate trends and needs.

4. Support Across Career Stages:
From onboarding through advancement, the system includes: Induction for new educators; Tiered coaching and professional learning for mid-career teachers; Opportunities for teacher leadership roles such as mentoring, department lead, or PLC facilitator; Pathways to administrative leadership through support in attaining credentials and receiving formal leadership coaching.

5. Evaluation and Continuous Improvement of Systems:
The professional development system is evaluated annually through educator surveys, analysis of student outcomes, and observation data. Input from the instructional leadership team and educational partners informs revisions to PD priorities and the coaching model to ensure alignment with evolving student and staff needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Funding Allocation Process:
CPC–SO allocates Title II, Part A funding based on LCAP-aligned priorities that support teacher effectiveness, retention, and equity in instruction. Funds are directed toward coaching, training, and recruitment aligned with the needs of each school site and student subgroup performance data.

2. Prioritization of CSI/TSI and High-Need Schools:
While the LEA currently has no CSI or TSI-identified schools, if any are identified in the future, those sites will be prioritized for funding. Additionally, the LEA monitors the percentage of unduplicated students at each site and allocates additional resources to schools with higher proportions of students eligible under Section 1124(c) (e.g., low-income, foster youth, English learners).

3. Decision-Making for Title II Funding Prioritization:
When schools demonstrate the highest need (whether through designation or subgroup performance), the LEA will prioritize funding to those sites for leadership development, instructional coaching, and teacher professional learning. This ensures equity and support for school improvement efforts.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)

f. Parents
g. Community partners
h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

1. Coordination with Other Strategies and Programs:
Title II, Part A activities are integrated with other federal and state initiatives, including Title I services, MTSS, and LCAP-funded programs. PD planning aligns with goals for academic achievement, teacher effectiveness, and equity.

2. Use of Data for Continuous Improvement:
The LEA uses student achievement data, teacher evaluation results, coaching logs, and staff surveys to assess the impact of Title II-supported activities. Adjustments to PD offerings and coaching priorities are made based on performance trends and staff feedback.

3. Ongoing Consultation:
CPC–SO engages in ongoing consultation with educational partners through surveys, LCAP advisory meetings, and PLC+ feedback sessions. Input informs decisions around coaching, training topics, and resource allocation.

4. Sources of Data and Frequency of Analysis:
Data sources include local benchmark assessments, classroom observations, teacher self-assessments, PD participation records, and feedback forms. These are reviewed at least quarterly by the instructional leadership team.

5. Partner Engagement:
The LEA meaningfully consults with:
Teachers: Via PLCs, feedback surveys, and PD planning meetings
Principals and Leaders: Monthly leadership meetings and strategy sessions
Paraprofessionals: Team meetings and direct supervisor feedback loops
Instructional Support Personnel: Regular collaboration in IEP/MTSS planning
Charter School Leaders: Direct input from site administration in LCAP and PD planning
Parents and Community Partners: Input gathered through LCAP engagement and advisory councils
External Experts: Collaboration with consultants and training providers (e.g., Corwin, Orton-Gillingham)

6. Frequency of Consultation:
Consultation with educational partners occurs on a recurring basis throughout the year—monthly for leadership teams and PLCs, quarterly for surveys and LCAP engagement, and annually for formal needs assessments and planning reviews.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SO provides targeted professional development to support the success of English learners (ELs) in attaining English language proficiency and mastering state academic standards. These professional learning activities are designed to build educator capacity through sustained, job-embedded training and coaching.

Instruction and Assessment Focus:
Professional development focuses on improving instructional strategies for designated and integrated ELD, including scaffolding academic content, incorporating language objectives, and using data from assessments such as the ELPAC to inform instruction.

Building Educator Capacity:
Training enhances teacher, principal, and school leader understanding of effective EL instructional models, assessment interpretation, and implementation of culturally and linguistically responsive practices. Key topics include SDAIE, GLAD strategies, and Universal Design for Learning (UDL).

Impact on Language and Academic Growth:
The PD series is designed to support measurable gains in EL students' English proficiency and content area achievement. Teachers are trained to analyze language demands in academic tasks and to deliver rigorous, scaffolded instruction.

Sufficient Intensity and Duration:
The LEA ensures professional development is ongoing and sustainable through multi-session workshops, follow-up coaching cycles, and PLC collaboration focused on EL needs. These trainings are intentionally scheduled across the year and tied to observed instructional practice.

Supplemental Use of Title III Funds:
All Title III-funded PD activities supplement, rather than supplant, core state and LCAP-funded programs. Title III funds are specifically used to enhance EL-focused training beyond what is offered through general funds or Title I allocations.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support immigrant students, CPC–SD implements a range of supplemental activities tailored to promote cultural inclusion, academic engagement, and family integration into the school community.

Title III funds support:
Newcomer orientation sessions and transition support meetings; Culturally responsive curriculum resources and access to multilingual instructional aides; Peer mentoring and student leadership activities for immigrant youth; Family engagement events to support parent understanding of the U.S. school system and resources.
These activities are supplemental to core programs and help immigrant students acclimate to their new educational environment while accelerating academic progress.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SO implements a structured English Language Development (ELD) program that includes both designated and integrated ELD. Language instruction programs are research-based and aligned with California's ELD standards.

Programs and activities funded by Title III include:

Online language development software and literacy intervention tools; Additional instructional time and small-group tutoring focused on academic vocabulary and oral language skills; EL student progress monitoring through benchmark assessments and ELPAC analysis; Ongoing EL student case management to identify supports and interventions; Supplemental instructional materials that reinforce both content and language acquisition.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Accountability for English Language Proficiency:
The LEA monitors progress toward English proficiency through ELPAC results and local benchmark assessments. ELPAC scores are analyzed annually by site leadership and EL coordinators to identify trends and inform individualized support. The LEA's Dashboard indicators and Title III accountability reports are used to guide ongoing refinement of EL supports.

Supplemental Site Activities:
Sites implement EL-focused PLCs, small-group instruction, and push-in language support. Title III funds support supplemental activities such as targeted tutoring, online intervention tools, and expanded family communication systems in multiple languages. The LEA ensures that these services go beyond the basic requirements funded by other programs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

California Pacific Charter – SO uses Title IV, Part A funds to expand access to a well-rounded education, promote safe and healthy student environments, and support the effective use of technology. The LEA conducts a formal needs assessment every three years and engages stakeholders—including staff, students, and families—through surveys, LCAP advisory meetings, and site-based planning to identify Title IV funding priorities.

(A) Partnerships
The LEA partners with community-based organizations and vendors with proven success in supporting student wellness, academic enrichment, and digital literacy. These include partnerships with local mental health agencies, technology training providers, and regional education support agencies that assist with implementation of SEL (Social-Emotional Learning) programs, digital citizenship training, and project-based learning resources.

(B) Well-Rounded Education Activities (Section 4107)
At least 20% of Title IV funds are allocated to support access to a well-rounded education. These funds are used to expand curriculum offerings in music, visual arts, and STEM enrichment, particularly for students in underrepresented groups. Additionally, the LEA integrates project-based learning and critical thinking skill development into core instruction, supported by supplemental materials and teacher training aligned to Title IV goals.

(C) Safe and Healthy Students (Section 4108)
Another 20% or more of Title IV funds are used to foster a safe and healthy school climate. Activities include implementation of trauma-informed practices, social-emotional learning curriculum (such as Second Step), digital wellness training, and access to school counseling supports. CPC–Los Angeles also provides staff training on suicide prevention, mental health first aid, and restorative practices. These efforts help promote positive behavior, resilience, and healthy relationships among students.

(D) Effective Use of Technology (Section 4109)
The remaining funds support the effective use of technology, with no more than 15% allocated for technology infrastructure (e.g., Chromebooks, hotspots). The focus is on using technology to personalize learning, build digital citizenship, and improve data-driven instruction. Title IV supports include professional development for teachers on

instructional technology tools, student training on media literacy, and integration of adaptive learning platforms to increase engagement and mastery.

(E) Program Objectives and Evaluation
Program objectives include:

Improved student engagement in enrichment subjects and digital learning; Increased access to mental health and SEL supports; Higher rates of student participation in STEM and arts activities; Increased teacher capacity to use instructional technology effectively. Effectiveness is evaluated using a combination of data sources including:

Student participation and survey feedback; Local assessment results; Staff implementation checklists; Technology usage reports; SEL and behavior referral data.

Program impact is reviewed annually by the instructional leadership team and LCAP stakeholders to adjust practices and inform future funding priorities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student enrollment data in A-G coursework
Course Completion Rates
College/Career Readiness
Student achievement data disaggregated by subgroup
Student and parent surveys on access to a broad course of study
LCAP stakeholder input and advisory council recommendations
Participation in CTE Pathways

What activities will be included within the support for a well-rounded education?

Activities included within support for a well-rounded education:
Expansion of core and elective content
Social Emotional curriculum and services
Academic Intervention
Supplemental instructional materials to support critical thinking, creativity, and real-world application
Teacher professional development on strategies to integrate well-rounded education across disciplines

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring changes in A-G coursework enrollment
Comparison of student outcomes in core academic and elective areas
Review of student, parent, and teacher survey feedback
Analysis of teacher implementation fidelity through observation rubrics

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Attendance and chronic absenteeism data
Graduation Rate
State and Local academic assessment outcomes
Discipline/referral rates, including suspension/expulsion trends
Student self-assessments of emotional well-being
Feedback from climate surveys (students, staff, families)

What activities will be included within the support for safety and health of students?

Activities included within support for student safety and health:
Social-emotional learning curriculum implementation
Professional development in trauma-informed practices and behavior de-escalation
Staff training in suicide prevention and restorative practices
Mental health counseling services and access to a school social worker
Digital citizenship and online safety education

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

School climate survey results
Behavior incidents remain low
Reduction in chronic absenteeism
Participation rates in SEL sessions and counseling services
Education Partner feedback to assess impact and adjust support models

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators/measures/data points used to examine needs for improvement:
Student access to devices and internet connectivity
Technology usage data from learning management and instructional platforms
Teacher comfort and frequency using edtech tools
Student performance in digital learning environments
Input from IT staff, tech coaches, and families on barriers to tech access

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities included within support of effective use of technology:
Professional development on integrating digital tools to personalize instruction
Use of adaptive learning platforms and academic intervention software
Implementation of digital citizenship curriculum
Support for students and families to troubleshoot online access issues

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Evaluation of effectiveness and indicators used for planning:
Monitoring platform engagement and progress tracking data
Teacher feedback on implementation and impact of edtech PD
Parent and student surveys on technology support and digital learning experiences
Review of student achievement data in tech-supported intervention programs
Analysis of cost-effectiveness and instructional outcomes from digital tools

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

March 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

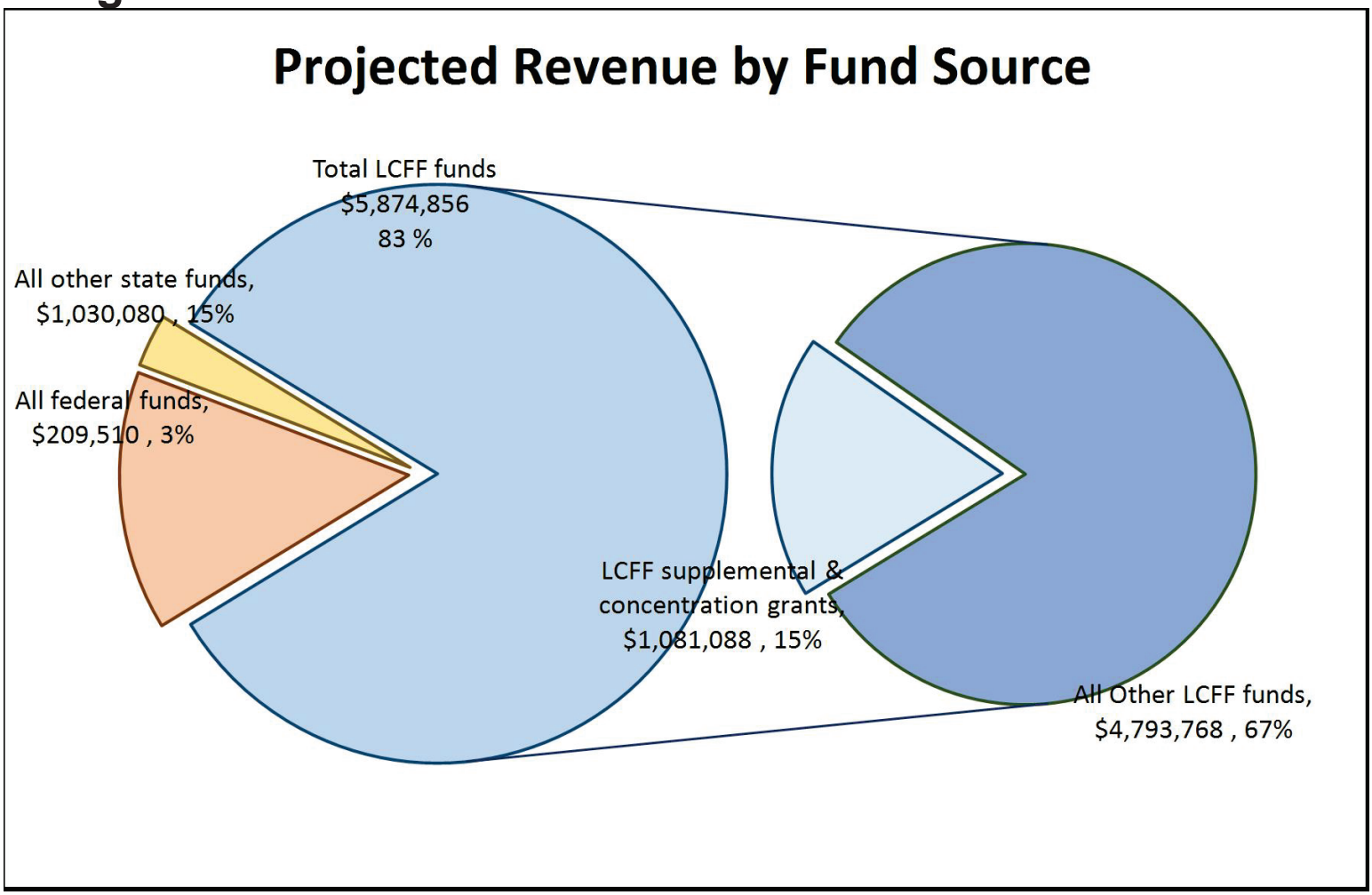
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles
CDS Code: 19-75309-0132654
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

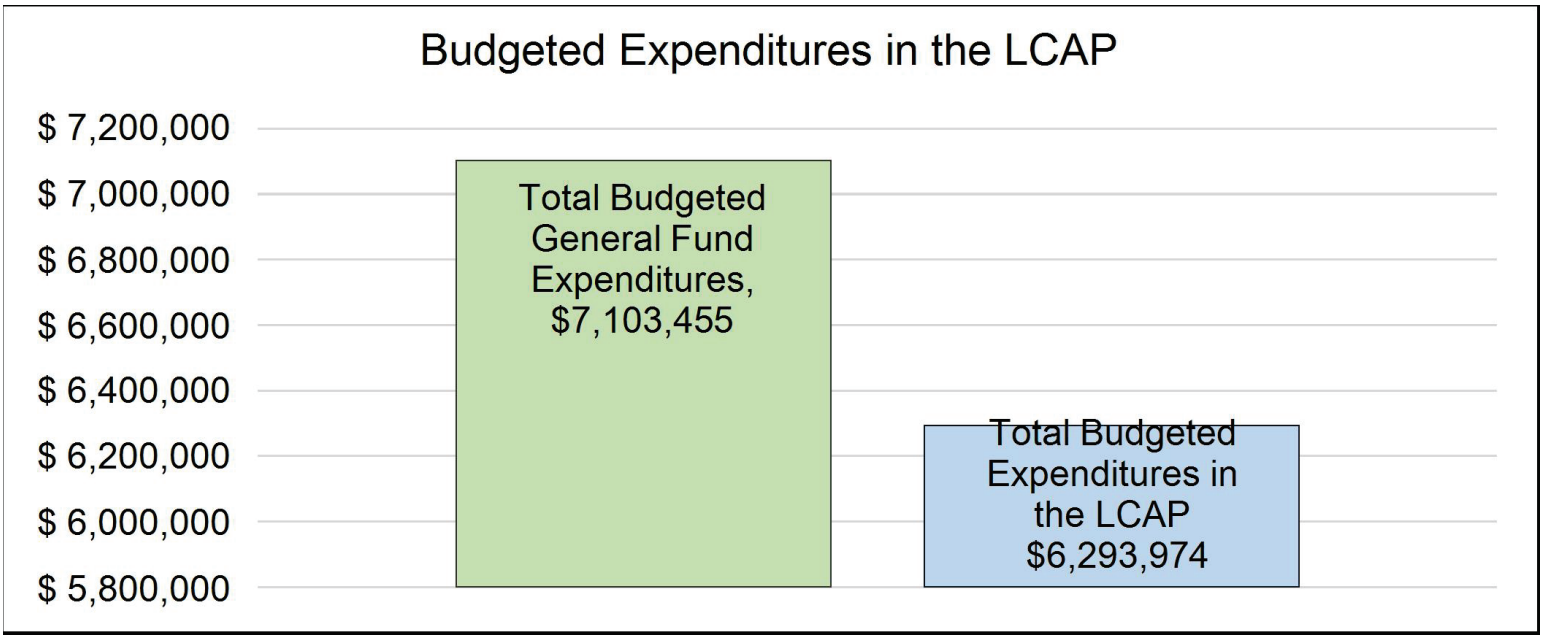


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is $7,114,446, of which $5,874,856 is Local Control Funding Formula (LCFF), $1,030,080 is other state funds, $0 is local funds, and $209,510 is federal funds. Of the $5,874,856 in LCFF Funds, $1,081,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend $7,103,455 for the 2025-26 school year. Of that amount, $6,293,974 is tied to actions/services in the LCAP and $809,481 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

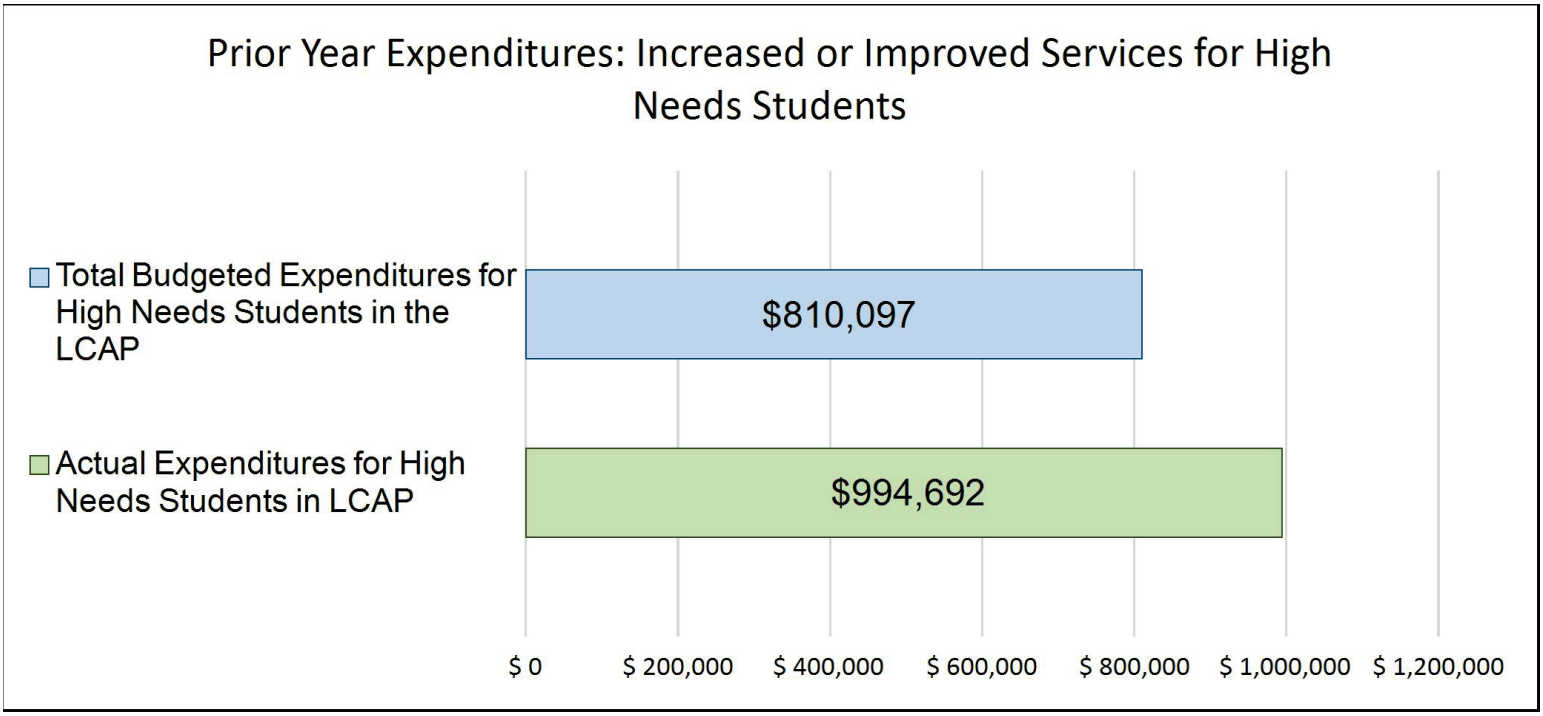
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - Los Angeles is projecting it will receive $1,081,088 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend $1,090,539 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - Los Angeles's LCAP budgeted $810,097 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent $994,692 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Pacific Charter- Los Angeles

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

Vision
California Pacific Charter Schools, in partnership with our community, will:
Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.
COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

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ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.
RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.
ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.
SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - Los Angeles
CPC-LA is an online independent study charter school with administrative office in Costa Mesa, California. The school is chartered through Acton Agua Dulce School District in Los Angeles County. Students in this school reside in Los Angeles, Orange, San Bernardino, Ventura, and Kern counties.

Demographics
CPC-LA serves a diverse community of students and parents. CPC-LA's enrollment averages around 400 students.
In the 2024-25 school year, this included student group enrollment of 67.3% Socioeconomically Disadvantaged, 8.2% English Learners, and 20.1% Students with Disabilities.

Core Curriculum, Personalized Learning Plans, and Attendance
CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments
CPCS has adopted a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill gaps are supported through the MTSS process and provided with targeted academic support and progress monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in academic intervention. They engage in a personalized learning plan with support from supplementary curriculum and work closely with a credentialed teacher who provides targeted small group instruction and 1:1 support.

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Accomplishments
CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among education partners, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), Ethnic Studies, Personal Finance, Additional CTE courses and Pathways (a-g approved), and American Sign Language. CPCS is setting lofy goals in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

Western Association of Schools and Colleges (WASC) Accreditation
CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Annual Performance

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

Reflections: Successes

Graduation Rate (Green):
The CA Dashboard color is green in the area of Graduation Rate, with 91.2% of students graduating. This is a 4% increase from the previous year. This indicates a strong performance in graduating students on time.

Suspension Rate (Blue):
The school maintained a 0% suspension rate, which indicates a positive and supportive school climate conducive to student well-being.

Academic Performance
ELA (Yelow):
CA Dashboard color is Yellow. The school increased by 9.6 points (distance from standard) and increased academic achievement for student groups.

Math (Yellow):
CA Dashboard color is Yellow. The school increased by 21.1 points (distance from standard) and increased academic achievement for student groups.

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Local Indicators: The school has met the standards for basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, and access to a broad course of study. These achievements reflect well on the school's operational and educational policies.

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

Education Partner Perceptions
Parent Feedback:
Curriculum and Instruction: 95.8% of parents in Los Angeles feel that their child's curriculum and instruction supports their ability to master grade-level standards, highlighting strong educational support and resources.
Parental Involvement: A notable 100% of parents report participating in meetings with their child's teacher to discuss and set education al goals for their child.
Communication with Teachers: 100% of parents feel welcome to meet with their child's homeroom teacher to discuss progress, ensuring open lines of communication.
Value of Parent Input: 97.2% of parents feel their input is valued when working with school staff and administration, indicating a collaborative and respectful school environment.
Support for Academic Goals: 98.6% of parents are satisfied with the support their child receives to attain their academic goals, showing effectiveness in meeting student needs.
Overall Satisfaction: High overall satisfaction is reported, with 98.6% of parents feeling satisfied with their child's school.

Student Feedback:
Grade-Level Instruction: 98.7% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.
Teacher Availability: 100% of students report that their teacher is available when they need help and supports them with their schoolwork.
Teacher Support: 100% of students feel that their teacher cares about their education and helps them succeed.
Goal Setting: 100% of students report that their teacher helps them set goals to be successful in school.
School Climate: 98.1% of students feel safe and welcome at school.
Connectedness: 87.7 % of students feel a sense of belonging and connectedness at school.
Support System: 96.8% of students know they have someone at school they can talk to for support if they have a problem.
Overall Satisfaction: 98.7% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Chronic Absenteeism (Red):
Including 2 student groups in Red: SED and Students wtih Disabilities. Chronic absenteeism increased 7.7% to 16.6%, however is still below the state average of 18.6%.The school will continue to implement successful programs that promote regular attendance, such as student and parent engagement initiatives and student wellness programs.

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College/Career Readiness (Yellow)
CA Dashboard color is Yellow. 29.8%of students are College/Career Prepared. The school increased 11.9% from the previous year. CPC-LA continues to offer college and career guidance, programs, initiatives, and partnerships ensuring students have opportunities to graduate college and career prepared.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 2025, students in grades K-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2025, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and K-8, Director of Special Education) and the school's cabinet team (Superintendent, Assistant Superintendent of Education, Director of Human Resources, Director of Fiscal Services, Director of Assessment and Accountability, Assistant Director of Guidance, Admissions and Records) throughout the school year were conducted with school administration to review school programs and initiatives, discuss LCAP development and bugetary items that impact the LCAP.
Staff	In February 2025 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP development.
School Site Council	On April 23, 2025 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2025 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2025 the governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection.

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

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

Educational partner engagement is strong. There were 155 student participants from grades 6-12 and 81 from grades K-5 in the annual survey. Survey results show that 100% of students report their teacher is available and supportive. Additionally, 100% of students feel that their teacher cares about their education. Programs like the Virtual Learning Hub (57.4%), Power Hour (66.5%), Social/Emotional Learning resources (14%), and Career and Technical Education (10.3%) were found to be particularly helpful by students. Positive feedback from students includes, “Nearpod is very helpful to me in live sessions,” and power hour and homeroom meetings are very effective.”

Parents in Los Angeles also report high levels of involvement and satisfaction, with 95.8% believing that the curriculum supports grade-level standards and 100% satisfied with the support their child receives for academic goals. Celebrations from parents include, “My child always has assistance if needed and is progressing amazingly well,” and “CalPac is the best!” Opportunities for growth identified by parents and students include more socialization time via Zoom, more in-person activities, and increased leadership opportunities for students. Staff

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feedback highlights the success of collaborative efforts in addressing student needs and the importance of maintaining robust communication channels. Staff also appreciate the professional development opportunities and the collaborative culture within the school. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2025 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or exceeded 95% particiation All Students: (YELLOW) 43 points below standard 34.6% of students met or exceeded the standard. 11.2% exceeded the standard	CAASPP ELA 2023-24 *Met or exceeded 95% participation All Students: (YELLOW) 33.7 points below standard (increased 9.6 points)		decrease distance from the standard by at least 3 points each year	improved 9.6 DFS points

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23.4% met the standard 22.3% nearly met 43.1% standard not met ELs- 0% met or exceeded the standard SWD- 18.2% met or exceeded the standard HY- Not enough data SED- 29.4% met or exceeded the standard White- 35.3% met or exceeded Hispanic- 30% met or exceeded African American- 29.6% met or exceeded Asian-26% met or exceeded the standard Two or more- 26.4% met or exceeded the standard	RED- no student groups ORANGE - no student groups YELLOW- Hispanic, SED, SWD, White GREEN - no student groups BLUE - no student groups			
1.2	CAASPP MATH	CAASPP MATH 2022-23 *Met or exceeded 95% particiation All Students: (ORANGE) 90 points below standard 21.1% of students met or exceeded the standard. 8.5% exceeded the standard 12.6% met the standard	CAASPP MATH 2023-24 *Met or exceeded 95% participation All Students: (YELLOW) 69.1 points below standard (increased 21.1 points) RED- no student groups		decrease distance from the standard by at least 3 points each year	improved 21.1 DFS points

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22.6% nearly met 56.3% standard not met ELs- 16.7% met or exceeded the standard SWD- 11.8% met or exceeded the standard (RED) 145 points below standard (36 students) HY- Not enough students SED- 15.4% met or exceeded the standard (RED) 110 points below standard White- 18.8% met or exceeded Hispanic- 18.9% met or exceeded African American- 11.5% met or exceeded Asian- 16% met or exceeded the standard Two or more- 15.8% met or exceeded the standard	ORANGE - no student groups YELLOW- Hispanic, SED, SWD, White GREEN - no student groups BLUE - no student groups			
1.3	CAST (Science) (Grades 5, 8, & 11)	CAST Science 2022-23 *Met or Exceeded 95% participation All Students: 20.97% met or exceeded the standard	CAST Science 2023-24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation		increase pecentage of students who meet and or exceed the standard by at least 2% each year	improved 1.6 points

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs- not enough students SWD- 9.3% HY- not enough students SED-15.65% White- 25.5% Hispanic- 16% African American- 15.8% Asian- not enough students Two or More Races- not enough students	All Students: 17.9 points below standard (increase of 1.6) No performance colors for student groups			
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90%	Component 1- Aerobic Capacity: Grade 5- 89.47% Grade 7- 96% Grade 9- 93% Component 2- Abdominal Strength and Endurance: Grade 5- 89.47% Grade 7- 96% Grade 9- 93% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 89.47% Grade 7- 96% Grade 9- 93% Component 4- Upper Body		Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	Grades 7 & 9 increased 15%

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Strength and Endurance: Grade 5- 84.21% Grade 7- 96% Grade 9- 86.67% Component 5- Flexibility: Grade 5- 89.47% Grade 7- 96% Grade 9- 93%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 53% met or exceeded the standard Standard Exceeded- 25% Standard Met- 28% Standard Nearly Met- 21% Standard Not met- 26% White- 47% met or exceeded Hispanic- 53% met or exceeded African American- 56% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 53% met or exceeded standard Standard Exceeded- 27.6% Standard Met- 30.8% Standard Nearly Met- 16.6% Standard Not met- 25% White- 68.1% met or exceeded standard Hispanic- 47.3% met or exceeded standard African American- 60.7% met or exceeded standard		increase pecentage of students who meet and or exceed the standard by at least 2% each year	maintained

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 49% met or exceeded the standard Standard Exceeded- 22% Standard Met- 27% Standard Nearly Met- 22% Standard Not met- 29% White- 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	Asian- 90.9% met or exceeded standard (11 students) Two or more- 73.1% met or exceeded standard SED- 51.9% met or exceeded standard EL- 15.5% met or exceeded standard SWD- 46% met or exceeded standard			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 382% met or exceeded				
1.6	Renaissance STAR MATH	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21% Standard Not met- 52% 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	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 29.4% met or exceeded the standard Standard Exceeded- 17.5% Standard Met- 11.9% Standard Nearly Met- 20.6% Standard Not met- 50% White- 37.9% met or exceeded standard Hispanic- 26% met or exceeded standard African American- 20% met or exceeded standard Asian- 36.4% met or exceeded standard (11 students)		increase pecentage of students who meet and or exceed the standard by at least 2% each year	increased 3.4%

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2024 *Met or Exceeded 95% participation MATH ALL STUDENTS: 30% met or exceeded the standard Standard Exceeded- 17% Standard Met- 14% Standard Nearly Met- 15% Standard Not met- 55% 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	Two or more- 33.3% met or exceeded standard SED- 25% met or exceeded standard EL- 14.3% met or exceeded standard SWD- 26.3% met or exceeded standard			
1.7	Course Completion Rates	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher	Completion Rates Fall 2024 (compared to Fall 2023)		Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5.5% increase

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(maintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)			
1.8	College and Career Indicators % graduates college and career prepared number of pupils participating in CTE	College and Career Indicators ALL (78 students) 17.9% Prepared- LOW Very low- 0- student groups	College/Career ALL (57 students): YELLOW 29.8% prepared (increased 11.9%)		increase CCI by at least 2% each year	increased 11.9%

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A-G courses EAP Program	Low- Hispanic, SED Medium- 0 student groups High- 0 student groups Very High- 0 student groups number of pupils participating in CTE- 56 % of pupils completing a CTE program and earn a HS diploma-100 number of pupils participating in AP- 4 % pupils passed an AP exam with score of 3 or higher- 1 (25% of AP participants) % of pupils enrolled in courses required for US/CSU admission- 92.9% % of graduates who completed A-G courses - 21.5% EAP Program: ELA- 35.3% of 11th grade students met or exceeded the standard Math- 10.3% of 11th grade students met or exceeded the standard	STUDENT GROUPS: RED: no student groups ORANGE: Hispanic YELLOW: SED GREEN: no student groups BLUE: no student groups number of pupils participating in CTE- 56 % of pupils completing a CTE program and earn a HS diploma- 100% number of pupils participating in AP- 3 % pupils passed an AP exam with score of 3 or higher- N/A % of pupils enrolled in courses required for US/CSU admission- 92.9% % of graduates who completed A-G courses - 21.5% EAP Program:			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA- 21% of 11th grade students met or exceeded the standard (15% decrease) Math- 21% of 11th grade students met or exceeded the standard (10% increase)			
1.9	ELPAC/ EL Progress	ELPAC 2022-23 13 students tested: (100%) Level 1- 2 students (15.4%) Level 2- 3 students (23.1%) Level 3- 6 students (46.2%) Level 4- 2 students (15.4%)	EL Progress 2023-24 Number of students- 27 No performance Color 54.5% maintained ELPI Level 9.1% progressed at least 1 ELPI Level Level 4- 0% Level 3- 44.4% Level 2- 29.6% Level 1- 25.9% STATE Level 4- 14.6% Level 3- 32.8% Level 2- 28.7% Level 1- 23.9% LTEL		increase by at least 1% each year	maintained

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No performance Color *Fewer than 11 students			

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budgeted expenditures and estimated actuals.

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

Action 1.1 – Academic Performance Monitoring: The consistent use of assessment tools, including CAASPP, Renaissance STAR, and internal course completion tracking, has allowed staff to monitor progress and adjust instruction accordingly. This contributed to notable gains in CAASPP Math (+21.1 points) and modest gains in ELA (+9.6 points), as well as improved course completion rates across all grade spans.

Action 1.2 – Professional Development: Ongoing teacher training in standards-aligned instruction and data-driven practices likely supported improvements in statewide assessments and course pass rates. Growth in CAASPP performance and STAR Math (3.4% increase) suggests that instructional capacity is improving as a result of targeted PD efforts.

Action 1.3 – Academic Support for Student Groups: Interventions targeted at SED, SWD, and EL students contributed to increased access and support. While CAASPP scores for these groups remain in the yellow or red performance bands, the upward trend in overall scores and course completion (e.g., 6% increase in high school students earning 70% or higher) reflects some impact of these supports.

Action 1.4 – EL Progress Monitoring and Support: EL performance on ELPAC and STAR assessments remains an area of concern, with limited growth noted (only 9.1% progressed at least one ELPI level). However, the continued focus on EL progress monitoring sets a foundation for refining ELD supports to better meet student needs moving forward.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action 1.5 – Comprehensive CTE Program: The 100% completion rate among students enrolled in CTE and the 11.9% increase in students identified as College and Career Prepared underscore the effectiveness of career pathway implementation. CTE engagement is clearly contributing to postsecondary readiness metrics.

Action 1.6 – Access to AP Exams: While the number of AP participants remains low, this action helped ensure equitable access. Continued efforts to expand AP offerings and support could further improve college readiness indicators in future years.

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

No changes will be made to Goal 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	$85,792.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	$65,775.00	No
1.3	Academic Support for Student Groups	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	$731,775.00	Yes

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	$55,221.00	Yes
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	$271,964.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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 (5 Full Implementation and sustainability)			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)			
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		maintain	maintained
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	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	maintained

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 2.1 – Staff Assignments: This action was highly effective, as the school successfully maintained 100% fully credentialed and appropriately assigned teachers for a second consecutive year. This ensures students are taught by qualified educators in their respective subject areas and contributes directly to the delivery of high-quality instruction across content areas.

Action 2.2 – Curriculum and Instruction: The LEA achieved full implementation and sustainability across most academic standards, including ELA, Math, ELD, and NGSS. Notably, improvements were made in professional learning systems, with the self-reflection ratings increasing from level 4 to level 5 in areas such as identifying teacher needs and providing support. This suggests that the curriculum and professional support systems are well-aligned and responsive to both student and educator needs.

Action 2.3 – Technology: The school ensured continued access to devices and connectivity for all students, particularly supporting low-income students who may lack access. This action helped sustain equitable access to instruction and promoted engagement in the virtual learning environment, especially important in a fully online instructional model.

Action 2.4 – Professional Development: Targeted PD sessions aligned with academic content and technology use were maintained and supported effective instruction. The high level of implementation reflected in the self-reflection tool confirms that PD was both accessible and impactful in building instructional capacity.

Action 2.5 – Vendor Services: Ensuring vendor alignment with safety and academic standards has supported compliance and consistent access to quality instructional services. This action helps safeguard the integrity and equity of the learning environment, especially when engaging external supports.

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

No changes will be made to Goal 2.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	$3,124,851.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways 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	$494,396.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	$157,869.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	$89,803.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$138,000.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 102 parent responses. 293 student responses. Survey Results 97.1% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 71 parent responses. 236 student responses. Survey Results 98.6% of parents feel satisfied with opportunities to provide input and		maintain	maintain

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	participate in their child's education. 97.2% 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. 98.1% of students report that they feel safe at school. 96.8% 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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 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 XXXXXX			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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.	Overall Satisfaction Rate Survey Results 98.6% of parents are satisfied with their child's school. 98.7% of students express an overall satisfaction with their school.		maintain	maintain
3.3	School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed and adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.		maintain	maintain
3.4	Chronic Absenteeism Rate	2022-23 (GREEN) CPC-LA had a chronic absenteeism rate of 8.9%, which is a 5.6% decrease over 2021-22. The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.	2023-24 (RED) CPC-LA had a chronic absenteeism rate of 16.6%, which is a 7.7% increase over 2022-23. STUDENT GROUPS RED- SED, SWD ORANGE- Hispanic, White		maintain or decrease by 1% each year	7.7% increase

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			YELLOW- no student groups GREEN- African American BLUE- no student groups			
3.5	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	2023-24 ALL- (57 students) 91.2% graduated GREEN (4% increase over 2022-23) STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- Hispanic, SED Blue- no student groups		maintain or increase by 1% each year	4% increase
3.6	Drop Out Rate	Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)	Dropout Rate (DATAQUEST) 7% (decrease of 0.7%)		maintain or decrease by 1% each year	decrease by 0.7%
3.7	Expulsion Rate	0%	0%		maintain	maintain
3.8	Suspension Rate	0%	0%		maintain	maintain
3.9	Stability Rate	CPC-LA 56.2% District 54.6%	CPC-LA 64.5% District 54.2%		increase by 2% each year	8.3% increase

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LA County 90.5% Statewide 91.2%	LA County 90.4% Statewide 91%			

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 3.1 – Education Partner Input: This action was highly effective, as evidenced by high parent satisfaction (98.6%) and staff agreement (100%) regarding opportunities for engagement and participation. Regular input opportunities (e.g., SSC, IEP, 504 meetings) helped ensure voices were heard and incorporated.

Action 3.2 – Communication and Accessibility: Real-time communication, multilingual outreach, and tools like ParentSquare and Worldly helped improve parent connection and participation. These efforts likely supported the consistently strong perception metrics from families and students and helped remove barriers for English learner families.

Action 3.3 – School Safety Plan: Maintained implementation of a collaboratively developed school safety plan reflects continued success in promoting student safety. Nearly all students (98.1%) reported feeling safe at school.

Action 3.4 – School Climate: Investments in social-emotional learning, inclusive practices, and supportive programming contributed to high student satisfaction (98.7%) and increased the stability rate by 8.3%. The positive school environment is also reflected in 0% suspension and expulsion rates.

Action 3.5 – Professional Development (Cultural Competency): While not tied to a specific metric, this action supported the overall positive climate and perception data across all stakeholder groups, suggesting it has contributed to staff awareness and inclusiveness.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action 3.6 – Attendance Monitoring: This action was less effective this year, as chronic absenteeism rose to 16.6% (RED). While monitoring systems and SARB processes were in place, increased supports or earlier intervention may be needed to address this challenge more effectively, especially for SED and SWD student groups.

Action 3.7 – Mental Health Support: This was a high-impact action, helping maintain strong perceptions of student support (96.8% of students report having someone to talk to). The expansion of counseling, referral services, and partnerships like Care Solace directly addressed SEL needs and contributed to improved graduation (+4%) and dropout (-0.7%) rates.

Action 3.8 – Student Group Engagement: This action effectively addressed the needs of unduplicated student groups and contributed to improved graduation rates (91.2%), especially for SED and Hispanic students. Increased attendance support and mentoring were key in maintaining high levels of student connection.

Action 3.9 – Transcript Review and Evaluation: Systematic transcript reviews, credit recovery options, and success tracking (e.g., "Plan Your Path – Pick Your Plus") contributed to increased graduation and stability rates, as well as the school's strong performance in ensuring students stay on track toward college and career goals.

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

No changes will be made to Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	$0.00	No
3.2	Communication and Accessibility	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to	$72,953.00	Yes

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
		a educaton partners will be provided in primarly languages when required or as needed.		
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	$0.00	No
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	$72,455.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	$426,879.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	$188,635.00	Yes
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be	$317,606.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
		utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.		

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,081,088	$97,112

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.552%	0.000%	$0.00	22.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Technology **Need:** Low income students may lack resources such as technology devices or connectivity to engage in school. 67% of families at the school are low income. **Scope:**	Provide opportunities for low income students to engage in the online school.	Chronic Absenteeism, course completion rates

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Limited Actions

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Access to a broad course of study for low income students. **Scope:** Limited to Unduplicated Student Group(s)	accessible to students by covering the cost when needed.	
3.2	**Action:** Communication and Accessibility **Need:** Translation of communications and resources into home language for students and families who speak a language other than English provided by school personnel and other programs. **Scope:** Limited to Unduplicated Student Group(s)	Real time translation of curriculum, live sessions, parent meetings, and school communications will be provided to students and families who speak a language other than English.	EL student outcomes and education partner feedback.
3.7	**Action:** Mental Health Support **Need:** 67% of families in the school are low income. Low income and foster youth students often navigate additional challenges in the home environmment that can have an impact on school academic success and social-emotional well-being. **Scope:** Limited to Unduplicated Student Group(s)	Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.	Student outcomes and education partner feedback.

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

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

Additional Concentration Grant Funding

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

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2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,793,768	1,081,088	22.552%	0.000%	22.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,190,963.00	$1,846,048.00	$0.00	$256,963.00	$6,293,974.00	$5,398,440.00	$895,534.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All Students with Disabilities	No			All Schools		$85,792.00	$0.00	$85,792.00	$0.00	$0.00	$0.00	$85,792.00	
1	1.2	Professional Development	All	No			All Schools		$65,775.00	$0.00	$65,775.00	$0.00	$0.00	$0.00	$65,775.00	
1	1.3	Academic Support for Student Groups	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$717,241.00	$14,534.00	$498,286.00	$71,919.00	$0.00	$161,570.00	$731,775.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$55,221.00	$0.00	$55,221.00	$0.00	$0.00	$0.00	$55,221.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$250,784.00	$21,180.00	$0.00	$271,964.00	$0.00	$0.00	$271,964.00	
1	1.6	Access to AP Exams	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Staff Assignments	All	No			All Schools		$3,123,613.00	$1,238.00	$2,114,052.00	$950,139.00	$0.00	$60,660.00	$3,124,851.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$161,773.00	$332,623.00	$415,583.00	$78,813.00	$0.00	$0.00	$494,396.00	

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$157,869.00	$148,869.00	$9,000.00	$0.00	$0.00	$157,869.00	
2	2.4	Professional Development	All	No			All Schools		$7,020.00	$82,783.00	$29,161.00	$53,172.00	$0.00	$7,470.00	$89,803.00	
2	2.5	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$138,000.00	$0.00	$115,500.00	$0.00	$22,500.00	$138,000.00	
3	3.1	Education Partner Input	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$6,975.00	$65,978.00	$72,953.00	$0.00	$0.00	$0.00	$72,953.00	
3	3.3	School Safety Plan	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	School Climate	All	No			All Schools		$0.00	$72,455.00	$72,455.00	$0.00	$0.00	$0.00	$72,455.00	
3	3.5	Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Mental Health Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$425,360.00	$1,519.00	$126,575.00	$295,541.00	$0.00	$4,763.00	$426,879.00	
3	3.8	Student Group Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$181,280.00	$7,355.00	$188,635.00	$0.00	$0.00	$0.00	$188,635.00	
3	3.9	Transcript Review and Evaluation	All	No			All Schools		$317,606.00	$0.00	$317,606.00	$0.00	$0.00	$0.00	$317,606.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
4,793,768	1,081,088	22.552%	0.000%	22.552%	$1,090,539.00	0.000%	22.749 %

Totals by Type	Total LCFF Funds
Total:	$1,090,539.00
LEA-wide Total:	$0.00
Limited Total:	$941,670.00
Schoolwide Total:	$148,869.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$498,286.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,221.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	$148,869.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$72,953.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$126,575.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$188,635.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,790,539.00	$5,493,540.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Performance Monitoring	No	$78,676.00	$85,851.00
1	**1.2**	Professional Development	No	$59,008.00	$68,713.00
1	**1.3**	Academic Support for Student Groups	Yes	$284,338.00	$534,242.00
1	**1.4**	EL Progress	Yes	$97,068.00	$58,959.00
1	**1.5**	Comprehensive CTE Program	No	$164,698.00	$263,809.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$2,463,535.00	$2,461,748.00
2	**2.2**	Curriculum and Instruction	No	$375,737.00	$582,736.00
2	**2.3**	Technology	Yes	$112,320.00	$105,245.00
2	**2.4**	Professional Development	No	$33,840.00	$57,283.00
2	**2.5**	Vendor Services	No	$134,880.00	$150,995.00

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$72,315.00	$71,638.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$63,679.00	$67,012.00
3	3.5	Professional Development	No	$0.00	$0.00
3	3.6	Attendance Monitoring	No	$0.00	$0.00
3	3.7	Mental Health Support	Yes	$431,088.00	$485,301.00
3	3.8	Student Group Engagement	Yes	$171,883.00	$192,590.00
3	3.9	Transcript Review and Evaluation	No	$247,474.00	$307,418.00

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$988,325.00	$810,097.00	$994,692.00	($184,595.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic Support for Student Groups	Yes	$247,950.00	$442,274.00		
1	1.4	EL Progress	Yes	$97,068.00	$58,959.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$97,920.00	$90,983.00		
3	3.2	Communication and Accessibility	Yes	$72,315.00	$71,638.00		
3	3.7	Mental Health Support	Yes	$122,961.00	$138,248.00		
3	3.8	Student Group Engagement	Yes	$171,883.00	$192,590.00		

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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,464,252.00	$988,325.00	0%	22.139%	$994,692.00	0.000%	22.281%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

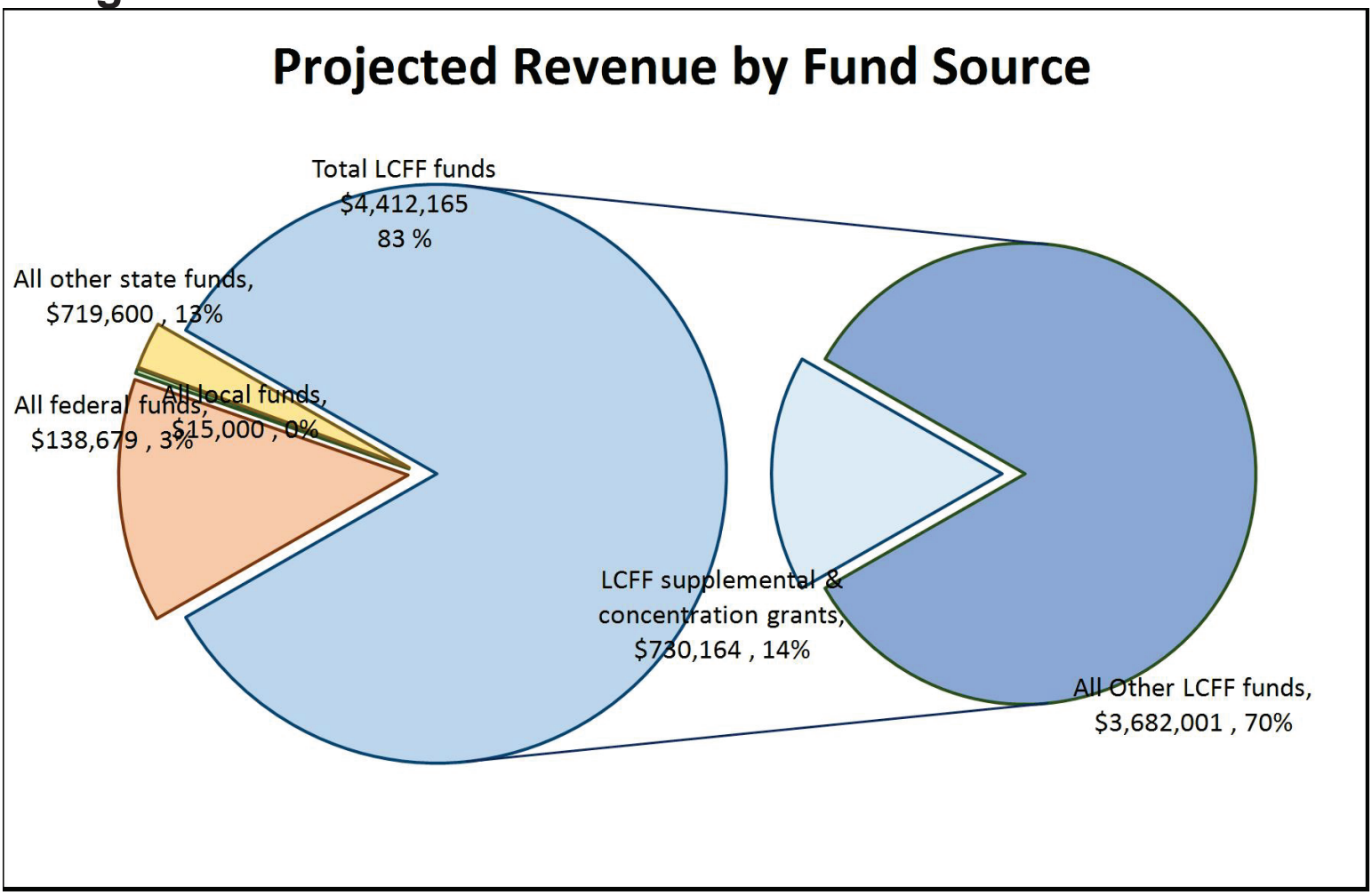
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego
CDS Code: 37-75416-0132472
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

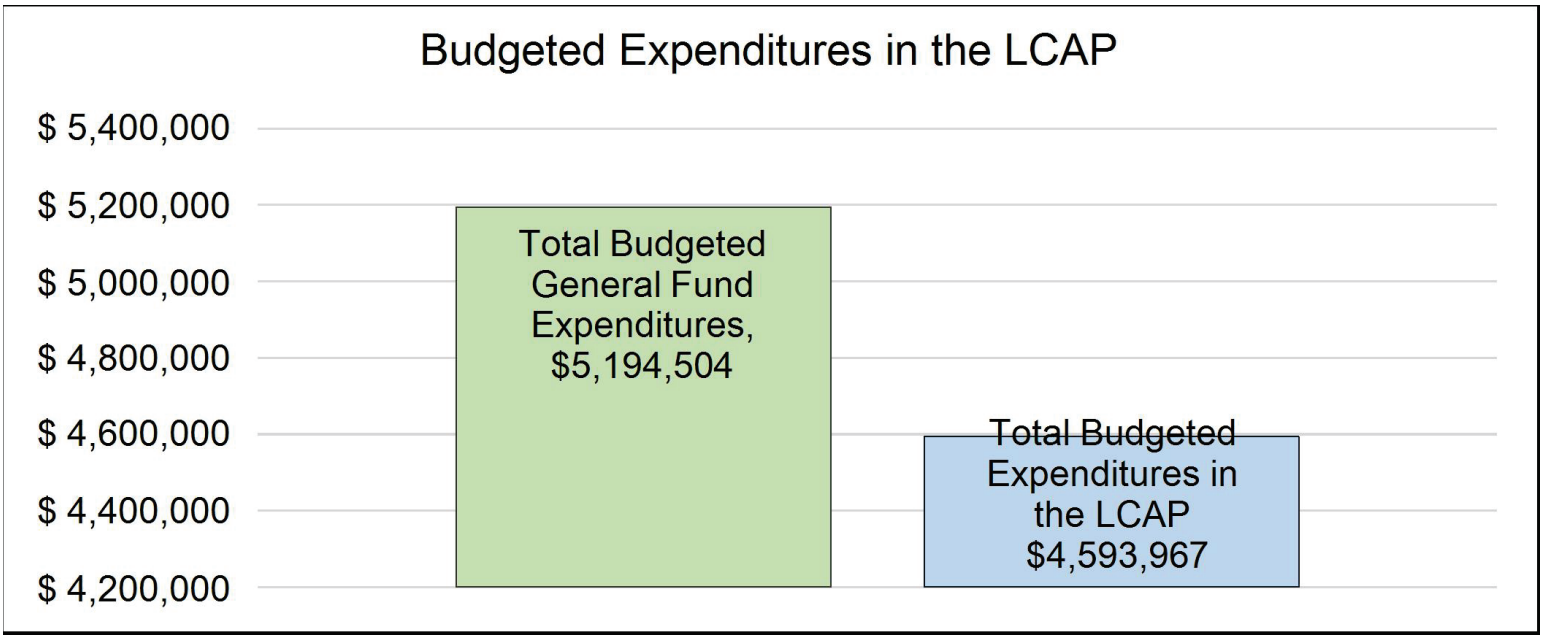


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is $5,285,444, of which $4,412,165 is Local Control Funding Formula (LCFF), $719,600 is other state funds, $15,000 is local funds, and $138,679 is federal funds. Of the $4,412,165 in LCFF Funds, $730,164 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend $5,194,504 for the 2025-26 school year. Of that amount, $4,593,967 is tied to actions/services in the LCAP and $600,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

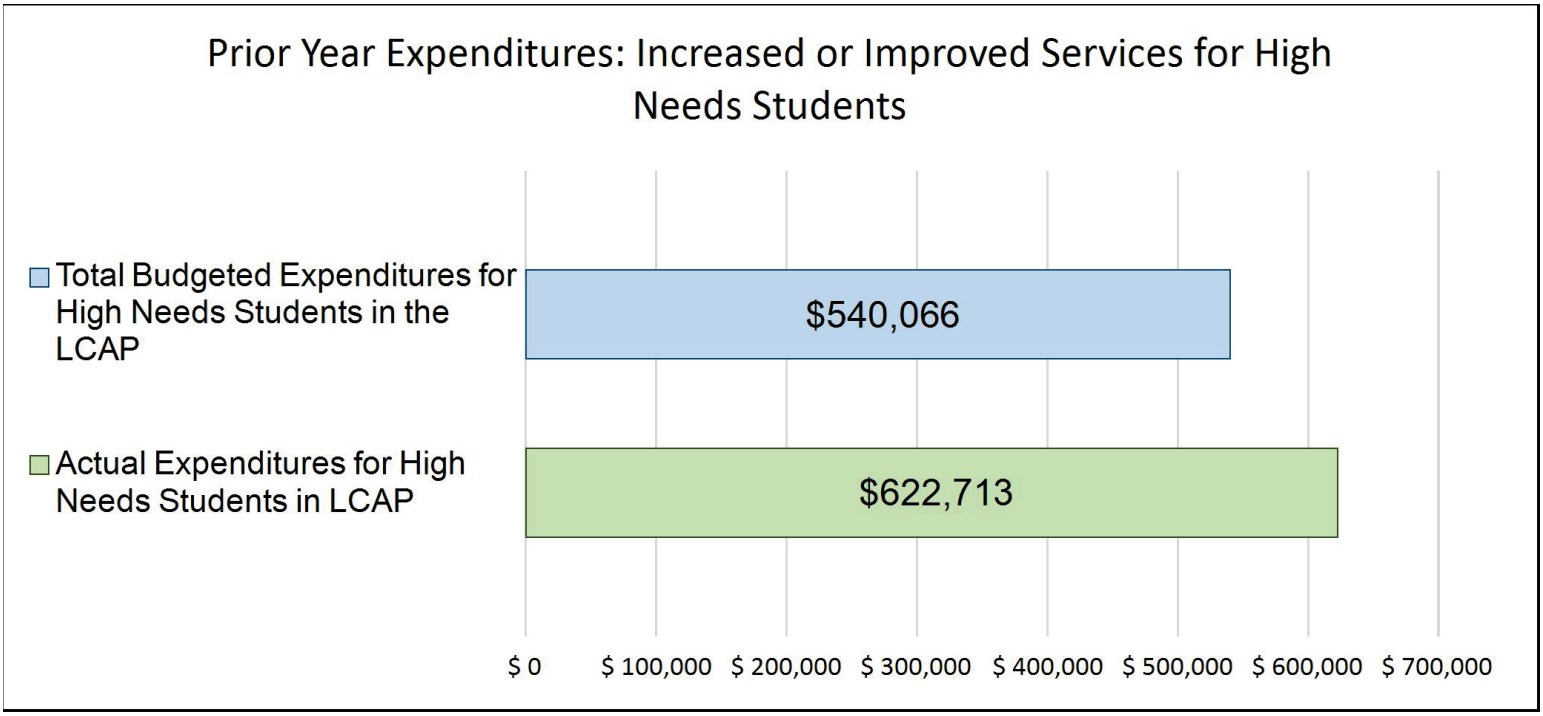
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - San Diego is projecting it will receive $730,164 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend $732,747 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - San Diego's LCAP budgeted $540,066 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent $622,713 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Pacific Charter- San Diego

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

Vision
California Pacific Charter Schools, in partnership with our community, will:
Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.
COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

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ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.
RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.
ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.
SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

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

Demographics
CPC-SD serves a diverse community of students and parents. CPC-SD's enrollment averages around 280 students.
In the 2023-24 school year, this included the enrollment of 6% socio-economically disadvantaged, 5.4% English Learners, and 23.2% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance
CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum.Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments
CPCS has adopted a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill gaps are supported through the MTSS process and provided with targeted support and monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in the M.A.R.S. (Math and Reading Success) program. They engage in a personalized learning plan with support from supplementary curriculum and work closely with an intervention teacher who provides targeted small group instruction and 1:1 support.

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Accomplishments
CPCS remained open through the COVID-19 pandemic, mitigating learning loss and improving services and accessibility for its students and families, including students participating in special education. CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among education partners, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), Ethnic Studies, Personal Finance, CTE courses and Pathways (a-g approved) and American Sign Language. CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

Western Association of Schools and Colleges (WASC) Accreditation
CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Annual Performance

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

Reflections: Successess

Graduation Rate (Yellow): The school boasts a high graduation rate of 92.5%, reflecting stable performance in facilitating student success through to completion.

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

CAASPP Math (Yellow): Increased by 46.5 distance from standard points.

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Education Partner Perceptions
Parent Feedback:
Curriculum and Instruction Support: 94.5% of parents believe that their child's curriculum and instruction supports their ability to master grade-level standards, indicating strong alignment with educational goals.
Parental Involvement: 100% of parents report having opportunities to be actively involved in their child's education, reflecting the school's commitment to engaging parents.
Communication with Teachers: 100% of parents feel welcome to meet with their child's homeroom teacher to discuss their child's progress, showcasing exceptional teacher accessibility.
Value of Parent Input: 100% of parents feel that their input is valued when working with school staff and administration, fostering a collaborative school environment.
Support for Academic Goals: 100% of parents are satisfied with the support their child receives to attain their academic goals, indicating effectiveness in meeting student needs.

Student Feedback:
Grade-Level Instruction: 99.1% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.
Teacher Availability: 99.1% of students report that their teacher is available when they need help and supports them with their schoolwork.
Teacher Support: 100% of students feel that their teacher cares about their education and helps them succeed.
Goal Setting: 98.3% of students say their teacher helps them set goals to be successful in school.
School Environment: 97.4% of students feel safe and welcome at school.
Support System: 94.8% of students know they have someone at school they can talk to for support if they have a problem.
Overall Satisfaction: 95.7% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Chronic Absenteeism (Red): Including 1 student group in Red: SED. Chronic absenteeism increased 7.3% to 16.1%, however is still below the state average of 18.6%.The school will continue to implement successful programs that promote regular attendance, such as student and parent engagement initiatives and student wellness programs.

College/Career Readiness (Orange) declined by 22.9%. Strategies will be maintained and enhanced to support student graduation, focusing on academic counseling, early intervention for at-risk students, and robust career and college readiness programs.

LCAP Highlights
The 2024-2027 Local Control and Accountability Plan (LCAP) for California Pacific Charter Schools establishes three main goals to enhance student outcomes.

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 2025, students in grades K-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2025, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and K-8, Director of Special Education) and the school's cabinet team (Superintendent, Assistant Superintendent of Education, Director of Human Resources, Director of Fiscal Services, Director of Assessment and Accountability, Assistant Director of Guidance, Admissions and Records) throughout the school year were conducted with school administration to review school programs and initiatives, discuss LCAP development and bugetary items that impact the LCAP.
Staff	In February 2025 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP development.
School Site Council	On April 23, 2025 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2025 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2025 the governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection.

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

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

Educational partner engagement is notably high. From grades 6-12, there were 116 student participants, and from grades K-5, there were 47 participants in the annual survey. Student feedback reveals that 100% report their teacher is available to help and support them with their schoolwork. 100% of students feel their teacher cares about their education and helps them succeed. Students have identified the Virtual Learning Hub (57.8%), Power Hour (68.1%), and social emotional learning opportunities (21.1%) as particularly helpful programs. Positive comments from students include, “I love the business management class – best class of all time. It has helped me prepare for the real world after high school,” and “VLH has helped me a lot.”

Parents also reflect positive experiences, with 98.2% reporting opportunities for active involvement in their child’s education and 100% feeling welcome to discuss their child's progress with teachers. The Virtual Learning Hub (52.7%). Power Hour (38.2%), Elective/Enrichment classes (49.1%) and the Summer Bridge Program (12.7%) were highlighted as beneficial by parents. Celebrations from parents include

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statements like, “This school is wonderful, very supportive,” and “We love CalPac and appreciate all the administration and teachers.” Staff feedback includes praise for the supportive environment and dedication of the administration to addressing teacher and student needs. Opportunities for growth mentioned by parents and students include more in-person activities and longer live sessions. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2024-2027 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or Exceeded 95% participation All Students: (ORANGE) 43 points below the standard 35.1% of students met or exceeded the standard 9.7% exceeded the standard	CAASPP ELA 2023-24 *Met or exceeded 95% particiation All Students: (ORANGE) 48.6 points below standard (Declined 6 points)		decrease distance from the standard by at least 3 points each year	decreased 6 DFS points

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	RED- no student groups ORANGE - Hispanic, White YELLOW- SED GREEN - no student groups BLUE - no student groups			
1.2	CAASPP MATH	CAASPP MATH 2022-23 *Met or Exceeded 95% participation All Students: (RED) 107 points below the standard 20.9% of students met or exceeded the standard 3.7% exceeded the standard 17.2% met the standard	CAASPP MATH 2023-24 *Met or exceeded 95% particiation All Students: (YELLOW) 60.9 points below standard (increased 46.5 points) RED- no student groups		decrease distance from the standard by at least 3 points each year	increased 46.5 DFS points

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20.9% nearly met 58.2% standard not met 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) 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	ORANGE - no student groups YELLOW- Hispanic, SED, White GREEN - no student groups BLUE - no student groups			
1.3	CAST (Science) (Grades 5, 8, & 11)	CAST (Science) 2022-23 *Met or Exceeded 95% participation All Students 28.8% Met or exceeded the standard ELs- not enough students SWD- 0% HY- not enough students	CAST Science 2023-24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 16.6 points below standard (increase of 1.5 points)		increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase 1.5 points

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 23.8% White- 39.1% Hispanic- 12.4% African American- not enough students Asian- not enough students Two or More Races- 23%	No performance colors for student groups			
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility:	Component 1- Aerobic Capacity: Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5% Component 2- Abdominal Strength and Endurance: Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5% Component 4- Upper Body Strength and Endurance: Grade 5- 93.3% Grade 7- 78.5%		Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	maintained

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Grade 9- 78.5% Component 5- Flexibility: Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 58% met or exceeded the standard Standard Exceeded- 21% Standard Met- 37% Standard Nearly Met- 19% Standard Not met- 24% White- 60% met or exceeded Hispanic- 53% met or exceeded African American- 47% met or exceeded Asian- 65% met or exceeded the standard Two or more- not enough students SED- 52% met or exceeded EL- 30% met or exceeded	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 55.3% met or exceeded standard Standard Exceeded- 26.1% Standard Met- 29.2% Standard Nearly Met- 15.9% Standard Not met- 28.8% White- 65.5% met or exceeded standard Hispanic- 46.8% met or exceeded standard African American- 40% met or exceeded standard Asian- 71.4% met or exceeded standard		increase pecentage of students who meet and or exceed the standard by at least 2% each year	decrease of 3% met or exceeded

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 34% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 49% met or exceeded the standard Standard Exceeded- 22% Standard Met- 27% Standard Nearly Met- 22% Standard Not met- 29% White- 61% met or exceeded Hispanic- 55% met or exceeded African American- 18% met or exceeded Asian- 100% met or exceeded the standard Two or more- not enough students SED- 54% met or exceeded EL- 20% met or exceeded SWD- 28% met or exceeded	Two or more- 58.6% met or exceeded standard SED- 49% met or exceeded standard EL- 20% met or exceeded standard SWD- 24.5% met or exceeded standard			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Renaissance STAR MATH	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21% Standard Not met- 52% 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 SED- 22% met or exceeded EL- 16% met or exceeded SWD- 18% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 25% met or exceeded the standard Standard Exceeded- 12.9% Standard Met- 12.1% Standard Nearly Met- 16.2% Standard Not met- 58.8% White- 31.6% met or exceeded standard Hispanic- 23.8% met or exceeded standard African American- 18.2% met or exceeded standard Asian- 42.9% met or exceeded standard Two or more- 12.9% met or exceeded standard		increase pecentage of students who meet and or exceed the standard by at least 2% each year	maintained

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATH ALL STUDENTS: 28% met or exceeded the standard Standard Exceeded- 14% 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	SED- 23.7% met or exceeded standard EL- 26.6% met or exceeded standard SWD- 6.6% met or exceeded standard			
1.7	Course Completion Rates	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained) 85% completion at grade of 70% or higher	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5)		Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5% increase

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)			
1.8	College and Career Indicators % graduates college and career prepared number of pupils participating in CTE number of pupils participating in AP	College and Career Prepared ALL (49 students) 42.9% Prepared-MEDIUM Very low- 0- student groups Low- 0 student groups	College/Career ALL (40 students): ORANGE 20% prepared decreased 22.9% STUDENT GROUPS:		increase CCI by at least 2% each year	decreased 22.9%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A-G courses EAP Program	Medium- SED High- 0 student groups Very High- 0 student groups number of pupils participating in AP- 5 % pupils passed an AP exam with score of 3 or higher- number of pupils participating in CTE- 40 % of pupils completing a CTE program and earn a HS diploma- 100 % of pupils enrolled in courses required for US/CSU admission- 93% % of graduates who completed A-G courses- 25.8% EAP Program: ELA- 41.8% of 11th grade students met or exceeded the standard Math- 20% of 11th grade students met or exceeded the standard	RED: no student groups ORANGE: no student groups YELLOW: no student groups GREEN: no student groups BLUE: no student groups number of pupils participating in AP- 0 % pupils passed an AP exam with score of 3 or higher- N/A number of pupils participating in CTE-36 % of pupils completing a CTE program and earn a HS diploma- 100% % of pupils enrolled in courses required for US/CSU admission- 98.2% % of graduates who completed A-G courses- 22% EAP Program: ELA- 40% of 11th grade students			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			met or exceeded the standard (maintained) Math- 28% of 11th grade students met or exceeded the standard (18% increase).			
1.9	ELPAC/ EL Progress	ELPAC 2022-23 Level 1- (9.1%) Level 2- (27.3%) Level 3- (27.3%) Level 4- (36.4%)	EL Progress 2023-24 Number of students- 11 No performance Color 18.2% maintained ELPI Level 45.5% progressed at least 1 ELPI Level Level 4- 16.7% Level 3- 33.3% Level 2- 25% Level 1- 25% STATE Level 4- 14.6% Level 3- 32.8% Level 2- 28.7% Level 1- 23.9% LTEL No performance Color		increase by at least 1% each year	maintained

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Fewer than 11 students			

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 1.1 – Academic Performance Monitoring: This action was effective in identifying gaps and targeting instruction, evidenced by the substantial 46.5-point improvement in CAASPP Math and maintained progress in Renaissance STAR Math. However, ELA performance (both CAASPP and STAR) declined slightly, suggesting a need to deepen data use and instructional follow-through in literacy.

Action 1.2 – Professional Development: Teacher training supported the notable math gains and improved course completion rates, particularly the 6% increase in high school students earning 70% or higher. However, declines in CAASPP ELA and Renaissance STAR ELA suggest that ELA-focused PD may need refinement or greater alignment with student needs.

Action 1.3 – Academic Support for Student Groups: Intervention services helped improve performance in some subgroups (e.g., ELs improving from 0% to 26.6% on STAR Math). Still, results were inconsistent—SWD saw decreases in both STAR ELA and Math—indicating a need to continue supports for these populations.

Action 1.4 – EL Progress Monitoring and Support: This action was effective, with 45.5% of English Learners progressing at least one ELPI level—surpassing the state average. However, EL proficiency rates on both CAASPP and STAR ELA remain low, signaling a need for strengthened designated and integrated ELD instruction.

Action 1.5 – Comprehensive CTE Program: Career readiness efforts had mixed success. While 100% of CTE participants completed their pathways and 93% were enrolled in A-G courses, the overall College and Career Indicator dropped 22.9%. This suggests that while CTE programs are running effectively, broader readiness strategies may need expansion or realignment.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Actino 1.6 - While the number of AP participants remains low, this action helped ensure equitable access. Continued efforts to expand AP offerings and support could further improve college readiness indicators in future years.

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

No changes will be made to Goal 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	$62,914.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	$48,235.00	No
1.3	Academic Support for Student Groups	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	$468,569.00	Yes

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	$40,495.00	Yes
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	$199,440.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 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			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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 (5 Full Implementation and sustainability)			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)			
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		maintain	maintained
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	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	maintained

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 2.1 – Staff Assignments: This action was highly effective, as the school successfully maintained 100% fully credentialed and appropriately assigned teachers for a second consecutive year. This ensures students are taught by qualified educators in their respective subject areas and contributes directly to the delivery of high-quality instruction across content areas.

Action 2.2 – Curriculum and Instruction: The LEA achieved full implementation and sustainability across most academic standards, including ELA, Math, ELD, and NGSS. Notably, improvements were made in professional learning systems, with the self-reflection ratings increasing from level 4 to level 5 in areas such as identifying teacher needs and providing support. This suggests that the curriculum and professional support systems are well-aligned and responsive to both student and educator needs.

Action 2.3 – Technology: The school ensured continued access to devices and connectivity for all students, particularly supporting low-income students who may lack access. This action helped sustain equitable access to instruction and promoted engagement in the virtual learning environment, especially important in a fully online instructional model.

Action 2.4 – Professional Development: Targeted PD sessions aligned with academic content and technology use were maintained and supported effective instruction. The high level of implementation reflected in the self-reflection tool confirms that PD was both accessible and impactful in building instructional capacity.

Action 2.5 – Vendor Services: Ensuring vendor alignment with safety and academic standards has supported compliance and consistent access to quality instructional services. This action helps safeguard the integrity and equity of the learning environment, especially when engaging external supports.

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

No changes will be made to Goal 2.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	$2,359,891.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways 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	$362,635.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	$115,771.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	$79,225.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$64,600.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 48 parent responses. 203 student responses. Survey Results 95.8% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 55 parent responses. 163 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and		maintain	maintained

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	participate in their child's education. 100% of parents indicate that they feel their input is valued. 99.1% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 97.4% of students report that they feel safe at school. 94.8% 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 5/30/24.	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 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 XXXX.			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Overall Satisfaction Rate (parents and students)	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.	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 95.7% of students express an overall satisfaction with their school.		maintain	maintain
3.3	School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed and adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.		maintain	maintain
3.4	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.	2023-24 (ORANGE) CPC-SD had a chronic absenteeism rate of 16.1%, which is a 7.3% increase over 2022-23. STUDENT GROUPS RED- SED ORANGE- Hispanic, White		maintain or decline by 1% each year	increased by 7.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			YELLOW- no student groups GREEN- no student groups BLUE- no student groups			
3.5	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	2023-24 ALL- (40 students) YELLOW 92.5% graduated (1.5% decrease over 2022-23) Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups		maintain or increase by 1% each year	maintain
3.6	Drop Out Rate	Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)	Dropout Rate (DATAQUEST) 2.5% (decrease of 1.6%)		maintain or decrease by 1% each year	decrease of 1.6%
3.7	Expulsion Rate	0%	0%		maintain	maintain
3.8	Suspension Rate	0%	0%		maintain	maintain
3.9	Stability Rate	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%	CPC-SD 61.7% District 54.1% SD County 90.2% Statewide 91%		increase by 2% each year	6.1% increase

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 3.1 – Education Partner Input: This action was highly effective, as reflected by 100% of parents indicating they feel their input is valued and appreciated. Student and staff feedback also validated that the school successfully implemented engagement practices and support systems.

Action 3.2 – Communication and Accessibility: The school's investment in communication platforms, translation tools, and multilingual outreach supported inclusivity and increased parent satisfaction (100%). This action helped improve access and engagement for families, particularly English learners and underserved populations.

Action 3.3 – School Safety Plan: The timely development and distribution of the school safety plan maintained high student perception of safety (97.4%) and supports ongoing community trust in school leadership and emergency preparedness.

Action 3.4 – School Climate: This action positively influenced school satisfaction, with strong results from students and parents alike, as well as a 6.1% increase in the stability rate, reflecting higher retention and improved student connection.

Action 3.5 – Professional Development (Cultural Competency): This action contributes to the high ratings in inclusiveness, teacher-student relationships, and school climate. Professional learning supported improvements in equitable practices and engagement.

Action 3.6 – Attendance Monitoring: Despite efforts through SARB and tiered supports, chronic absenteeism increased from 8.8% to 16.1% (ORANGE). This signals a need to reassess the effectiveness or timing of interventions, especially for high-risk groups like SED students who are in the RED performance band.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action 3.7 – Mental Health Support: With a substantial investment in social-emotional supports and services (e.g., school psychologist, social worker, Care Solace), this action clearly contributed to student well-being. Indicators such as student connection, feelings of safety, and reduced dropout (down to 2.5%) suggest it is a high-impact investment.

Action 3.8 – Student Group Engagement: Supports for unduplicated pupils (ELs, Foster Youth, Low Income) through staff liaisons and guidance contributed to improved retention and overall connection. However, these efforts need to be bolstered to better address chronic absenteeism and graduation gaps in targeted groups.

Action 3.9 – Transcript Review and Evaluation: Proactive review of credits and personalized planning through the "Plan Your Path – Pick Your Plus" initiative helped students stay on track. This action likely helped maintain a graduation rate of 92.5% and reduced dropout, despite the slight decline from the previous year.

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

No changes will be made to Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	$0.00	No
3.2	Communication and Accessibility	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	$54,583.00	Yes

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	$0.00	No
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	$53,320.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	$313,045.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	$138,333.00	Yes
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- pick your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	$232,911.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$730,164	$57,959

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.831%	0.000%	$0.00	19.831%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Limited Actions

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

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

Additional Concentration Grant Funding

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,682,001.00	730,164	19.831%	0.000%	19.831%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,075,789.00	$1,329,450.00	$0.00	$188,728.00	$4,593,967.00	$3,958,857.00	$635,110.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All	No			All Schools		$62,914.00	$0.00	$62,914.00	$0.00	$0.00	$0.00	$62,914.00	
1	1.2	Professional Development	All	No			All Schools		$48,235.00	$0.00	$48,235.00	$0.00	$0.00	$0.00	$48,235.00	
1	1.3	Academic Support for Student Groups	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$457,644.00	$10,925.00	$297,343.00	$52,741.00	$0.00	$118,485.00	$468,569.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$40,495.00	$0.00	$40,495.00	$0.00	$0.00	$0.00	$40,495.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$183,908.00	$15,532.00	$0.00	$199,440.00	$0.00	$0.00	$199,440.00	
1	1.6	Access to AP Exams	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Staff Assignments	All	No			All Schools		$2,358,983.00	$908.00	$1,618,638.00	$696,502.00	$0.00	$44,751.00	$2,359,891.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$118,634.00	$244,001.00	$304,839.00	$57,796.00	$0.00	$0.00	$362,635.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$115,771.00	$109,171.00	$6,600.00	$0.00	$0.00	$115,771.00	
2	2.4	Professional Development	All	No			All Schools		$5,148.00	$74,077.00	$22,185.00	$51,562.00	$0.00	$5,478.00	$79,225.00	
2	2.5	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$64,600.00	$0.00	$48,100.00	$0.00	$16,500.00	$64,600.00	
3	3.1	Education Partner Input	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$5,115.00	$49,468.00	$54,583.00	$0.00	$0.00	$0.00	$54,583.00	
3	3.3	School Safety Plan	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	School Climate	All	No			All Schools		$0.00	$53,320.00	$53,320.00	$0.00	$0.00	$0.00	$53,320.00	
3	3.5	Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Mental Health Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$311,931.00	$1,114.00	$92,822.00	$216,709.00	$0.00	$3,514.00	$313,045.00	
3	3.8	Student Group Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$132,939.00	$5,394.00	$138,333.00	$0.00	$0.00	$0.00	$138,333.00	
3	3.9	Transcript Review and Evaluation	All	No			All Schools		$232,911.00	$0.00	$232,911.00	$0.00	$0.00	$0.00	$232,911.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,682,001.00	730,164	19.831%	0.000%	19.831%	$732,747.00	0.000%	19.901 %	**Total:**	$732,747.00
								LEA-wide Total:	$0.00
								Limited Total:	$623,576.00
								Schoolwide Total:	$109,171.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$297,343.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,495.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	$109,171.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$54,583.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$92,822.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$138,333.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,764,381.00	$3,928,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Performance Monitoring	No	$52,451.00	$58,621.00
1	**1.2**	Professional Development	No	$39,339.00	$47,229.00
1	**1.3**	Academic Support for Student Groups	Yes	$189,559.00	$269,123.00
1	**1.4**	EL Progress	Yes	$64,712.00	$40,625.00
1	**1.5**	Comprehensive CTE Program	No	$109,799.00	$184,425.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$1,642,356.00	$1,813,488.00
2	**2.2**	Curriculum and Instruction	No	821,178.00	$374,214.00
2	**2.3**	Technology	Yes	$74,880.00	$111,163.00
2	**2.4**	Professional Development	No	$22,560.00	$50,529.00
2	**2.5**	Vendor Services	No	$89,920.00	$199,959.00

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$48,210.00	$50,594.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$42,453.00	$49,874.00
3	3.5	Professional Development	No	$0.00	$0.00
3	3.6	Attendance Monitoring	No	$0.00	$0.00
3	3.7	Mental Health Support	Yes	$287,392.00	$332,286.00
3	3.8	Student Group Engagement	Yes	$114,589.00	$131,308.00
3	3.9	Transcript Review and Evaluation	No	$164,983.00	$214,742.00

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$591,504.00	$540,066.00	$622,713.00	($82,647.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic Support for Student Groups	Yes	$165,301.00	$203,729.00		
1	1.4	EL Progress	Yes	$64,712.00	$40,625.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$65,280.00	$101,655.00		
3	3.2	Communication and Accessibility	Yes	$48,210.00	$50,594.00		
3	3.7	Mental Health Support	Yes	$81,974.00	$94,802.00		
3	3.8	Student Group Engagement	Yes	$114,589.00	$131,308.00		

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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,315,295.00	$591,504.00	0.0%	17.842%	$622,713.00	0.000%	18.783%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

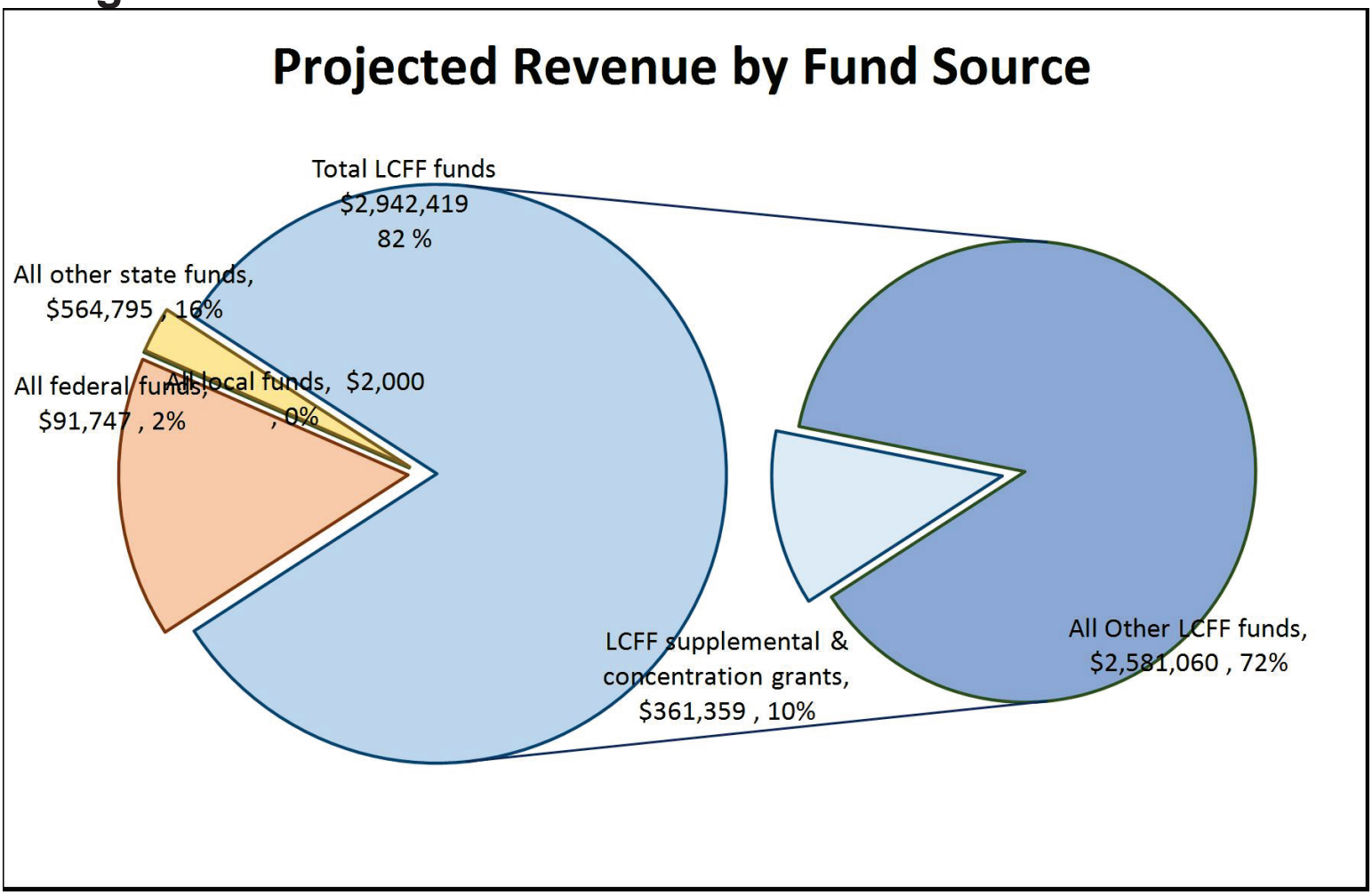
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma
CDS Code: 49-70722-039048
School Year: 2025-26
LEA contact information:
Christine Feher
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

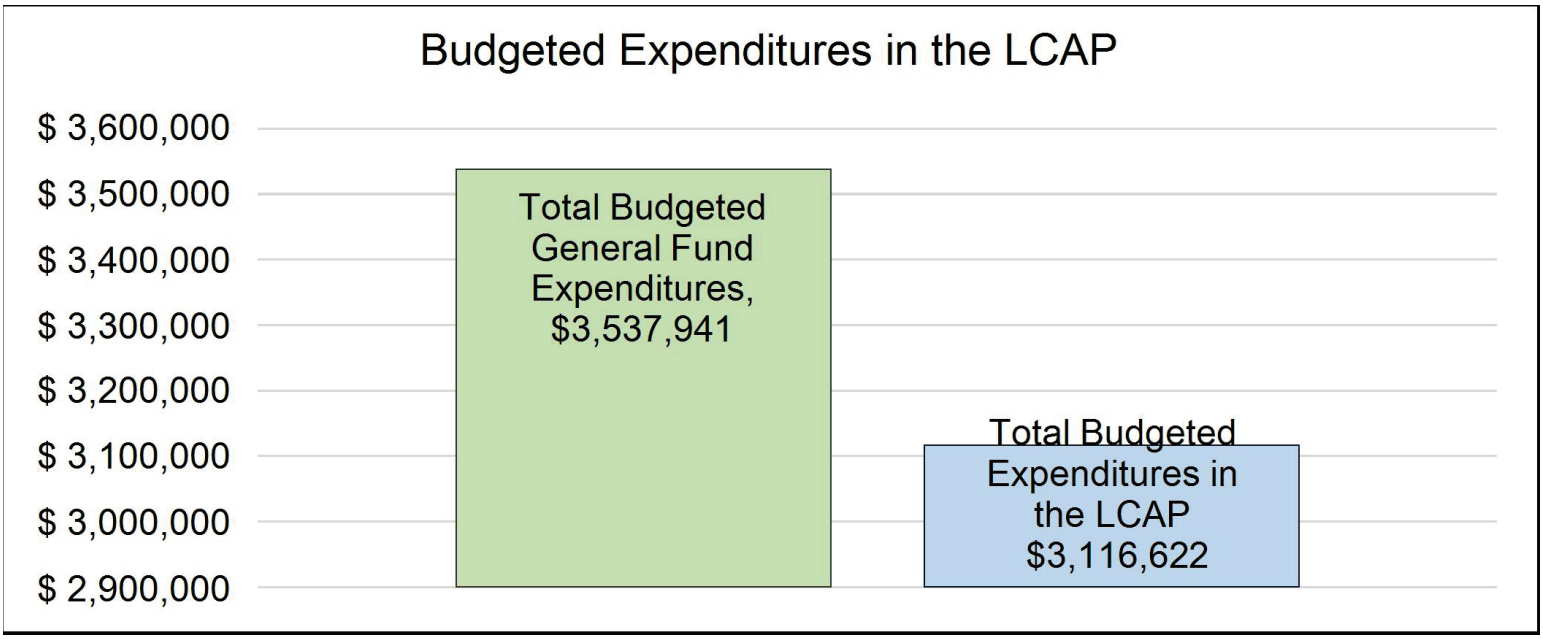


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is $3,600,961, of which $2,942,419 is Local Control Funding Formula (LCFF), $564,795 is other state funds, $2,000 is local funds, and $91,747 is federal funds. Of the $2,942,419 in LCFF Funds, $361,359 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Pacific Charter - Sonoma plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Sonoma plans to spend $3,537,941 for the 2025-26 school year. Of that amount, $3,116,622 is tied to actions/services in the LCAP and $421,319 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

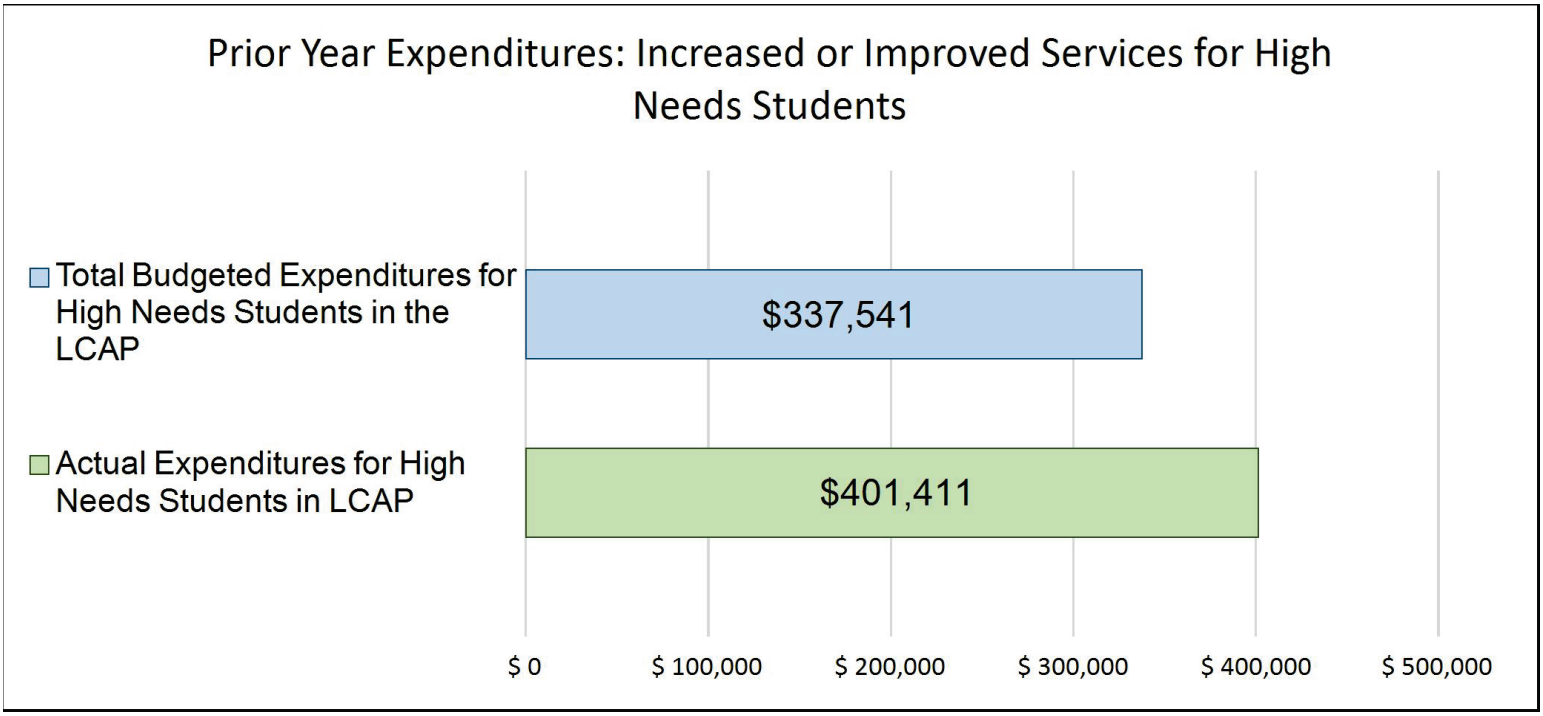
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Pacific Charter - Sonoma is projecting it will receive $361,359 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Sonoma plans to spend $412,770 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Pacific Charter - Sonoma's LCAP budgeted $337,541 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent $401,411 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Pacific Charter- Sonoma

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

Vision
California Pacific Charter Schools, in partnership with our community, will:
Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.
COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.
RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.
ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.
SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - Sonoma
About California Pacific Charter - Sonoma is an independent study charter school with its main office in Costa Mesa, California. The school is chartered through Guerneville Elementary School District in Sonoma County. Students in this school reside in Sonoma, Marin, Lake, Solano, Contra Costa, Napa, and Mendocino counties.

Demographics
CPC-SO serves a diverse community of students and parents. CPC-SO's enrollment averages around 200 students.
In the 2023-24 school year, this included the enrollment of 61.8% socio-economically disadvantaged, 1.3% English Learners, and 19.7% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance
CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum.Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments
CPCS has adopted a local diagnostic assessment tool through Renaissance STAR. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having academic skill gaps are supported through the MTSS process and provided with targeted support and monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in the M.A.R.S. (Math and Reading Success) program. They engage in a personalized learning plan with support from supplementary curriculum and work closely with an intervention teacher who provides targeted small group instruction and 1:1 support.

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Accomplishments
CPCS remained open through the COVID-19 pandemic, mitigating learning loss and improving services and accessibility for its students and families, including students participating in special education. CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among education partners, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), Ethnic Studies, Personal Finance, CTE courses and Pathways (a-g approved) and American Sign Language. CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through our "Plan Your Path, Pick Your Plus" initiative which has each high school student meet with a college and career counselor to develop a personalized plan to graduate college and career prepared.

Western Association of Schools and Colleges (WASC) Accreditation
CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Annual Performance

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

Reflections: Successes

Graduation Rate: The school boasts a high graduation rate of 92.5%, reflecting stable performance in facilitating student success through to completion.

Suspension Rate (Blue):
The school has successfully maintained a 0% suspension rate, which suggests a positive and supportive school climate conducive to student well-being.

Mathematics Achievement (Yellow): 54.5 points below standard with an increase of 21.8 Distance From Standard points.

English Langauge Arts Achievement (Yellow): Only 17 points below standard with an increase of 10.2 Distance From Standard points.

College/Career: No performance color on the dashboard due to less than 30 students in the graduation cohort in the previous year, but increased 9.2%. (23.5% prepared)

Chronic Absenteeism (Yellow): The chronic absenteeism rate decreased by 2.6% to 12.9% and is below the state average of 18.6%.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Local Indicators: The school has met the standards for basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, and access to a broad course of study. These achievements reflect well on the school's operational and educational policies.

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

Education Partner Perceptions
Parent Feedback:
Curriculum and Instruction Support: 100% of parents believe that their child's curriculum and instruction supports their ability to master grade-level standards, indicating strong alignment with educational goals and effective teaching strategies.
Parental Involvement: 89.2% of parents report having opportunities to be actively involved in their child's education, reflecting the school's commitment to engaging parents and the community in the educational process.
Communication with Teachers: 94.6% of parents feel welcome to meet with their child's homeroom teacher to discuss their child's progress, showcasing exceptional accessibility and open communication channels.
Value of Parent Input: 94.6% of parents feel that their input is valued when working with school staff and administration, fostering a collaborative and respectful environment.
Support for Academic Goals: 94.6% of parents are satisfied with the support their child receives to attain their academic goals, indicating effectiveness in meeting student needs.
Overall Satisfaction: 86.5% of parents feel satisfied with their child's school, highlighting exceptional overall contentment with the school's performance and community involvement.

Student Feedback:
Grade-Level Instruction: 96.9% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.
Teacher Availability: 96.9% of students report that their teacher is available when they need help and supports them with their schoolwork.
Teacher Support: 99% of students feel that their teacher cares about their education and helps them succeed.
Goal Setting: 96.9% of students say their teacher helps them set goals to be successful in school.
School Environment: 99% of students feel safe and welcome at school.
Support System: 94.9% of students know they have someone at school they can talk to for support if they have a problem.
Overall Satisfaction: 94.9% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Math: Although CPC-Sonoma is Yellow in Math and increased by 21.8 distance from standa point in Math, overall the school is 54.5 DFS points below the standard. The school will continue to focus in intervention programs that can close academic skill gaps for students in the area of Math.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

College/Career: Although CPC-Sonoma increased in College/Career by 9.2%, overall graduating students are 23.5% perpared. The school will continue implementing planed actions to increase outcomes in this area.

The actions in the LCAP that support improving outcomes for socio-economically disadvantaged students include assigning each student to a homeroom teacher (Action 2.1), providing professional development to staff (Action 1.2), offering academic support through tutors in the Virtual Learning Hub (Action 1.3), and providing whole child support through SEL curriculum, counselors, and a school social worker (Actions 3.7 and 3.8).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 2025, students in grades K-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2025, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicted feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and K-8, Director of Special Education) and the school's cabinet team (Superintendent, Assistant Superintendent of Education, Director of Human Resources, Director of Fiscal Services, Director of Assessment and Accountability, Assistant Director of Guidance, Admissions and Records) throughout the school year were conducted with school administration to review school programs and initiatives, discuss LCAP development and bugetary items that impact the LCAP.
Staff	In February 2025 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP developemnt.
School Site Council	On April 23, 2025 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2025 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2025 the governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection.

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

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

Feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2024 LCAP, ensuring a holistic approach to improving student outcomes and engagement. LCAP Actions 3.7, 3.8, 2.2, 2.3, and 1.5 were directly impacted by educational partner input and feedback.

Student engagement levels were notable, with 98 student participants from grades 6-12 and 50 from grades K-5 in the annual survey. Student feedback indicated that 96.8% agree their teacher available and supportive. 99% of students feel that their teacher cares about their education. Programs such as the Virtual Learning Hub (48%), Power Hour (68.4%), Summer Bridge Program (15.3%), Career Technical Education (13.3%), Individual/Group Counseling (8.2%), and Social Emotional Learning (11.2%) are particularly appreciated. Positive comments from students include, “I love this school,” and “Homeroom helps me stay on track.” CPC-SO will continue to offer programs and

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

services such as Virtual Learning Hub, Power Hour, Summer Bridge, CTE, and Counseling, which students have indicated as supportive, helpful, and enjoyable.

Parents in Sonoma feel well-involved, with 94.6% reporting their input is valued and 94.6% feeling welcome to meet with teachers to discuss progress. Celebrations include, “Great team of teachers and administration,” and “My son has never done better in school until he joined CalPac.”

Opportunities for growth mentioned by parents and students on the School Site Council include more coding and technology classes, more language electives, and enhanced social-emotional learning resources. In response to this feedback, the school will be offering opportunities for students to learn coding in middle school, will offer an world language of American Sign Language, and will continue to review and offer SEL curriculum and resoruces to support whole child well-being.

Staff feedback highlighted the supportive environment and the responsiveness of the administration to staff needs.

The SELPA (Special Education Local Plan Area) was consulted for input to ensure comprehensive support for all students. SELPA did not have any comments on the LCAP draft shared.

Public comments via board meetings: There were no public comments at the June board meeting regarding the LCAP.

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 All Students: (ORANGE) 27 points below the standard 41% of students met or exceeded the standard 16.9% exceeded the standard 24.1% met the standard 24.1% nearly met 34.9% standard not met	CAASPP ELA 2023-24 *Met or exceeded 95% particiation All Students: 62 students (YELLOW) 17 points below standard (increased 10.2 points)		decrease distance from the standard by at least 3 points each year	increase of 10.2 DFS points

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups			
1.2	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	CAASPP MATH 2023-24 *Met or exceeded 95% participation All Students: 62 students (YELLOW) 54.5 points below standard (increased 21.8 points) RED- no student groups ORANGE - no student groups		decrease distance from the standard by at least 3 points each year	increase of 21.8 DFS points

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	YELLOW- SED GREEN - no student groups BLUE - no student groups			
1.3	CAST (Science) (Grades 5, 8, & 11)	CAST Science 2022-23 *Met or Exceeded 95% participation All Students (grades 5, 8, and 11) 32.4% of students met or exceeded the standard. 7.4% exceeded the standard 22.2% met the standard 57.4% nearly met the standard	CAST Science 2023-24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 12.3 points below standard (increase of .6 points)		increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase of 0.6 DFS points

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% standard not met ELs- <10 students, data not available SWD- 0% HY- <10 students, data not available SED- 22.5% met or exceeded the standard White- 41.7% met or exceeded Hispanic- 34.8% African American- <10 students, data not available Asian- <10 students, data not available Two or more- <10 students, data not available	No performance colors for student groups			
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90%	Component 1- Aerobic Capacity: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 2- Abdominal Strength and Endurance: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 3- Trunk Extensor		Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	10% increase

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	and Strength and Flexibility: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 4- Upper Body Strength and Endurance: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 5- Flexibility: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 66% met or exceeded the standard Standard Exceeded- 35% Standard Met- 31% Standard Nearly Met- 18% Standard Not met- 16% White- 73% met or exceeded Hispanic- 59% met or exceeded	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 62.8% met or exceeded standard Standard Exceeded- 29.3% Standard Met- 33.5% Standard Nearly Met- 22.8% Standard Not met- 14.4%		increase pecentage of students who meet and or exceed the standard by at least 2% each year	decrease of 3%

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 *Met or Exceeded 95% participation ELA ALL STUDENTS: 62% met or exceeded the standard Standard Exceeded- 31% Standard Met- 31% Standard Nearly Met- 24% Standard Not met- 14% White- 74% met or exceeded Hispanic- 57% met or exceeded African American- 0% met or exceeded Asian-75% met or exceeded the standard	White- 71.7% met or exceeded standard Hispanic- 57.4% met or exceeded standard African American- 14.3% met or exceeded standard (7 students) Asian- 81.9% met or exceeded standard Two or more- 79.3% met or exceeded standard SED- 60.4% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 33.3% met or exceeded standard			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more- not enough students SED- 64% met or exceeded EL- not enough students SWD- 20% met or exceeded				
1.6	Renaissance STAR MATH	MATH Fall 2023 *Met or Exceeded 95% participation ALL STUDENTS: 38% met or exceeded the standard Standard Exceeded- 20% Standard Met- 18% Standard Nearly Met- 15% Standard Not met- 47% White- 42% met or exceeded Hispanic- 31% met or exceeded African American- 20% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.7% Standard Met- 10.4% Standard Nearly Met- 19.7% Standard Not met- 50.3% White- 41.1% met or exceeded standard Hispanic- 16.4% met or exceeded standard African American- 12.5% met or		increase pecentage of students who meet and or exceed the standard by at least 2% each year	decrease of 7.6%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- not enough students SWD- 10% met or exceeded MATH Spring 2024 *Met or Exceeded 95% participation ALL STUDENTS: 37% met or exceeded the standard Standard Exceeded- 20% Standard Met- 17% Standard Nearly Met- 18% Standard Not met- 45% White- 41% met or exceeded Hispanic- 36% met or exceeded African American- 0% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded	exceeded standard (8 students) Asian- 41.7% met or exceeded standard Two or more- 41.3% met or exceeded standard SED- 22.5% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 13.6% met or exceeded standard			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Course Completion Rates	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)		Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5% increase
1.8	College and Career Indicators	College and Career Prepared	College/Career		increase CCI by at least 2% each year	increase of 9.2%

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% graduates college and career prepared number of pupils participating in CTE number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A-G courses % of pupils completing a CTE program and A-G completer EAP Program	ALL 14.3% Prepared- < 30 graduates- No Performance Level number of pupils participating in CTE-18 number of pupils participating in AP- 0 % pupils passed an AP exam with score of 3 or higher- 0% % of pupils completing a CTE program and earn a HS diploma- data not available <30 graduates % of pupils enrolled in courses required for US/CSU admission- 94% % of graduates who completed A-G courses- 13% % of pupils completing a CTE program and A-G completer- data not available <30 graduates EAP Program: ELA- 46.7% of 11th grade students met or exceeded the standard Math- 20% of 11th grade students met or exceeded the standard	All Students (34 students) 23.5% prepared (increase of 9.2%) No Performance Color number of pupils participating in AP- 3 % pupils passed an AP exam with score of 3 or higher- N/A number of pupils participating in CTE-18 % of pupils completing a CTE program and earn a HS diploma- 100% % of pupils enrolled in courses required for US/CSU admission- 93.51% % of graduates who completed A-G courses- 30% (17% increase) % of pupils completing a CTE program and A-G completer- 8.8% EAP Program:			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA- 50% of 11th grade students met or exceeded the standard (3.3% increase) Math- 25% of 11th grade students met or exceeded the standard (increase of 5%)			
1.9	ELPAC/EL Progress/RFEP	ELPAC/EL Progress/RFEP 2022-23 *No Performance Color <11 students Data not displayed for privacy	ELPAC/EL Progress/RFEP 2023-24 *No Performance Color <11 students Data not displayed for privacy 3 students, 100% maintained ELPI levels		increase by at least 1% each year	maintained

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Action 1.1 – Academic Performance Monitoring: This action has proven effective, contributing to strong improvements in CAASPP ELA (+10.2 points) and Math (+21.8 points). Regular monitoring of performance metrics through state and local assessments has allowed staff to target supports more effectively and respond to student needs across multiple content areas.

Action 1.2 – Professional Development: Training on rubric use, data interpretation, and instructional strategies has likely supported instructional quality and may have contributed to the CAASPP gains. However, STAR Math saw a 7.6% decline in the percentage of students meeting/exceeding standards, suggesting PD may need deeper alignment to math instructional needs.

Action 1.3 – Academic Support for Student Groups: Targeted supports for low-income students, ELs, and SWDs produced mixed results. Notable growth occurred in CAASPP Math for SED students (moving from RED to YELLOW), but STAR scores for SWDs remained low (ELA: 33.3%, Math: 13.6%), indicating the need for continued differentiation and possibly more intensive supports for students with disabilities.

Action 1.4 – EL Progress: While ELPAC results show that 100% of tested ELs maintained their ELPI level, progress remains limited. However, targeted support and training for teachers and families are laying a foundation for improved long-term outcomes, as seen in the small population of ELs who reached 20% proficiency in STAR Math and ELA.

Action 1.5 – Comprehensive CTE Program: This action was highly effective in advancing college and career readiness. CCI increased by 9.2%, and 100% of CTE students earned a diploma. Additionally, there was a 17% increase in A-G completion and a small rise in EAP scores in both ELA and Math, demonstrating expanded opportunity and alignment with postsecondary goals.

Action 1.6 – Access to AP Exams: Although the number of AP participants remains small (3 students), the removal of financial barriers supports equity. Still, with 0% of AP students passing with a 3 or higher, greater focus is needed on preparing students to succeed in AP coursework—not just accessing it.

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

No changes will be made to Goal 1.

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

Actions

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance Monitoring	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	$41,943.00	No
1.2	Professional Development	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	$32,157.00	No
1.3	Academic Support for Student Groups	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review outcomes and ensure academic success or refer to the SST, 504 or IEP team. Programs offered include targeted academic support, SEL support, family and community engagement initiatives, extended learning opportunities, College and Career readiness programs, wellness services, and independent study. This action is implemented to improve state testing outcomes for SED students in the area of mathematics.	$236,045.00	Yes
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	$26,997.00	Yes
1.5	Comprehensive CTE Program	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	$132,961.00	No

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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- 4 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			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 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			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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 (5 Full Implementation and sustainability)			

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)			
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		maintain	maintained
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	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	maintained

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 2.1 – Staff Assignments: This action was highly effective, as the school successfully maintained 100% fully credentialed and appropriately assigned teachers for a second consecutive year. This ensures students are taught by qualified educators in their respective subject areas and contributes directly to the delivery of high-quality instruction across content areas.

Action 2.2 – Curriculum and Instruction: The LEA achieved full implementation and sustainability across most academic standards, including ELA, Math, ELD, and NGSS. Notably, improvements were made in professional learning systems, with the self-reflection ratings increasing from level 4 to level 5 in areas such as identifying teacher needs and providing support. This suggests that the curriculum and professional support systems are well-aligned and responsive to both student and educator needs.

Action 2.3 – Technology: The school ensured continued access to devices and connectivity for all students, particularly supporting low-income students who may lack access. This action helped sustain equitable access to instruction and promoted engagement in the virtual learning environment, especially important in a fully online instructional model.

Action 2.4 – Professional Development: Targeted PD sessions aligned with academic content and technology use were maintained and supported effective instruction. The high level of implementation reflected in the self-reflection tool confirms that PD was both accessible and impactful in building instructional capacity.

Action 2.5 – Vendor Services: Ensuring vendor alignment with safety and academic standards has supported compliance and consistent access to quality instructional services. This action helps safeguard the integrity and equity of the learning environment, especially when engaging external supports.

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

No changes will be made to Goal 2.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	$1,649,927.00	No
2.2	Curriculum and Instruction	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways 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	$241,922.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	$77,181.00	Yes
2.4	Professional Development	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	$69,524.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$76,400.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 27 parent responses. 124 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 37 parent responses. 148 student responses. Survey Results 89.2% of parents feel satisfied with opportunities to provide input and		maintain	maintain

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	participate in their child's education. 94.6% of parents indicate that they feel their input is valued. 96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99% of students agree that their teacher cares about their education and helps them succeed. 99% of students report that they feel safe at school. 94.9% 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			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 5/30/24.	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 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 XXXXX.			

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	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.	94.9% of students are satisfied overall with their school. 86.5% of parents are satisfied with the school overall.		maintain	maintain
3.3	School Safety Plan	The school safety plan was developed by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.		maintain	maintain
3.4	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 were 148 ADA and P2 ADA was 150.49, exceeding the projection. Attendance ADA was the result of an attendance percentage of 93.5%.	2023-24 (YELLOW) CPC-SO had a chronic absenteeism rate of 12.9%, which is a 2.6% increase over 2022-23 STUDENT GROUPS RED- no student groups ORANGE- no student groups YELLOW- SED GREEN- no student groups		maintain or decline by 1% each year	increase of 2.6%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			BLUE- no student groups			
3.5	Graduation Rate (4-yr cohort)	2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR	2023-24 ALL- (34 students) YELLOW 88.2% graduated (2.2% decrease over 2022-23) NO performance color Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups		maintain or increase by 1% each year	2.2% decrease
3.6	Drop Out Rates	Dropout Rates HS- 9.5% (decrease of 4.1%) MS- 0%	Dropout Rates HS- 0% (decrease of 9.5%) MS- 0%		maintain or decrease by 1% each year	decrease of 9.5%
3.7	Expulsion Rate	0%	0%		maintain	maintain
3.8	Suspension Rate	0%	0%		maintain	maintain
3.9	Stability Rate	CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%	CPC-SO 62% District 72.5% SO County 91.9% Statewide 91%		increase by 2% each year	increase of 6.1%

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation.

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

No material differences between budged expenditures and estimated actuals.

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

Action 3.1 – Education Partner Input: Engagement through SSC, surveys, and parent-teacher meetings was effective, with strong stakeholder input metrics: 94.6% of parents felt their input was valued and 100% of staff confirmed consistent implementation of engagement actions.

Action 3.2 – Communication and Accessibility: Multilingual communication tools and timely outreach helped maintain inclusivity. However, a slight drop in overall parent satisfaction indicates a need to strengthen follow-up engagement and ensure families feel heard beyond initial contact.

Action 3.3 – School Safety Plan: Consistent development and dissemination of the plan supported strong student safety perceptions (99%), showing this action continues to sustain a sense of physical and emotional security.

Action 3.4 – School Climate: Investment in inclusive practices, SEL support, and staff-student relationships positively impacted student satisfaction (94.9%) and stability rate (increased 6.1%), indicating improved school connectedness.

Action 3.5 – Professional Development: Cultural competency and bias training contributed to strong climate results and the 100% staff agreement on actions promoting equity and student success.

Action 3.6 – Attendance Monitoring: Despite consistent monitoring structures (SARB, tiered reengagement), chronic absenteeism rose slightly (to 12.9%), indicating this area requires deeper early intervention, especially among SED students (YELLOW performance band).

Action 3.7 – Mental Health Support: This was a highly effective action, with Care Solace, counseling services, and SEL supports aligning with strong student indicators (e.g., 96.9% report access to support) and a 0% dropout rate for high school students in 2023-24.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action 3.8 – Student Group Engagement: Support from the engagement coordinator, counselors, and admin helped maintain progress for unduplicated pupils, reflected in improved stability and reduced dropout. However, subgroup graduation rates remain a focus for improvement.

Action 3.9 – Transcript Review and Evaluation: Credit recovery and “Plan Your Path – Pick Your Plus” ensured proactive academic monitoring, likely helping students recover credits and reducing dropout from 9.5% to 0%. However, the graduation rate declined slightly (2.2%), signaling a need to track completion more closely for students at risk of falling behind.

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

No changes will be made to Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	$0.00	No
3.2	Communication and Accessibility	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a education partners will be provided in primarly languages when required or as needed.	$36,994.00	Yes
3.3	School Safety Plan	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	$0.00	No

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Action #	Title	Description	Total Funds	Contributing
3.4	School Climate	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	$38,380.00	No
3.5	Professional Development	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	$0.00	No
3.6	Attendance Monitoring	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	$0.00	No
3.7	Mental Health Support	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	$208,697.00	Yes
3.8	Student Group Engagement	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	$92,222.00	Yes
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	$155,274.00	No

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$361,359	$13,726

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.000%	0.000%	$0.00	14.000%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Support for Student Groups **Need:** Low income students are in the (RED) lowest performance category on CAASPP Math, the distance from standard score for English Learners is greateer than their peers on CAASPP ELA. Students who are low-income (LI) or English Learners (EL) often face significant challenges that extend beyond the classroom, which can negatively impact their access to quality education. These students frequently have limited support networks, language barriers, and limited access to educational resources. Many low-income families face challenges such as housing insecurity, food scarcity, and lack of access to healthcare, all of which can contribute to increased stress and distractions from academic pursuits. English Learners, in particular, may face additional hurdles in navigating an education system that predominantly uses English, which can hinder	Targeted academic tutoring will be provided through small group class instruction and academic tutors. By systematically monitoring student progress and providing targeted, holistic support, these actions address the academic and socio-economic challenges faced by LI and EL students. The programs and actions are designed to support student well-being and improve student proficiency in key subject areas, leading to better academic outcomes and closing the achievement gap. Through these efforts, the school is committed to ensuring that every student has the opportunity to succeed.	CAASPP summative assessment scores (distance from standard) and STAR test scores (2 times per year to measure academic growth).

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	their ability to fully engage in and benefit from instructional opportunities. The combination of these factors often results in less support at home for educational activities, reduced access to enrichment opportunities, and greater obstacles to academic success. **Scope:** Limited to Unduplicated Student Group(s)		
1.4	**Action:** EL Progress **Need:** Support for newcomers, LTELs, and reclassification. English Learner (EL) student scores are at a greater distance from standard as compared to their same-aged peers on state assessments. This performance gap highlights the need for more tailored support, particularly given the diverse language needs within our EL population. Our EL students range from Newcomers, who are just beginning to learn English, to Long-Term English Learners (LTELs), who have been in U.S. schools for several years but still struggle to meet proficiency standards. This diversity in language proficiency levels requires a multifaceted approach to instruction and support to ensure that all EL students, regardless of their starting point, can achieve academic success and reach their full potential. **Scope:**	ELD coordinators will monitor progress and provide small group designated language support and ELPAC test readiness. By equipping both teachers and parents with the necessary tools and knowledge, this action addresses the identified needs by providing a supportive learning environment for EL students. Teachers are better prepared to meet the diverse needs of EL students, from Newcomers to LTELs, and can implement effective instructional strategies tailored to their language development levels. Parents are empowered to actively participate in their children's education, reinforcing learning at home and providing a consistent support network. This comprehensive approach enhances the academic performance of EL students by addressing the specific challenges they face, promoting their language development, and improving outcomes on state assessments.	ELPAC (increased % of students who move up at least 1 ELPI level and increase % of students who RFEP), CAASPP ELA (decrease distance from standard)

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	**Action:** Access to AP Exams **Need:** Access to a broad course of study for low income students. Low-income students often face significant barriers to accessing a broad and enriching course of study, including Advanced Placement (AP) courses, extracurricular activities, and other academic opportunities that can enhance their educational experience. Financial constraints can limit their ability to participate fully in these programs, leading to missed opportunities for academic growth, college readiness, and skill development. **Scope:** Limited to Unduplicated Student Group(s)	With a high population of low-income students, the school wants to make expensive AP exams accessible to students by covering the cost when needed. In cases where cost is a barrier, the school will cover the cost of the AP exam fees, ensuring that all students have the opportunity to take advantage of advanced coursework that can boost college readiness.	increase in AP Exam participation
3.2	**Action:** Communication and Accessibility **Need:** The school's enrollment includes a diverse student polulation including students and parents whose primary language is a language other than English. Translation of communications and resources into home languages for students and families who speak a language other than English is needed in order to communicate effectively with all education partners.	Real time translation of curriculum, live sessions, parent meetings, and school communications will be provided to students and families who speak a language other than English. This action directly addresses the need to communicate effectively with a linguistically diverse population, promoting inclusivity, and engagement, among all education partners, which is essential for the success of English Learners.	Improved EL student outcomes on assessments (ELPAC/ELPI/RFEP and CAASPP ELA) and education partner feedback.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.7	**Action:** Mental Health Support **Need:** 60% of families in the school are low income. Low income and foster youth students often navigate additional challenges in the home environment that can have an impact on school academic success and social-emotional well-being. **Scope:** Limited to Unduplicated Student Group(s)	Support for these students will be provided via the guidance department with counseling resources and a referral program for housing and food insecurity.	Counseling minutes provided, referrals made to community partners
3.8	**Action:** Student Group Engagement **Need:** Low income students, English Learners, and foster youth students often navigate additional challenges in the home environmment that can have an impact on regular school attendance and academic success. **Scope:** Limited to Unduplicated Student Group(s)	Support for students will be provided through an engagement coordinator, guidance department liaison, school social worker, and administration to ensure regular school attendance and staying on-track for graduation.	Chronic absenteeism rates, graduation rates

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Additional Concentration Grant Funding

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

Not Applicable

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,581,060	361,359	14.000%	0.000%	14.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,055,464.00	$933,701.00	$0.00	$127,459.00	$3,116,624.00	$2,639,239.00	$477,385.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Performance Monitoring	All	No			All Schools		$41,943.00	$0.00	$41,943.00	$0.00	$0.00	$0.00	$41,943.00	
1	1.2	Professional Development	All	No			All Schools		$32,157.00	$0.00	$32,157.00	$0.00	$0.00	$0.00	$32,157.00	
1	1.3	Academic Support for Student Groups	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$228,429.00	$7,616.00	$121,895.00	$35,160.00	$0.00	$78,990.00	$236,045.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$26,997.00	$0.00	$26,997.00	$0.00	$0.00	$0.00	$26,997.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$122,606.00	$10,355.00	$0.00	$132,961.00	$0.00	$0.00	$132,961.00	
1	1.6	Access to AP Exams	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Staff Assignments	All	No			All Schools		$1,649,322.00	$605.00	$1,155,759.00	$462,813.00	$0.00	$31,355.00	$1,649,927.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$79,089.00	$162,833.00	$203,391.00	$38,531.00	$0.00	$0.00	$241,922.00	

Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Technology	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$77,181.00	$72,781.00	$4,400.00	$0.00	$0.00	$77,181.00	
2	2.4	Professional Development	All	No			All Schools		$3,432.00	$66,092.00	$15,790.00	$50,082.00	$0.00	$3,652.00	$69,524.00	
2	2.5	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$76,400.00	$0.00	$65,400.00	$0.00	$11,000.00	$76,400.00	
3	3.1	Education Partner Input	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Communication and Accessibility	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,410.00	$33,584.00	$36,994.00	$0.00	$0.00	$0.00	$36,994.00	
3	3.3	School Safety Plan	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	School Climate	All	No			All Schools		$0.00	$38,380.00	$38,380.00	$0.00	$0.00	$0.00	$38,380.00	
3	3.5	Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Attendance Monitoring	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Mental Health Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$207,954.00	$743.00	$61,881.00	$144,354.00	$0.00	$2,462.00	$208,697.00	
3	3.8	Student Group Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$88,626.00	$3,596.00	$92,222.00	$0.00	$0.00	$0.00	$92,222.00	
3	3.9	Transcript Review and Evaluation	All	No			All Schools		$155,274.00	$0.00	$155,274.00	$0.00	$0.00	$0.00	$155,274.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
2,581,060	361,359	14.000%	0.000%	14.000%	$412,770.00	0.000%	15.992 %

Totals by Type	Total LCFF Funds
Total:	$412,770.00
LEA-wide Total:	$0.00
Limited Total:	$339,989.00
Schoolwide Total:	$72,781.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Academic Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$121,895.00	
1	1.4	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,997.00	
1	1.6	Access to AP Exams	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0.00	
2	2.3	Technology	Yes	Schoolwide	Low Income	All Schools	$72,781.00	
3	3.2	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,994.00	
3	3.7	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$61,881.00	
3	3.8	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$92,222.00	

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,996,058.00	$2,558,673.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Performance Monitoring	No	$32,782.00	$37,090.00
1	**1.2**	Professional Development	No	$24,587.00	$29,949.00
1	**1.3**	Academic Support for Student Groups	Yes	$118,475.00	$173,870.00
1	**1.4**	EL Progress	Yes	$40,445.00	$25,885.00
1	**1.5**	Comprehensive CTE Program	No	$68,624.00	$114,560.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$1,026,473.00	$1,187,597.00
2	**2.2**	Curriculum and Instruction	No	$156,556.00	$253,874.00
2	**2.3**	Technology	Yes	$46,800.00	$75,852.00
2	**2.4**	Professional Development	No	$14,100.00	$39,323.00
2	**2.5**	Vendor Services	No	$56,200.00	$115,246.00

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$30,131.00	$31,773.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$26,533.00	$41,921.00
3	3.5	Professional Development	No	$0.00	$0.00
3	3.6	Attendance Monitoring	No	$0.00	$0.00
3	3.7	Mental Health Support	Yes	$179,620.00	$210,962.00
3	3.8	Student Group Engagement	Yes	$71,618.00	$82,884.00
3	3.9	Transcript Review and Evaluation	No	$103,114.00	$137,887.00

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$321,340.00	$337,541.00	$401,411.00	($63,870.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic Support for Student Groups	Yes	$103,313.00	$130,718.00		
1	1.4	EL Progress	Yes	$40,445.00	$25,885.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$40,800.00	$69,910.00		
3	3.2	Communication and Accessibility	Yes	$30,131.00	$31,773.00		
3	3.7	Mental Health Support	Yes	$51,234.00	$60,241.00		
3	3.8	Student Group Engagement	Yes	$71,618.00	$82,884.00		

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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,230,663.00	$321,340.00	0.00%	14.406%	$401,411.00	0.000%	17.995%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

Powered by BoardOnTrack
California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday June 10, 2025 at 5:00 PM