California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 13, 2025 at 2:25 PM PDT

Date and Time

Tuesday June 17, 2025 at 5:00 PM PDT

Location

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

Teleconference Locations

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

Join by telephone or via Zoom conferencing link below:

Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 915-2124-8373

https://cal-pacs-org.zoom.us/j/91521248373

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Board President	2 m
B.	Record Attendance		Board President	2 m
	Roll Call: Kelly Wylie, President Dr. Shirley Peterson, Vice President Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member			
II.	**Pledge of Allegiance**			**5:04 PM**
A.	Led by Board President or designee.		Board President	2 m
III.	**Approve Adopt/Agenda**			**5:06 PM**
A.	Agenda	Vote	Board President	2 m
	It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board Meeting of June 17, 2025. 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 June 10, 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 June 10, 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. Consent

5:10 PM

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

		Purpose	Presenter	Time
A.	Consent - Business/Financial Services		Board President	2 m
	1. Approval of Surplus of Electronic Devices			
B.	Personnel Services	Vote	Board President	2 m
	1. Approval of Certificated Personnel Report			

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

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

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

A.	Budget Adoption 2025-2026	Vote	Shannon Green	10 m

It is recommended the Board adopt the budget for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2025-2026 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

		Purpose	Presenter	Time

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

B. Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports — Vote — Shannon Green — 10 m

It is recommended that the Board approve the annual resolution for Fiscal Year 2025-2026 Spending Plan for Education Protection Account (EPA) funds to be used to support teacher salaries and benefits.

a. 2024-25 Expenditure Report #1751 California Pacific Charter School-Los Angeles
b. 2024-25 Expenditure Report #1758 California Pacific Charter School-San Diego
c. 2024-25 Expenditure Report #2037 California Pacific Charter School-Sonoma
e. 2025-26 Spending Plan - #1751 California Pacific Charter School-Los Angeles
f. 2025-26 Spending Plan - #1758 California Pacific Charter School-San Diego
g. 2025-26 Spending Plan - #2037 California Pacific Charter School-Sonoma

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

C. Approval of Medi-Cal Contract — Vote — Shannon Green — 8 m

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

Fiscal Impact: **Dependent on the volume and type of Medi-Cal eligible services provided and successfully reimbursed:**

	Purpose	Presenter	Time

- 3-5% retained by the State of California (DHCS), depending on the type of service rendered.
- Up to 15% paid to San Joaquin County Office of Education (third-party vendor), depending on service rendered.

While the exact revenue cannot be determined at this time, the program is expected to generate substantial reimbursements that more than justify the associated costs.

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

VIII. Education/Student Services **5:42 PM**

A. Approval of Local Control & Accountability Plan (LCAP) 2025-2026 — Vote — Ericka Zemmer — 10 m

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

a. 2025-26 Budget Overview for Parents (San Diego)
b. 2025-26 LCAP Plan Summary (San Diego)
c. 2025-26 Budget Overview for Parents (Los Angeles)
d. 2025-26 LCAP Plan Summary (Los Angeles)
e. 2025-26 Budget Overview for Parents (Sonoma)
f. 2025-26 LCAP Plan Summary (Sonoma)

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

		Purpose	Presenter	Time
B.	2025 LCAP Local Performance Indicator Self-Reflections	Discuss	Ericka Zemmer	8 m

The 2025 Local Performance Indicator Self-Reflection reports for the California School Dashboard will be presented for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) by E. Zemmer, Assistant Superintendent.

IX. Personnel Services **6:00 PM**

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

It is recommended the Board approve the renewal of the property and casualty insurance policies for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2025-2026 school year.

Fiscal Impact: $106,231
(*Allocation split may vary dependent on actual enrollment)*
California Pacific Charter - Los Angeles (#1751) $47,803.95
California Pacific Charter - San Diego (#1758) $35,056.23
California Pacific Charter - Sonoma (#2037) $23,370.82

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

X. Calendar

The next scheduled Regular Meeting of the Board of Directors will be held on August 13, 2025.

XI. Comments **6:05 PM**

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

XII. Closing Items — 6:15 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 June 10, 2025

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting that was held on June 10, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 10, 2025

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday June 10, 2025 at 5:00 PM

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

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Directors Present

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

Directors Absent

J. McFaul

Directors who arrived after the meeting opened

T. Rogers

Guests Present

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

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I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Jun 10, 2025 at 5:02 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

S. Peterson made a motion to adopt the agenda as presented.

W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

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

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-13-25.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent

VI. Consent

A. Consent - Business/Financial Services

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

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

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
W. Howard made a motion to approve all consent items listed.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. Business/Financial Services

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

S. Peterson made a motion to approve the Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2024-25.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of RingCentral Contract (Renewal)

W. Howard made a motion to approve the RingCentral Contract (Renewal).
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Wylie	Aye

Roll Call

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

C. Approval of DocuSign, Inc. (Renewal)

W. Howard made a motion to approve the DocuSign, Inc. (Renewal).
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. Education/Student Services

A. Approval of Reading Difficulties Risk Screener – Amira Learning

T. Rogers arrived at 5:31 PM.
S. Peterson made a motion to approve the Reading Difficulties Risk Screener – Amira Learning.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of Funds for Purchase of Student and Faculty Technology

T. Rogers made a motion to approve the Funds for Purchase of Student and Faculty Technology.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Zoom (Renewal)

W. Howard made a motion to approve the Zoom (Renewal).
T. Rogers seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Personnel Services

A. Approval of a One-Time Bonus - Employee Longevity Recognition Stipend

T. Rogers made a motion to approve a One-Time Bonus - Employee Longevity Recognition Stipend.
W. Howard seconded the motion.
T. Rogers emphatically made the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Public Hearings

A. Adopted Budget 2025-26, First Reading

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: 5:54 P.M.
Hearing Closed: 6:13 P.M.

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

There were no questions or discussions.

Shannon Green, Director of Fiscal Services, presented the first reading of the Adopted Budget.

B. Local Control & Accountability Plan (LCAP) 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: 6:13 P.M.
Hearing Closed: 6:29 P.M.

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

There were no questions or discussions.

Ericka Zemmer, Assistant Superintendent, presented the LCAP.

XI. Adjourn to Closed Session

A. Closed Session

T. Rogers made a motion to adjourn to closed session.
S. Peterson seconded the motion.
The meeting was adjourned to Closed Session at 6:29 P.M.
The board **VOTED** to approve the motion.

Roll Call

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

XII. Reconvene Regular Meeting

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

The Regular Meeting of the Board was reconvened at 7:01 P.M.

Board Clerk T. Rogers reported the following action during closed session:

Under Gov. Code § 54957, the Board conducted the Superintendent's performance evaluation and found it satisfactory. The Board approved a one-year contract extension through June 30, 2026, and advanced the Superintendent to Step 4 on the certificated administrative salary schedule, with a new annual salary of $198,908.51, effective July 1, 2025.

Vote: The actions were approved by a 4-0 vote.
– Ayes: Wylie, Peterson, Rogers, Howard
– Absent: McFaul

XIII. Comments

A. Board Comments

Board members expressed deep appreciation to staff and leadership for their hard work and dedication throughout the 2024–2025 school year, especially acknowledging the heavy lift in June. They highlighted the collaborative and supportive environment at CalPac, with gratitude extended to both present and absent team members. The Board also commended the Superintendent for her guidance and celebrated the collective efforts that make CalPac a strong and successful organization.

B. Superintendent Comments

C. Feher reflected on a successful and celebratory school year, noting the positive energy as the year closes. She highlighted a strong hiring season, commending C. Amador for her efforts in recruiting and sharing that the school is attracting exceptional candidates. C. Feher expressed excitement about introducing new team members at upcoming in-person events following the August board meeting.

XIV. Closing Items

A. Adjourn Meeting

W. Howard made a motion to adjourn the Regular Meeting of the Board.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call
S. Peterson Aye

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:05 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- May 24-25 School Highlights - Los Angeles.pdf
- May 24-25 School Highlights - San Diego.pdf
- May 24-25 School Highlights - Sonoma.pdf
- 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
- Special Education Program Specialist Board Approved June 2025.pdf
- 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
- 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
- RingCentral Quote 2025-2026.pdf
- RingCentral Contract 25-26.pdf
- DocuSign, Inc 2025-26.pdf
- Amira Learning Quote 2025-26.pdf

- Staples Tech - Student Chromebook.pdf
- Staples Tech - Teacher Computer.pdf
- Tech Accessories.pdf
- Charter Tech Services Estimate 1730.pdf
- Zoom Contract.pdf
- 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
- 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
- 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

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FOR MORE INFORMATION

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

Coversheet

Consent - Business/Financial Services

Section: VI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Surplus of Electronics - June 2025.pdf

Date	Serial #	Make and Model	Asset #
5/29/2025	4K9V9FDW600054P	Samsung Chromebook 4	LA-20210848
5/29/2025	4K9V9FDW600065R	Samsung Chromebook 4	SO-20210332
5/29/2025	4WQR9FDW704126L	Samsung Chromebook 4	SD-20210654
5/29/2025	PF4ZZXLX	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211224
5/29/2025	PF4Z76NX	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211175
5/29/2025	4K9V9FFNB10940D	Samsung Chromebook 4	LA-20210229
5/29/2025	4K9V9FDW600250V	Samsung Chromebook 4	LA-20210907
5/29/2025	4K9V9FANC17797M	Samsung Chromebook 4	LA-20210318
5/8/2025	0.3	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210937
5/13/2025	4WQR9FAR306911N	Samsung Chromebook 4	LA-20210651
5/13/2025	5CD111P7Z5	HP Chromebook x360 11MK G3 EE	LA-20210560
5/15/2025	NXAZ1AA00231215B927600	Acer 315 15" N5100 4GB RMA 32GB EMMC	SD-20210695
5/15/2025	NXGDDAA00163009F3E7600	Acer Chromebook 14 for Work (CP5-471)	LA-20210155
5/16/2025	4K9V9FANC17731T	Samsung Chromebook 4	LA-20210381
5/16/2025	4WQR9FFW800334X	Samsung Chromebook 4	LA-20211028
5/16/2025	PF4Z9XDX	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210822
5/29/2025	4WQR9FAWB00012T	Samsung Chromebook 4	SO-20210433
5/29/2025	4WQR9FDW703913P	Samsung Chromebook 4	LA-20210999
5/29/2025	NXAZ1AA002321003B77600	Acer 315 15" N5100 4GB RMA 32GB EMMC	28
5/29/2025	4k9v9fanc02030t	Samsung Chromebook 4	Unknown
5/29/2025	4K9V9FDW600240X	Samsung Chromebook 4	LA-20210857
5/29/2025	L8NXCV03W873329	ASUS Chromebook C423	Unknown
5/29/2025	8SGV7S3	Dell Inspiron	35
5/29/2025	69R1PL3	Dell Inspiron	8
	4K9V9FDW600080D	Samsung Chromebook 4	SD-20210634
6/3/2025	C02F13SDMD6M	MacBook Pro (16-inch, 2019)	16
6/9/2025	4WQR9FAWB00249P	Samsung Chromebook 4	LA-20211108

Coversheet

Budget Adoption 2025-2026

Section: VII. Business/Financial Services
Item: A. Budget Adoption 2025-2026
Purpose: Vote
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 Budgets serve as the school's official financial plan and provides the framework for allocating resources to support educational goals and strategic priorities.

Following the previous first reading, the 2025–26 Adopted Budgets are now presented for formal Board approval for each of the three California Pacific Charter Schools:

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

No changes have been made to the budgets since the first reading. The versions presented today already incorporated updated assumptions from the Governor's May Revision, current enrollment projections, staffing plans, and the latest funding guidance from charter authorizers and oversight agencies. Furthermore, each budget remains aligned with its respective school's Local Control and Accountability Plan (LCAP) to ensure that financial planning supports identified student needs and strategic priorities.

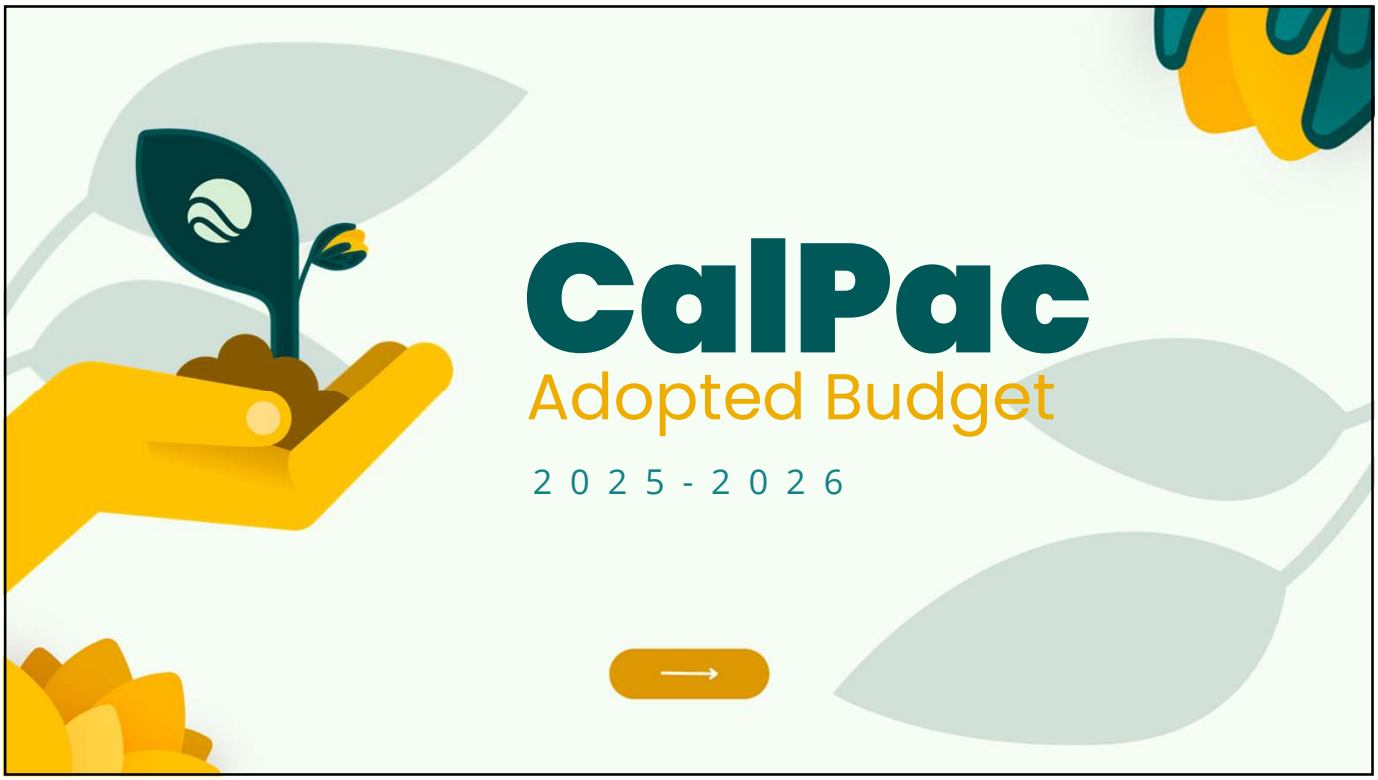
Approval of these Adopted Budgets enables the CalPac Board to fulfill its fiduciary responsibilities and demonstrate an ongoing commitment to fiscal responsibility, transparency, and student-centered planning. Upon approval, the budgets will be:

- Posted on the CalPac website.
- Submitted to the schools' authorizing agencies (per their respective requirements).
- Uploaded into the State's SACS (Standardized Account Code Structure) portal.

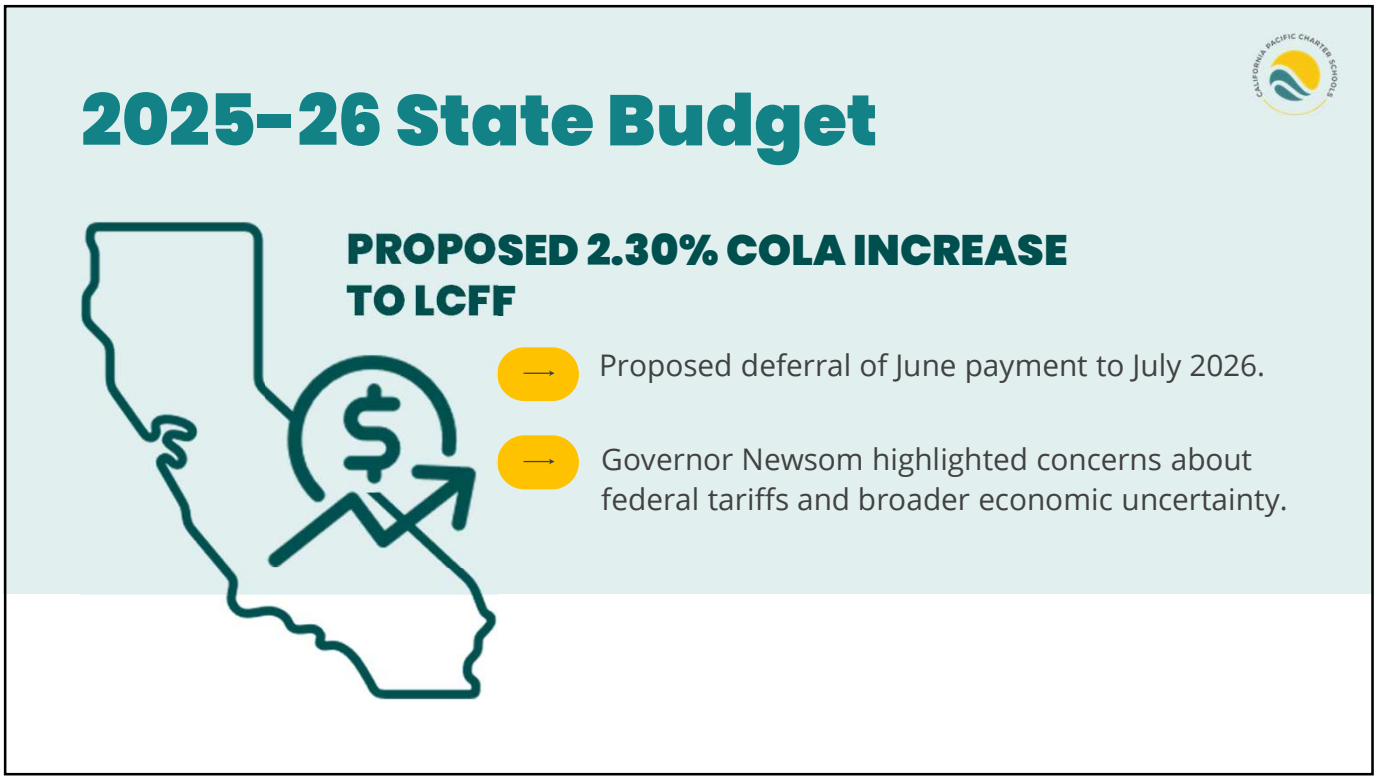
Additionally, wet-signed hard copies of the Board approval and all required documentation will be mailed to the appropriate oversight agencies, in full compliance with submission requirements.

RECOMMENDATION:

It is recommended that the Board approve the 2025–26 Adopted Budgets for California Pacific Charter Schools – Los Angeles (#1751), San Diego (#1758), and Sonoma (#2037), 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:

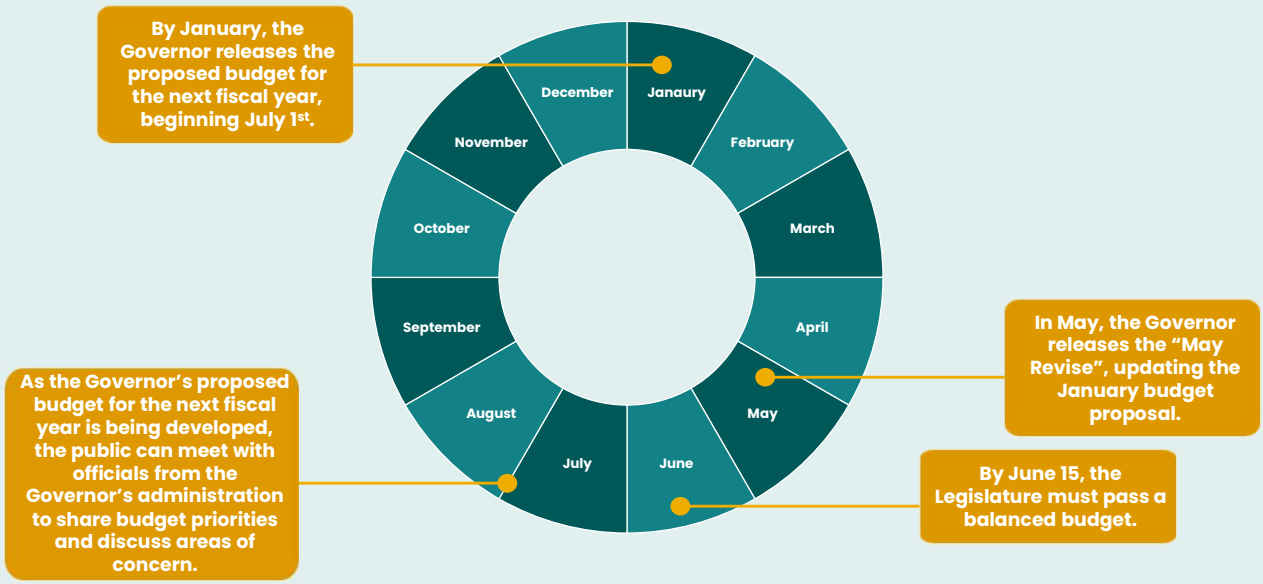
- Increased Audit requirements
- SB740 Funding Determination reporting annually
- Getting rid of Small School Districts as Authorizers
- Restrictions on Vendor Contracts



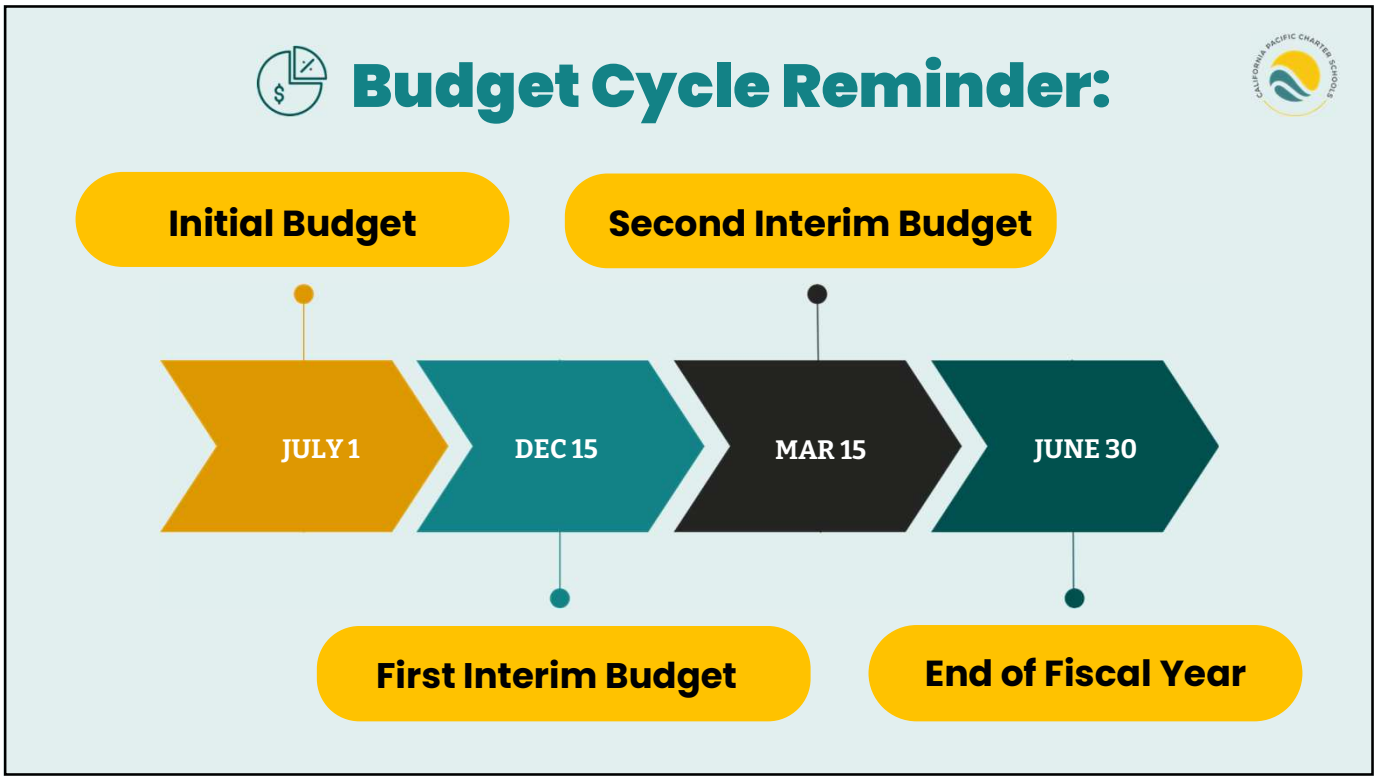
AB 84 passed the Assembly and now goes into the Senate.

3

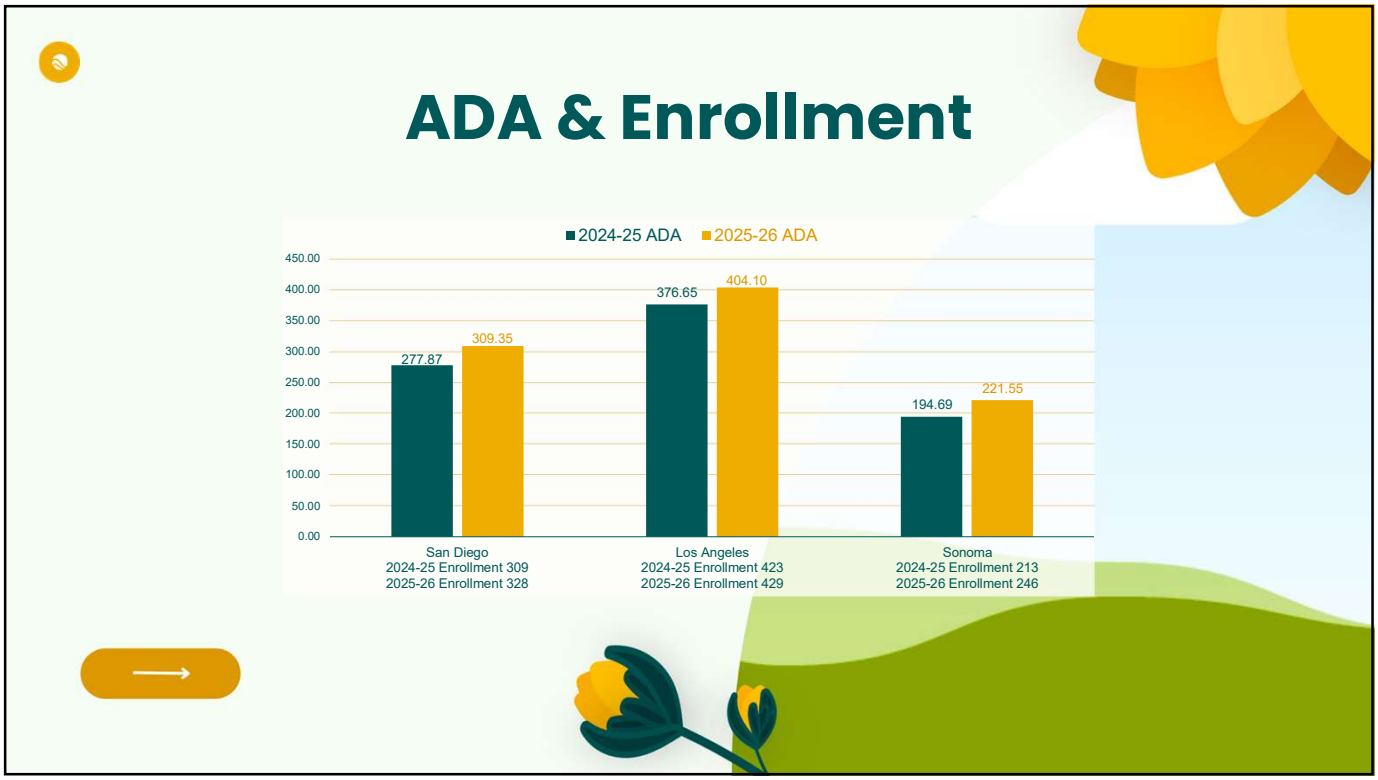
State Budget Timeline



4


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

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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%**

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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.

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Budget Components

SALARY



New Positions for 2025-26:

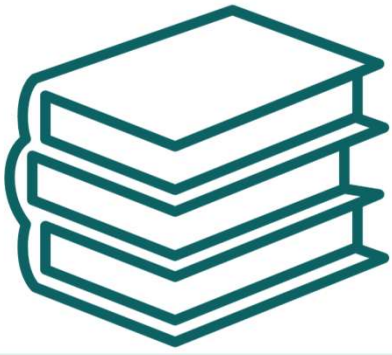
- 5 - Online Teachers
- 1 - MTSS and Intervention Coordinator
- 1 - Speech and Language Pathologist
- 1 - Program Specialist

2025-26 Strategic Staffing Plan was approved at May 2025 Board Meeting

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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.

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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

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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%

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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

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Questions?

THANK YOU

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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.

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

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%**

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%**

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.

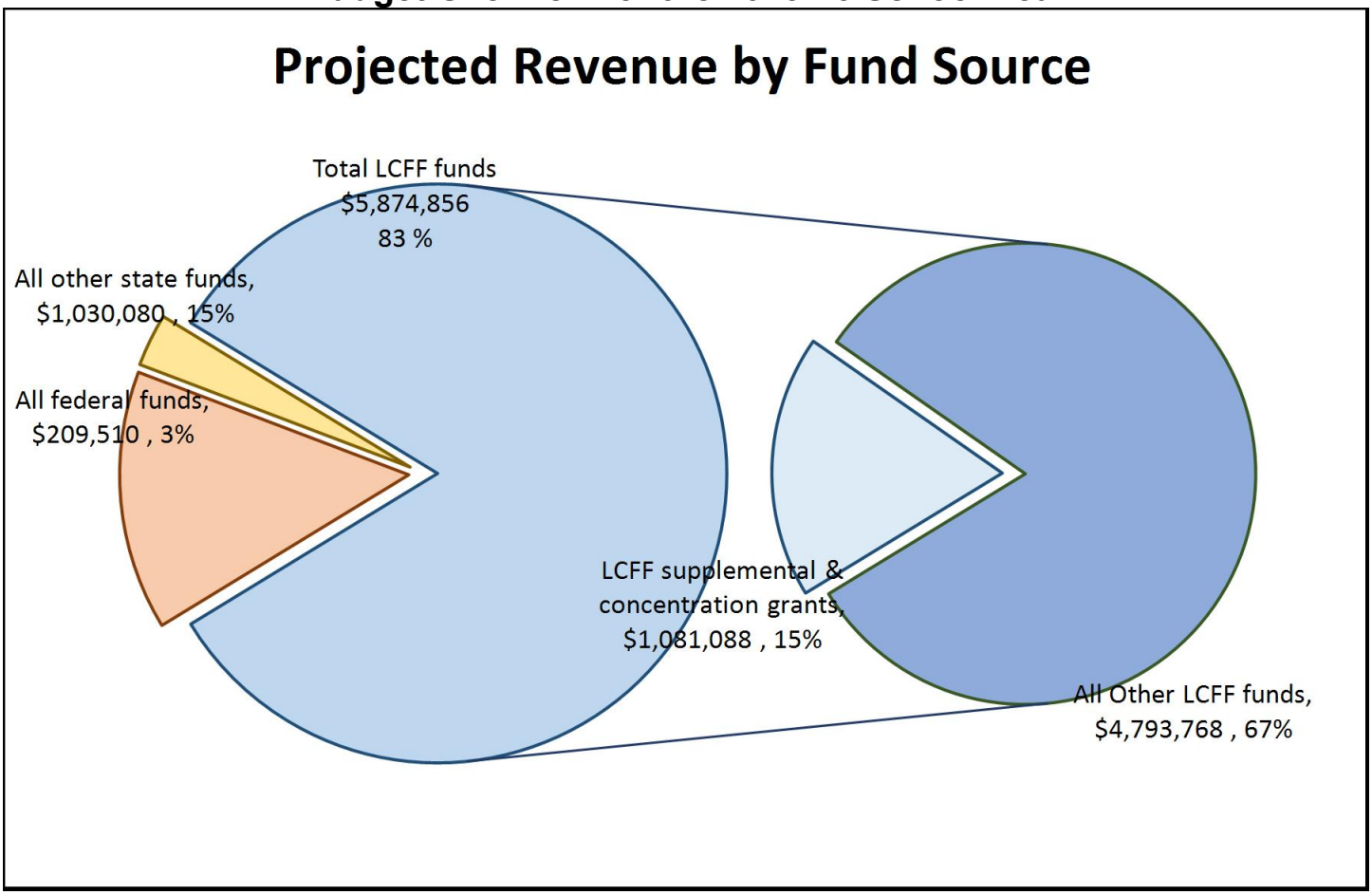
LCFF Budget Overview for Parents

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

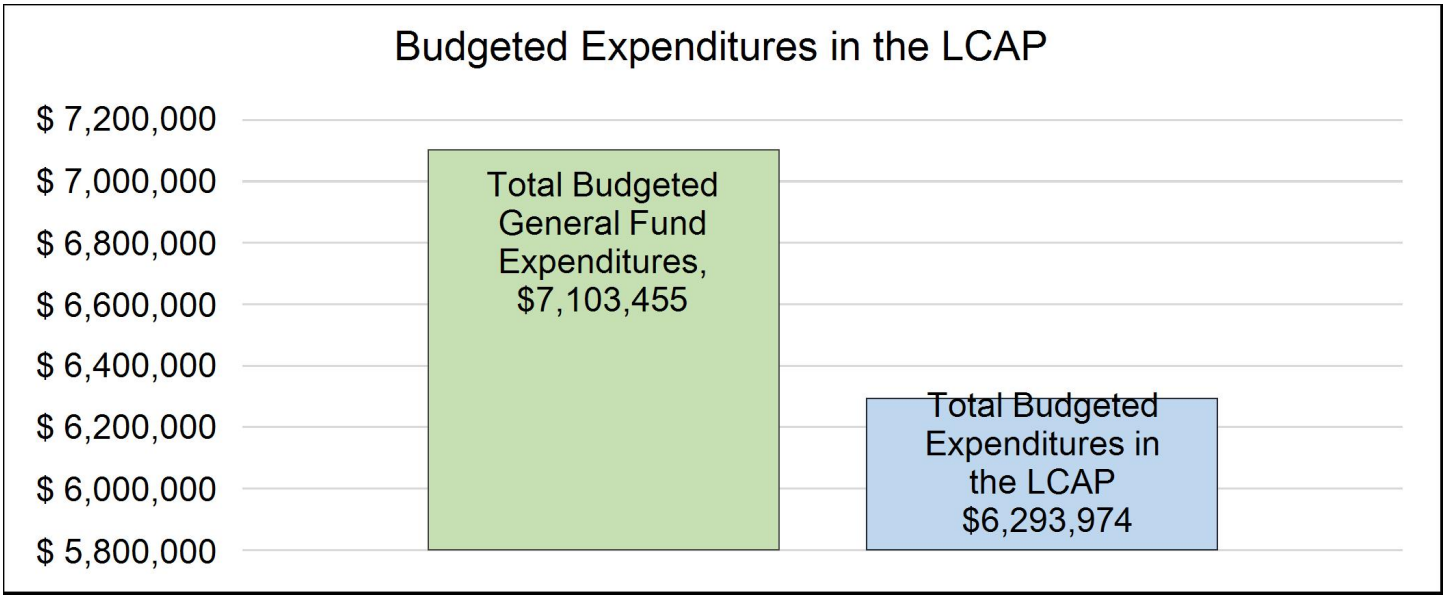


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

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:

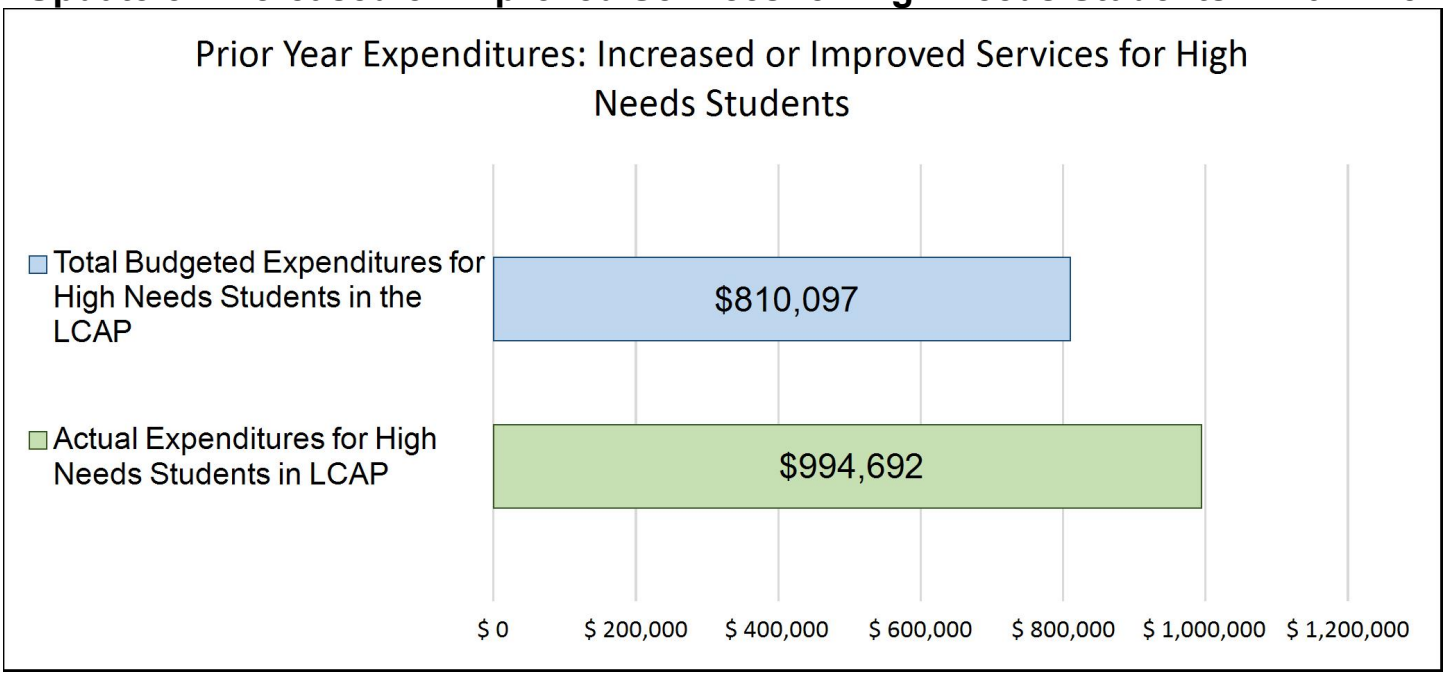
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

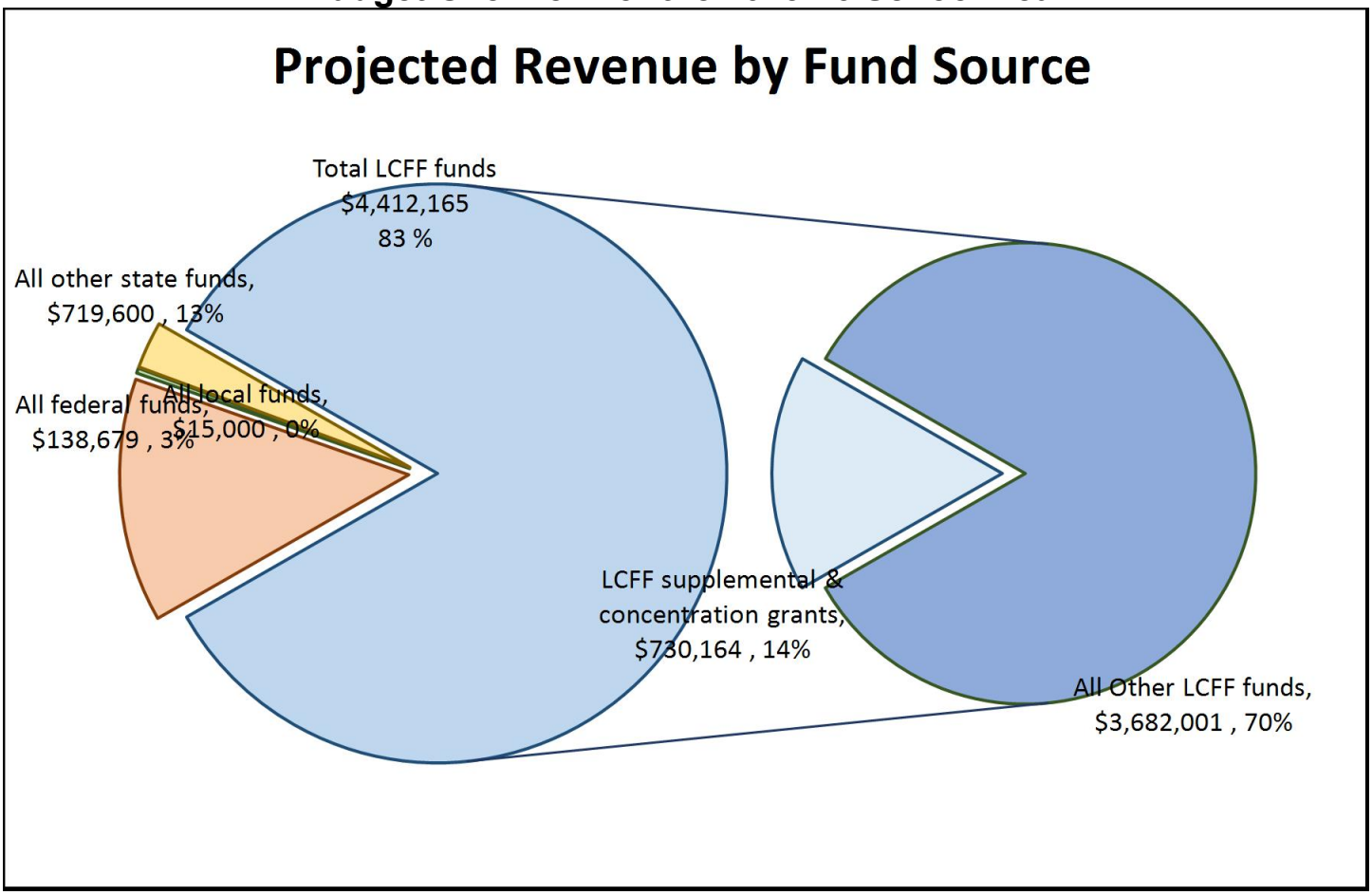
LCFF Budget Overview for Parents

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

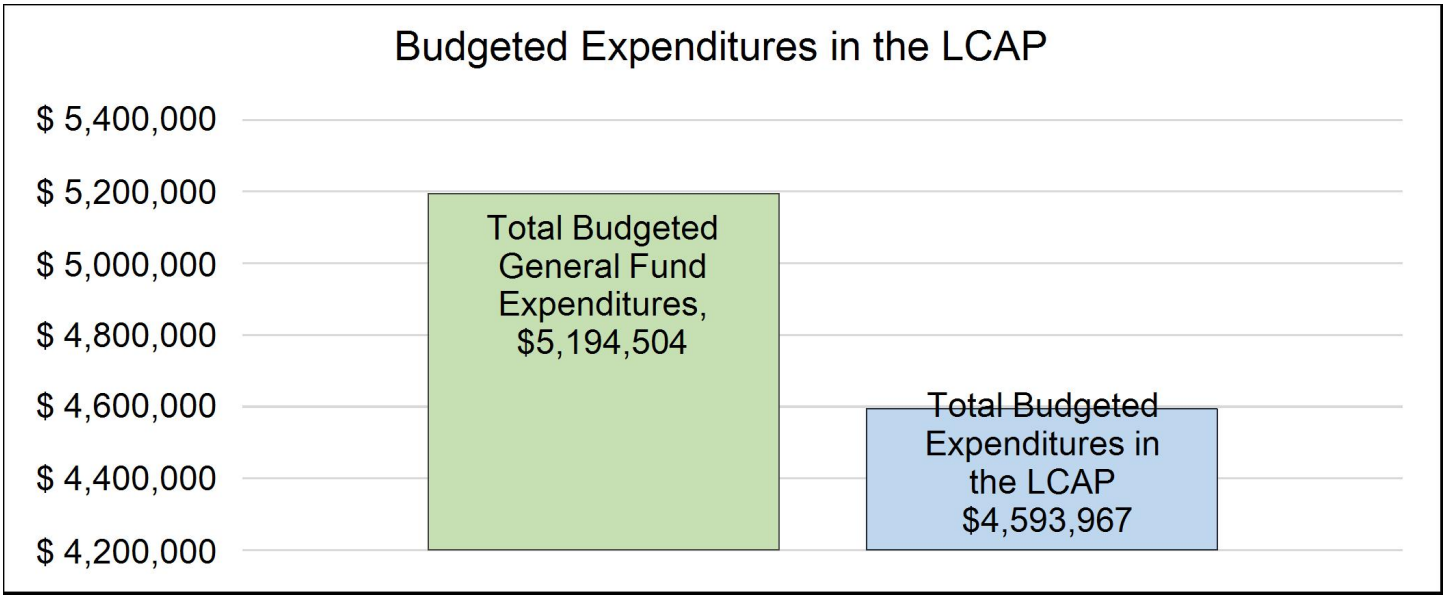


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

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:

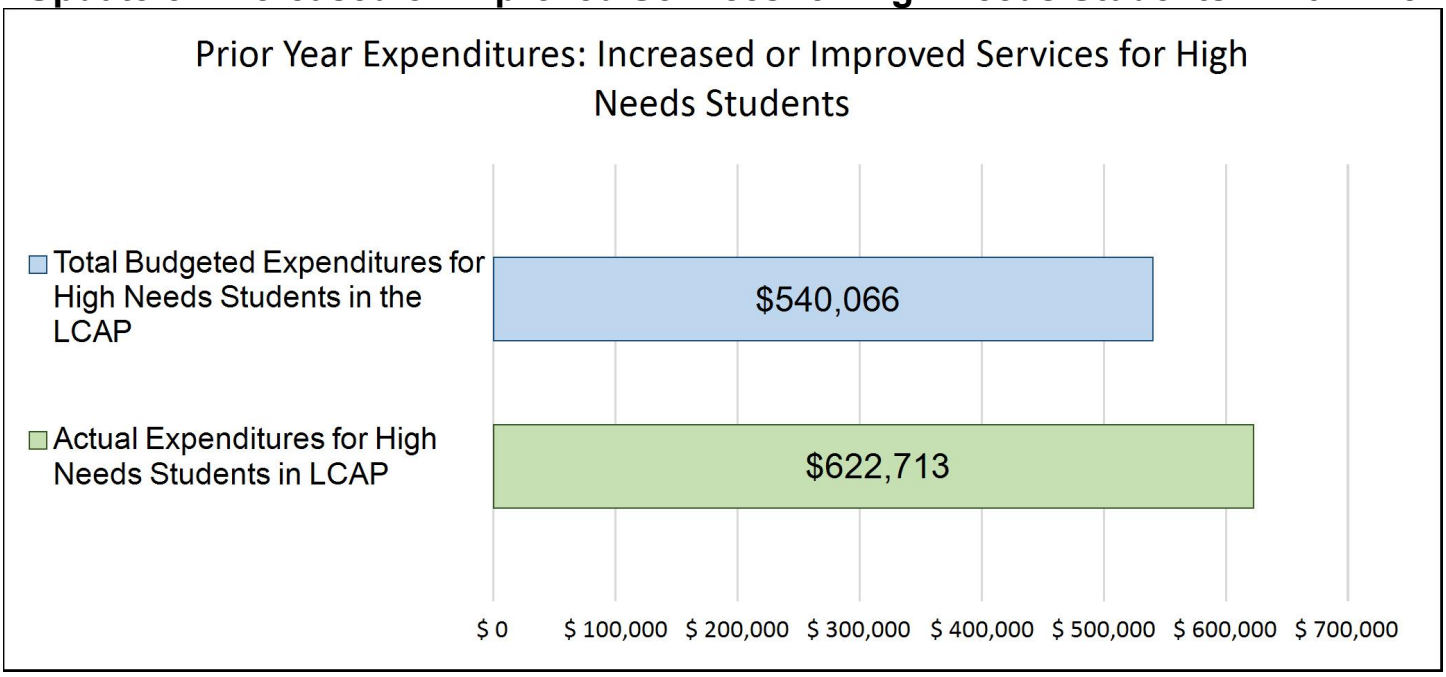
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

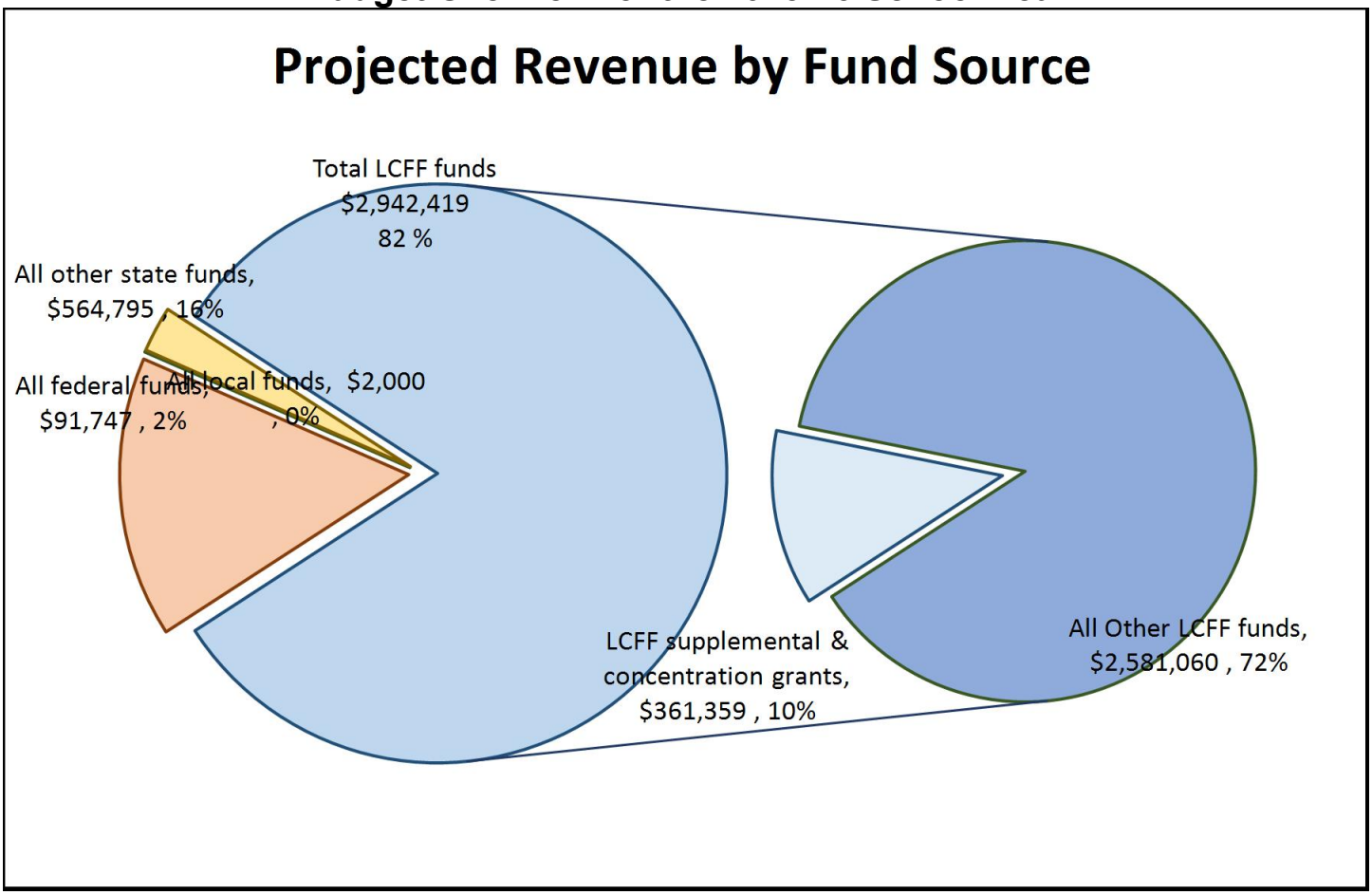
LCFF Budget Overview for Parents

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

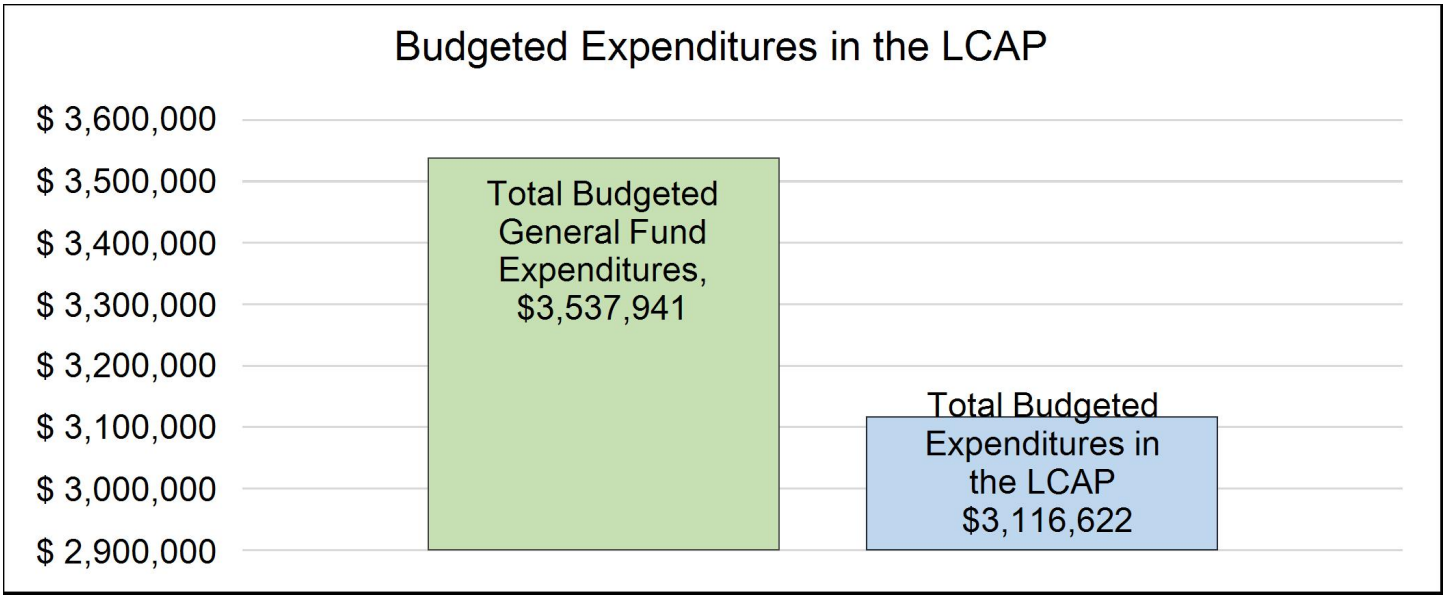


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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:

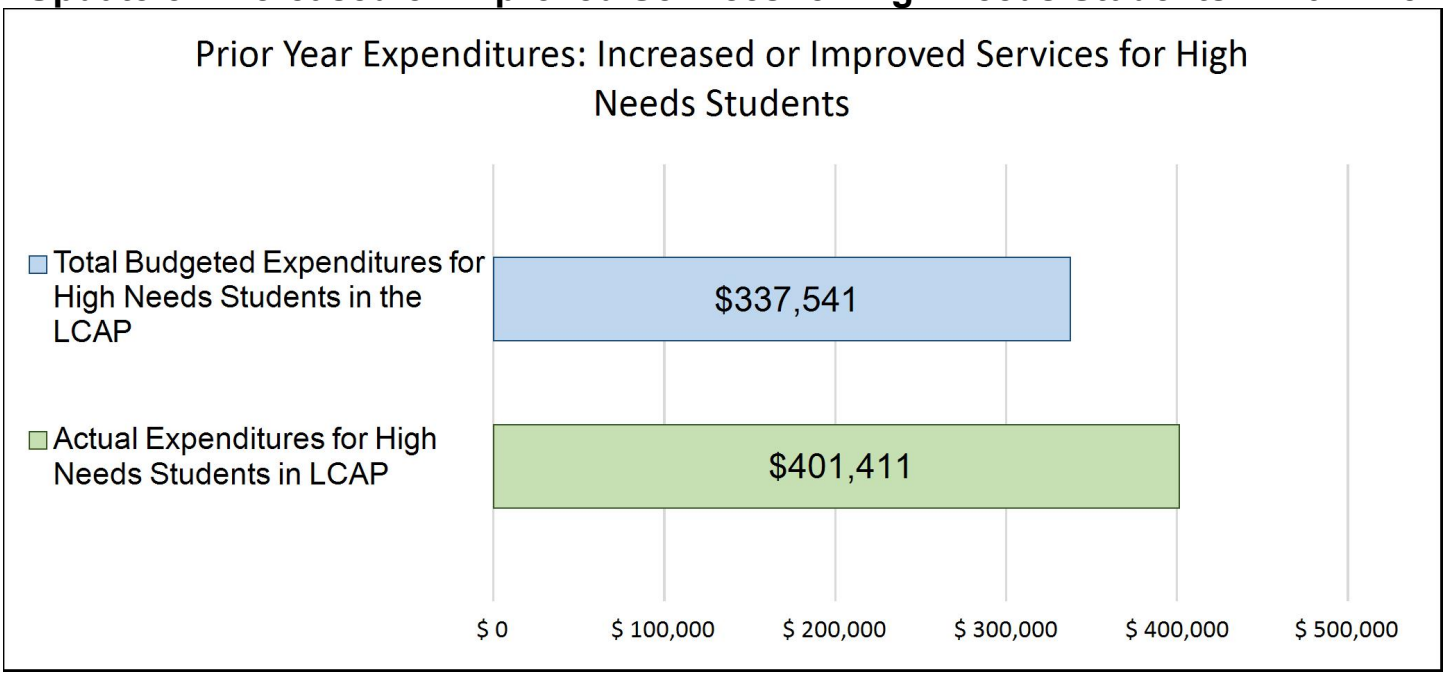
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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

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

Section: VII. Business/Financial Services
Item: B. Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports
Purpose: Vote
Submitted by: Shannon Green
Related Material:
2024-25 Expenditure Report #1751 California Pacific Charter School-Los Angeles.pdf
2024-25 Expenditure Report #1758 California Pacific Charter School-San Diego.pdf
2024-25 Expenditure Report #2037 California Pacific Charter School-Sonoma.pdf
2025-26 Spending Plan - #1751 California Pacific Charter School-Los Angeles.pdf
2025-26 Spending Plan - #1758 California Pacific Charter School-San Diego.pdf
2025-26 Spending Plan - #2037 California Pacific Charter School-Sonoma.pdf

BACKGROUND:

California charter schools receive funding through the Education Protection Account (EPA), which supports public education by allocating a portion of state tax revenues. These funds are restricted to classroom-related expenses, such as teacher salaries and instructional support, and may not be used for administrative costs.

To comply with state transparency and accountability requirements, schools must annually approve and publicly post an EPA Spending Plan that outlines how the funds will be used. In addition, EPA Expenditure Reports are required to document how the funds were spent in the prior fiscal year.

Submitted for the Board's approval are the EPA Spending Plans for 2025–26 and the Expenditure Reports for 2024–25 for each of the three California Pacific Charter Schools:

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

Each Spending Plan designates EPA funds exclusively for certificated teacher salaries in accordance with state law, and each Expenditure Report confirms that EPA funds were used appropriately during the prior fiscal year.

Approval of these plans and reports affirms each school's compliance with EPA funding requirements and demonstrates CalPac's commitment to fiscal transparency. Once approved, all documents will be posted on the CalPac website, as required by law.

RECOMMENDATION:

It is recommended that the Board approve the Education Protection Act (EPA) Spending Plans and Expenditure Reports for California Pacific Charter Schools – Los Angeles (#1751), San Diego (#1758), and Sonoma (#2037), as presented.

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Education Protection Account
Expenditure Report

Name: California Pacific Charter - Los Angeles
Charter Number: 1751
Expenditures through: June 30, 2025
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	76,630.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		76,630.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	76,630.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		76,630.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Education Protection Account
Expenditure Report

Name: California Pacific Charter - San Diego
Charter Number: 1758
Expenditures through: June 30, 2025
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	56,654.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		56,654.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	56,654.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		56,654.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Education Protection Account
Expenditure Report

Name: California Pacific Charter - Sonoma
Charter Number: 2037
Expenditures through: June 30, 2025
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	38,946.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		38,946.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	38,946.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		38,946.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

Education Protection Account (EPA)
2025-26 Spending Plan

Name:	California Pacific Charter - Los Angeles
Charter Number:	1751
Adopted Budget Year:	2025-26

Education Protection Account (EPA) Overview

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

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

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

Use of Funds

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

Reporting Requirements

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

Board Responsibilities

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	80,820.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	80,820.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		80,820.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account (EPA)
2025-26 Spending Plan

Name:	California Pacific Charter - San Diego
Charter Number:	1758
Adopted Budget Year:	2025-26

Education Protection Account (EPA) Overview

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

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

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

Use of Funds

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

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	61,870.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	61,870.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		61,870.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account (EPA)
2025-26 Spending Plan

Name:	California Pacific Charter - Sonoma
Charter Number:	2037
Adopted Budget Year:	2025-26

Education Protection Account (EPA) Overview

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

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

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

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Board Responsibilities

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	44,310.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	44,310.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		44,310.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of Medi-Cal Contract

Section:	VII. Business/Financial Services
Item:	C. Approval of Medi-Cal Contract
Purpose:	Vote
Submitted by:	Shannon Green
Related Material:	California Pacific Charter Schools-SMAA(10007290)2025-2026.pdf SMAA - Appendix A District Contact Sheet - Updated for 2025-26.pdf SMAA - Appendix B - Certification Regarding Lobbying.pdf SMAA - Appendix C - Data Use Agreement.pdf

BACKGROUND:

All three California Pacific Charter Schools (CalPac) participate in the California Department of Health Care Services (DHCS) Local Educational Agency Medi-Cal Billing Option Program, to recover costs associated with eligible student services. This initiative allows each of the schools to receive reimbursements through Medi-Cal for certain health-related services provided to students who are eligible beneficiaries. Billing is administered in partnership with the San Joaquin County Office of Education and CEDR Systems.

Through this program, CalPac will bill Medi-Cal for a variety of approved services, including but not limited to counseling, mental health, speech/language therapy, and other health supports that are documented through IEPs or health support plans.

Reimbursements are expected to reach the six-figure range annually across all three schools, based on historical claims. As the schools build a claims history, this revenue may become more consistent and predictable over time.

Participation in this program provides meaningful fiscal support for student services but requires adherence to several compliance standards, including:

- **Random Moment Time Study (RMTS):** Certain staff must respond to time-study surveys throughout the year to support administrative cost recovery.
- **Annual Cost Report (CRCS):** CalPac must submit an annual cost and reimbursement report to DHCS.
- **Qualified Providers:** Only services delivered by credentialed or licensed staff are eligible for reimbursement.
- **Service Documentation:** All billed services must be documented thoroughly and consistently.
- **Parental Consent:** One-time written consent must be obtained before billing Medi-Cal for a student.
- **Data Privacy:** Student health information must be handled in compliance with FERPA (and, in some cases, HIPAA).
- **Vendor Oversight:** Although a billing vendor is utilized, CalPac remains responsible for ensuring program compliance.

While the requirements are detailed, the revenue generated through the program continues to justify the effort and resources needed for compliance.

RECOMMENDATION:

It is recommended the Board approve continued participation in the LEA Medi-Cal Billing Option Program and the RMTS process for the 2025–2026 school year, including authorization to work with the Region 9 LEC, San Joaquin County Office of Education, and CEDR Systems to facilitate claiming and compliance activities, as presented.

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

AGREEMENT NUMBER: 10007290

CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
PARTICIPATION AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the California Pacific Charter Schools, 940 South Coast Drive, Suite 185, Costa Mesa, California 92626, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the California State Department of Health Care Services, hereinafter referred to as STATE, which is incorporated herein by this reference, to serve as the Local Educational Consortium (LEC) for the Region 9 in accordance with the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, SUPERINTENDENT has been designated by the STATE to represent school districts and county offices located in Region 9, hereinafter referred to as LEA (Local Education Agency) to administer School-Based Medi-Cal Administrative Activities (SMAA) described as Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, the goal of the School-Based Medi-Cal Administrative Activities (SMAA) Program is to improve the availability and

accessibility of Medi-Cal services to Medi-Cal eligible and potentially eligible individuals, and their families where appropriate, served by the SUPERINTENDENT and participating LEA'S; and

WHEREAS, DISTRICT is providing School-Based Medi-Cal Administrative Activities and wishes to participate in the School-Based Medi-Cal Administrative Activities Program.

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 TERM. The term of this AGREEMENT shall be for a period of one year commencing on July 1, 2025, and ending on June 30, 2026, subject to termination as set forth in this AGREEMENT.

2.0 RESPONSIBILITIES OF SUPERINTENDENT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, state and SUPERINTENDENT'S program requirements.

b. "Certify" to the STATE:

1. The amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulation expended are allowable "Program activities".
2. The availability and expenditure of one hundred percent (100%) of the non-Federal cost of performing Program activities.
3. That DISTRICT expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

c. Act as liaison between STATE and DISTRICT and as mandated by STATE, attend STATE trainings.

d. As mandated, provide a software platform through a third party vendor, through which the DISTRICT shall utilize the Random Moment Time Survey (RMTS) process. Although the SUPERINTENDENT will make every reasonable effort to facilitate the use of the software platform, the SUPERINTENDENT is not responsible for problems resulting from software platform or system errors.

e. Represent DISTRICT'S issues, concerns, and questions at scheduled statewide LEC Advisory Committee meetings, STATE meetings, and SMAA Program work groups.

f. Conduct Region 9 LEC DISTRICT SMAA Coordinator meetings and trainings and provide STATE approved training materials and updates to DISTRICT.

g. On behalf of STATE, provide SMAA and RMTS program technical assistance.

h. Code all RMTS moments and make available to the DISTRICT its RMTS results. Coding is based on the presumption that the responses received from the DISTRICT are accurate and all necessary documentation exists to support it. The LEC shall not be responsible for monitoring, reviewing or verifying documentation for any coded moment.

i. Prepare and submit the School-Based Medi-Cal Administrative Activities (SMAA) quarterly invoices and related supporting documentation to the STATE on behalf of the DISTRICT and convey to the DISTRICT by warrant all funds received on behalf of DISTRICT from the STATE less

any amount due the SUPERINTENDENT as defined in Section 5.0 of this AGREEMENT. No funds will be conveyed to DISTRICT for invoices that have been disallowed by the STATE or any federal agency.

j. Work with DISTRICT to resolve any outstanding matters that prevent SUPERINTENDENT'S certification of claim.

k. Monitor SMAA and RMTS compliance of DISTRICT with all Federal, STATE, and SUPERINTENDENT'S Program requirements.

l. Designate an employee to act as liaison to DISTRICT regarding issues relating to this AGREEMENT.

m. Assist the DISTRICT with the calculation of the LEA Medi-Cal Eligibility Rate or "Data Match percentage" from total student enrollment data provided by the DISTRICT.

n. Provide DISTRICT access to STATE SMAA Appeal Process upon request and appeal DISTRICT decision or action through the STATE SMAA Appeal Process as necessary.

3.0 RESPONSIBILITIES OF DISTRICT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, STATE and SUPERINTENDENT'S program requirements.

b. Comply fully with all Title XIX Federal, STATE, and SUPERINTENDENT'S Program requirements.

c. RMTS software platform may be accessed only by employees of the DISTRICT for RMTS purposes. DISTRICT agrees to comply with the confidentiality and other requirements

associated with use of the RMTS software platform. DISTRICT shall be responsible for any unauthorized use and understands that the DISTRICT may be held liable.

d. Quarterly assess SMAA claiming potential within the DISTRICT and determine which staff regularly perform SMAA-related activities and what direct charges, if applicable, will be claimed. The DISTRICT will determine which staff participate in the quarterly Random Moment Time Survey (RMTS).

e. Certify to the SUPERINTENDENT and STATE:

1. The amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulations expended on the allowable "program activities".

2. The availability and expenditure, from allowable non-Federal funding sources, of one hundred percent (100%) of the cost of performing program activities.

3. Expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

f. Ensure that DISTRICT'S designated SMAA Coordinator attends quarterly Region 9 LEC SMAA Coordinators trainings and meetings.

g. Adhere to timelines established by the STATE and SUPERINTENDENT for completion of Program documentation (e.g., Program invoices, Random Moment Time Survey (RMTS) Rosters, Coding reports, etc.). Respond in a timely

manner to all STATE and SUPERINTENDENT requests for information and documentation.

h. Respond to SUPERINTENDENT reviews with information and corrected documents upon request and work with SUPERINTENDENT to resolve any outstanding matters.

i. Appeal SUPERINTENDENT's decision through the STATE SMAA LEA Appeal Process if necessary.

j. Participate in the quarterly Random Moment Time Survey (RMTS), as required by the Centers for Medicare and Medicaid Services (CMS), to determine the amount of paid time spent on Program claimable activities.

k. DISTRICT will maintain a minimum response rate of eighty-five percent (85%) of the moments assigned per time study quarter. If DISTRICT is unable to maintain the required response rate, DISTRICT will have sanctions applied according to the School-Based Medi-Cal Administrative Activities (SMAA) Manual.

l. Develop and maintain at the DISTRICT an Audit File to include at a minimum the following:

- Training materials.
- Random Moment Time Survey (RMTS) Time Survey Participant (TSP) Roster Reports and other documentation, including validation of time survey participant attendance.
- Time certification and supporting documentation for direct charge staff.
- Job Descriptions.
- Medi-Cal Percentage documentation.
- Invoice documents and supporting documentation.
- Contracts/MOU.
- Organizational Charts.

- School Calendar.
- Resource Directories and outreach materials.
- Program review documentation.
- Alternative Format Plan.

m. Review and certify School-Based MAA invoices to the LEC in conformance with STATE requirements and timelines providing SUPERINTENDENT with copies of SMAA invoice supporting documentation upon request.

n. DISTRICT agrees to maintain and preserve, documentation for a period of not less than five years after termination of Agreement and final payment from Department of Health Care Services (DHCS) to SUPERINTENDENT, to permit Department of Health Care Services (DHCS) or any duly authorized representative, to have access to examine or audit any pertinent books, documents, papers and records related to this AGREEMENT and to allow interviews of any employee who might reasonably have information related to such records.

o. If DISTRICT'S AGREEMENT is in excess of Ten thousand dollars ($10,000.00), DISTRICT shall agree and comply with the following terms and conditions:

1. Maintain books, records, documents, and other evidence, accounting procedures and practices, sufficient to properly reflect all direct and indirect costs of whatever nature claimed to have been incurred in the performance of this AGREEMENT, including any matching costs and

expenses. The foregoing constitutes "records" for the purpose of this provision.

2. DISTRICT'S facility or office or such part thereof as may be engaged in the performance of this AGREEMENT and its records shall be subject at all reasonable times to inspection, audit, and reproduction.

3. The Department of Health Care Services (DHCS), the Department of General Services, the Bureau of State Audits, or their designated representatives including the Comptroller General of the Unites States shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this AGREEMENT. DISTRICT agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, DISTRICT agrees to include a similar right of the STATE to audit records and interview staff related to performance of this AGREEMENT.

4. Preserve and make available its records (1) for a period of five (5) years from the date of final payment under this AGREEMENT, and (2) for such

longer period, if any, as required by applicable statute, by any other provision of this AGREEMENT, or by subparagraphs (a) or (b) below:

(a) If this AGREEMENT is completely or partially terminated, the records relating to the work terminated shall be preserved and made available for a period of five (5) years from the date of resulting final settlement.

(b) If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular five-year period, whichever is later.

5. DISTRICT shall comply with the above requirements and be aware of the penalties for violations of fraud and for obstruction of investigation as set forth in Public Contract Code §10115.10, if applicable.

6. DISTRICT, may at its discretion, following receipt of final payment under this AGREEMENT, reduce its accounts, books and records related

to this AGREEMENT to microfilm, microfiche, digital format, computer disk, CD ROM, DVD, or their data storage medium. Upon request by an authorized representative to inspect, audit or obtain copies of said records, DISTRICT must supply or make available applicable devices, hardware, and/or software necessary to view, copy and/or print said records. Applicable devices may include, but are not limited to microfilm/microfiche readers and microfilm/microfiche printers, image retrieval software and/or printers, etc.

p. The STATE, through any authorized representatives, has the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed hereunder and the premises in which it is being performed. If any inspection or evaluation is made of the premises of DISTRICT, DISTRICT shall provide all reasonable facilities and assistance for the safety and convenience of the authorized representative in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.

q. In the event an invoice is revised or is disallowed by the STATE, agree to reimburse SUPERINTENDENT within thirty (30) days of receipt of an invoice from SUPERINTENDENT

evidencing SUPERINTENDENT'S payment to the STATE for DISTRICT'S revised or disallowed invoice.

r. Ensure no duplicative billings.

s. Hold SUPERINTENDENT harmless from any Federal disallowance of SMAA claim payments made to DISTRICT by the STATE.

t. Designate an employee to act as a liaison with SUPERINTENDENT to provide DISTRICT specific information relative to SMAA Program administration and fiscal issues.

u. Provide SUPERINTENDENT with student data files required for the calculation of the LEA Medi-Cal Eligibility Rate or "Data Match percentage".

v. Provide SUPERINTENDENT WITH fiscal data necessary to complete the School-Based Medi-Cal Administrative Activities (SMAA) invoice.

w. **Complete and return with the fully executed AGREEMENT, the School-Based Medi-Cal Administrative Activities (SMAA) District Information, Appendix "A", Certification Regarding Lobbying, Appendix "B", School-Based Medi-Cal Administrative Activities (SMAA) Agreement for Disclosure and Use of Medi-Cal Data, Appendix "C", attached hereto and incorporated by reference herein**.

4.0 DATA USE AGREEMENT. The Parties agrees to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal system of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and

documents, and to permit only appropriate disclosure and use as may be permitted by law as specified in School-Based Medi-Cal Administrative Activities (SMAA) Agreement for Disclosure and Use of Medi-Cal Data (DATA USE AGREEMENT), Appendix "C", attached hereto and incorporated by reference herein. The DATA USE AGREEMENT must be signed by the Custodian of Records on behalf of the DISTRICT.

5.0 DISTRICT CLAIM REIMBURSEMENT. Upon satisfactory compliance of DISTRICT'S responsibilities outlined in Section 3.0 of this AGREEMENT and after SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT shall convey to DISTRICT by warrant transfer, all funds received on behalf of DISTRICT from the STATE less any amount due the SUPERINTENDENT and STATE as determined in Section 6.0 below. No funds will be conveyed to DISTRICT for invoices that have been revised or disallowed by the STATE or Federal. Payment to DISTRICT shall be made within forty-five (45) days of receipt and reconciliation of STATE funds by SUPERINTENDENT.

6.0 FEE SCHEDULE.

a. SUPERINTENDENT'S LEC Fees.

1. After SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT will transfer to DISTRICT an amount equal to the Federal share of cost received as reimbursement for DISTRICT'S SMAA claim submitted by DISTRICT, less four and one- half percent (4.5%) fee per quarterly claim which will be used to support SUPERINTENDENT'S SMAA administration. The four and one-

half percent (4.5%) LEC fee may be amended as necessary to support compliance with all Federal, STATE and SUPERINTENDENT'S program requirements.

2. Included in the LEC fee is the DISTRICT's share of the STATE Participation Fee assessed to each LEC region, based on the STATE's cost for administering the SMAA claiming process, RMTS Software Platform Fee, which is based on the DISTRICT's actual cost of utilizing the RMTS Software Platform through a third-party administrator selected by Region 9 LEC for the Random Moment Time Survey. In addition, the SUPERINTENDENT will assist the DISTRICT with the calculation or transmission of student data files to the DHCS for calculation of the Medi-Cal Eligibility Rate or "Data Match percentage."

3. SUPERINTENDENT will request from DISTRICT the fiscal information required to complete the SMAA invoice claim. Time Study Participant pool lists will be provided with the request to assist with collection of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the AGREEMENT. SUPERINTENDENT will establish and maintain a secure file transfer protocol (SFTP) site for the transmission of all fiscal related documentation. Once

notified that claims have been prepared and are ready for district's review, the DISTRICT will confirm that the final invoice is ready for electronic signatures. The SUPERINTENDENT will process and submit to DHCS for processing.

b. The obligations of SUPERINTENDENT and DISTRICT under this AGREEMENT are contingent upon the availability of funds furnished by the United States Government and the State of California. In the event that such funding is terminated or reduced, this AGREEMENT may be terminated, and SUPERINTENDENT'S and DISTRICT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT and DISTRICT from the United States Government and the State of California under this AGREEMENT. SUPERINTENDENT shall provide DISTRICT written notification of such termination. Notice shall be deemed given when received by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

7.0 FEDERAL CLAIMING.

a. TITLE 31 - Money and Finance, Subtitle V - General Assistance Administration, Chapter 75 - Requirements for Single Audits, Section 7502 requires each pass through entity provide the sub-recipient program names and any identifying numbers from which such assistance is derived. The Catalog of Federal Domestic Assistance (CFDA) number

for this Federal program is 93.778, Medical Assistance Program (Medi-Cal).

b. A "Vendor" means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a Federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the Federal program. Additional guidance on distinguishing between a sub-recipient and a vendor is provided in OMB Circular A-133.

8.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of this AGREEMENT, shall be and act as an independent contractor. SUPERINTENDENT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. SUPERINTENDENT assumes full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. SUPERINTENDENT shall assume full responsibility for payment of all Federal, STATE and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to SUPERINTENDENT'S employees.

9.0 COPYRIGHT. DISTRICT understands and agrees that all forms, plans, and related instructional materials developed by SUPERINTENDENT or DISTRICT under this AGREEMENT shall become the exclusive property of

the Department of Health Care Services. The Department of Health Care Services shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent all forms and related instructional materials developed under this AGREEMENT.

10.0 HOLD HARMLESS.

a. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the term of this AGREEMENT.

b. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the term of this AGREEMENT.

11.0 CONFIDENTIALITY.

a. SUPERINTENDENT and DISTRICT shall maintain confidentiality of their respective records and information, governing the confidentiality of client or student information for Medi-Cal clients served under this AGREEMENT. Applicable laws include, but are not limited to, 42 U.S.C. Section 1396a(a)7, 42 CFR Section 431.300, Welfare and Institutions Code, Section 14100.2 and 22 California Code of Regulations Section 51009 and all applicable Federal and/or STATE laws or regulations as each may now exist or be hereafter amended. The confidentiality obligations contained in this section shall survive termination of this AGREEMENT.

b. DISTRICT understands and agrees to take all reasonable steps to avoid unauthorized disclosure of any of SUPERINTENDENT'S agents' proprietary data provided for purposes of this AGREEMENT hereinafter defined as data file specifications, related instructions, management reports, training materials, plans or other information relating to the performance of SUPERINTENDENT'S agents services hereunder, disclosed by SUPERINTENDENT to DISTRICT pursuant to this AGREEMENT. DISTRICT shall not during or after the term of this AGREEMENT, permit the copying, duplication, or use of any of SUPERINTENDENT'S agents' proprietary data by or to any person other than authorized employees, agents or representatives of DISTRICT.

12.0 ACCURACY OF INFORMATION. DISTRICT shall make reasonable effort to assure that the information supplied to SUPERINTENDENT hereunder shall be true, complete, and accurate in all respects. DISTRICT shall assume sole responsibility for the truth, completeness and accuracy of all information supplied to SUPERINTENDENT and agrees that SUPERINTENDENT shall have no responsibility or liability for the truth, completeness or accuracy of any information submitted by DISTRICT hereunder. SUPERINTENDENT reserves the right to not certify SMAA invoice(s) that do not comply with STATE and Federal SMAA requirements.

13.0 LIMITATION OF LIABILITY. SUPERINTENDENT shall not be liable for damages or losses to DISTRICT employees, agents, independent contractors or students relating to lost medical services or lost data under this AGREEMENT. SUPERINTENDENT shall not be liable for any sums DISTRICT does not obtain in reimbursement from the STATE, or for any incidental, indirect, special or consequential damages to DISTRICT arising from the denial of any request for reimbursement from the STATE.

14.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this AGREEMENT shall not be assigned by the DISTRICT without prior written approval of SUPERINTENDENT.

15.0 COMPLIANCE WITH APPLICABLE LAWS. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree to comply with all Federal, STATE and local laws, rules, regulations and ordinances

that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S, equipment and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

16.0 LOBBYING RESTRICTIONS AND DISCLOSURE CERTIFICATION. **DISTRICT shall complete and return with the fully executed AGREEMENT the Certification Regarding Lobbying form, Appendix "B", attached hereto and incorporated by reference herein**, that the DISTRICT has not made, and will not make, any payment prohibited by Item 1 of the Certification Regarding Lobbying form.

17.0 DEBARMENT AND SUSPENSION CERTIFICATION. By signing this AGREEMENT, DISTRICT certifies to the best of its knowledge and belief, that it:

a. Is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or agency;

b. Has not within a three-year period preceding this AGREEMENT been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, STATE or local) transaction or contract under a public transaction; violation of Federal or STATE antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

c. Is not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, STATE or local) with commission of any of the offenses enumerated in Section 16.0(b) herein; and

d. Has not within a three-year period preceding this AGREEMENT had one or more public transactions (Federal, STATE or local) terminated for cause or default.

e. The terms and definitions herein have the meanings set out in the Definitions and Coverage sections of the rules implementing Federal Executive Order 12549.

f. If DISTRICT is unable to certify to any of the statements in this certification, DISTRICT shall submit an explanation to SUPERINTENDENT.

g. If DISTRICT knowingly violates this certification, in addition to other remedies available to the Federal Government, the Department of Health Care Services (DHCS) may terminate this AGREEMENT for cause or default.

18.0 ALTERNATIVE FORMAT. Under federal and state law, including the Americans with Disabilities Act, discrimination against qualified members of the public participating in public programs based on disability is prohibited. A person is a qualified member of the public if they are an appropriate person with whom a public agency should or would communicate. The rights of persons with disabilities must be protected to ensure meaningful and equal access to public services, including but not limited to Medi-Cal and other programs that DHCS oversees in whole or in part through partnerships with other entities.

a. SUPERINTENDENT and DISTRICT are required to provide auxiliary aids and services, free of charge, to ensure all qualified persons with speech, hearing, and/or vision disabilities can effectively communicate and participate in public programs, services, and/or activities.

b. SUPERINTENDENT and DISTRICT must also provide auxiliary aids and services to a family member, friend, or associate of the program participant if said individual is identified as the beneficiary's authorized representative, or it is someone with whom it is appropriate to communicate (e.g., a disabled parent of a beneficiary).

c. If an alternative format request is received from a qualified member of the public all documents provided to the beneficiary must be provided in the alternative format within two months of the request. All subsequent documentation provided to that individual must be in the requested alternative format.

d. In accordance with the Provider Participation Agreement and Addendum thereto, the California School-Based Medi-Cal Administrative Activities Manual (SMAA Manual) and DHCS's Policy and Procedure Letters, SUPERINTENDENT and DISTRICT are required to develop a plan to meet alternative format requirements by August 1, 2023 and to continuously monitor the plan's effectiveness.

e. The Alternative Format plan must be stored and maintained in the DISTRICT's audit records.

19.0 HIPAA. DISTRICT agrees to inform all students and faculty of the importance of complying with all relevant State and Federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPPA) to the extent applicable. In addition, DISTRICT agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Facility's policies and procedures relative to HIPAA.

20.0 NON-DISCRIMINATION. In the performance of this AGREEMENT, SUPERINTENDENT and DISTRICT agree that they shall not engage nor employ any unlawful discriminatory practices in employment of personnel or in any other respect on the basis of sex, race, color, ethnicity, national origin, ancestry, religion, age, marital status, medical condition, sexual orientation, physical or mental disability or any other protected group in accordance with the requirements of all applicable Federal or STATE law.

21.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT' Policy 400.7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

22.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with or without cause, terminate this AGREEMENT with the giving of thirty (30) days prior written notice to the other party. However, once SUPERINTENDENT has submitted a RMTS Roster Report to the Department of Health Care Services (DHCS), according to the School-Based Medi-Cal Administrative Activities (SMAA) Manual, DISTRICT may not terminate until the next quarter survey period.

23.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: California Pacific Charter Schools
940 South Coast Drive, Suite 185
Costa Mesa, California 92626
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

24.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent

similar act from again constituting a violation of such term or condition.

25.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

27.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: CALIFORNIA PACIFIC CHARTER SCHOOLS	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: _____	PRINTED NAME: Patricia McCaughey
TITLE: _____	TITLE: Executive Director
DATE: _____	DATE: May 20, 2025

California Pacific Charter Schools-SMAA(10007290)2025-2026
Zip5

Appendix A

LEC SMAA

Local Educational Consortium School-Based Medi-Cal Administrative Activities
Region 9 • Imperial, Orange, and San Diego Counties
Administered by the Orange County Superintendent of Schools

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

1 DISTRICT/SCHOOL

District/School Name _____ *County* _____

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Name _____ *District Job Title* _____

Street Address _____ *City, State, Zip* _____

Mailing Address (if different than street address) _____ *City, State, Zip* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

4. ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (1)

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

Powered by BoardOnTrack

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (2)

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

5. DISTRICT CONTACT – FISCAL DESIGNEE (SMAA INVOICE SIGNOR)

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

7. LEA BILLING OPTION PROGRAM SUBCONTRACTOR/THIRD-PARTY VENDOR

Company Name _____

Contact _____ *Contact Job Title* _____

Phone _____ *Email* _____

PRINTED NAME OF PERSON FILLING OUT FORM _____ **JOB CLASSIFICATION TITLE** _____

DATE _____

Appendix B

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of $100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DISTRICT: _____

BY: _____
Authorized Signature

PRINTED NAME: _____

TITLE: _____

DATE: _____

Powered by BoardOnTrack

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA) AGREEMENT FOR DISCLOSURE AND USE OF MEDI-CAL DATA

DISTRICT and SUPERINTENDENT agree to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal systems of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law.

DISTRICT and SUPERINTENDENT mutually agree that the following named individual is designated as "Custodian of the Files" on behalf of the DISTRICT and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security to prevent unauthorized acquisition, access, use or disclosure. The DISTRICT agrees to notify SUPERINTENDENT of any change to the custodianship information. DISTRICT and SUPERINTENDENT mutually agree, that these related data file(s) will be used solely for the following purpose: to allow the LEC to verify the Medi-Cal eligibility of beneficiaries in order to establish the Medi-Cal Eligibility Ratio (MER) to submit claims for the School-Based Medi-Cal Administrative Activities (SMAA) program. Local Educational Agencies (LEAs) within the LEC region must first determine their MER.

DISTRICT and SUPERINTENDENT mutually agree that the creation, receipt, maintenance, transmittal and disclosure of data from DHCS containing PHI or PI shall be subject to the provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations, which include the final Omnibus Rule, at 45 Code of Federal Regulations parts 160 and 164 (HIPAA regulations), the provisions of the California Information Practices Act (IPA) at Civil Code section 1798 et. seq., Confidentiality of Substance Use Disorder Patient Records at 42 Code of Federal Regulations part 2, and the provisions of other applicable federal and state laws. DISTRICT agrees they will not use such data for any purpose other than that stated in the above paragraph of this Agreement. DISTRICT agrees that access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated above.

DISTRICT agrees to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established in HIPAA, the HITECH Act, and the HIPPA Regulations, Final Omnibus Rule as set forth in 45 CFR, parts

160, 162 and 164 of the HIPAA Privacy and Security Regulations. DISTRICT also agrees to ensure that any agents, including a subcontractor to whom they provide DHCS data, agrees to the same requirements for privacy and security safeguards for confidential data that apply to the DISTRICT.

DISTRICT acknowledges that penalties under 45 Code of Federal Regulations, parts 160, 162and 164 of the HIPAA regulations, and Welfare and Institutions Code section 14100.2, including possible fines and imprisonment, may apply with respect to any disclosure of information in the file(s) that is inconsistent with the terms of this Agreement. DISTRICT further acknowledges that criminal penalties under the Confidentiality of Medical Information Act (Civ. Code § 56) may apply if it is determined that DISTRICT, or any individual employed or affiliated therewith, knowingly and willfully obtained any data under false pretenses.

On behalf of DISTRICT, the undersigned individual hereby attests that he or she is authorized to enter into this Agreement and agrees to all of the terms specified herein.

Name and Title of Custodian of Files

District Name

District Address

Custodian's Phone Number / Email Address

Custodian's Signature

Date

Powered by BoardOnTrack

Appendix A

LEC SMAA

Local Educational Consortium School-Based Medi-Cal Administrative Activities
Region 9 • Imperial, Orange, and San Diego Counties
Administered by the Orange County Superintendent of Schools

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

1 DISTRICT/SCHOOL

District/School Name _____ *County* _____

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Name _____ *District Job Title* _____

Street Address _____ *City, State, Zip* _____

Mailing Address (if different than street address) _____ *City, State, Zip* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

4. ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (1)

Name _____ *District Job Title* _____

Phone (please include extension) _____ *Fax* _____ *Email* _____

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

Powered by BoardOnTrack

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (2)

Name | *District Job Title*

Phone (please include extension) | *Fax* | *Email*

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

5. DISTRICT CONTACT – FISCAL DESIGNEE (SMAA INVOICE SIGNOR)

Name | *District Job Title*

Phone (please include extension) | *Fax* | *Email*

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

Name | *District Job Title*

Phone (please include extension) | *Fax* | *Email*

Check the box for this person to:

- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

7. LEA BILLING OPTION PROGRAM SUBCONTRACTOR/THIRD-PARTY VENDOR

Company Name

Contact | *Contact Job Title*

Phone | *Email*

PRINTED NAME OF PERSON FILLING OUT FORM | **JOB CLASSIFICATION TITLE**

DATE

Appendix B

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of $100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DISTRICT: _____

BY: _____
Authorized Signature

PRINTED NAME: _____

TITLE: _____

DATE: _____

Appendix C

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA) AGREEMENT FOR DISCLOSURE AND USE OF MEDI-CAL DATA

DISTRICT and SUPERINTENDENT agree to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal systems of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law.

DISTRICT and SUPERINTENDENT mutually agree that the following named individual is designated as "Custodian of the Files" on behalf of the DISTRICT and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security to prevent unauthorized acquisition, access, use or disclosure. The DISTRICT agrees to notify SUPERINTENDENT of any change to the custodianship information. DISTRICT and SUPERINTENDENT mutually agree, that these related data file(s) will be used solely for the following purpose: to allow the LEC to verify the Medi-Cal eligibility of beneficiaries in order to establish the Medi-Cal Eligibility Ratio (MER) to submit claims for the School-Based Medi-Cal Administrative Activities (SMAA) program. Local Educational Agencies (LEAs) within the LEC region must first determine their MER.

DISTRICT and SUPERINTENDENT mutually agree that the creation, receipt, maintenance, transmittal and disclosure of data from DHCS containing PHI or PI shall be subject to the provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations, which include the final Omnibus Rule, at 45 Code of Federal Regulations parts 160 and 164 (HIPAA regulations), the provisions of the California Information Practices Act (IPA) at Civil Code section 1798 et. seq., Confidentiality of Substance Use Disorder Patient Records at 42 Code of Federal Regulations part 2, and the provisions of other applicable federal and state laws. DISTRICT agrees they will not use such data for any purpose other than that stated in the above paragraph of this Agreement. DISTRICT agrees that access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated above.

DISTRICT agrees to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established in HIPAA, the HITECH Act, and the HIPPA Regulations, Final Omnibus Rule as set forth in 45 CFR, parts

160, 162 and 164 of the HIPAA Privacy and Security Regulations. DISTRICT also agrees to ensure that any agents, including a subcontractor to whom they provide DHCS data, agrees to the same requirements for privacy and security safeguards for confidential data that apply to the DISTRICT.

DISTRICT acknowledges that penalties under 45 Code of Federal Regulations, parts 160, 162and 164 of the HIPAA regulations, and Welfare and Institutions Code section 14100.2, including possible fines and imprisonment, may apply with respect to any disclosure of information in the file(s) that is inconsistent with the terms of this Agreement. DISTRICT further acknowledges that criminal penalties under the Confidentiality of Medical Information Act (Civ. Code § 56) may apply if it is determined that DISTRICT, or any individual employed or affiliated therewith, knowingly and willfully obtained any data under false pretenses.

On behalf of DISTRICT, the undersigned individual hereby attests that he or she is authorized to enter into this Agreement and agrees to all of the terms specified herein.

Name and Title of Custodian of Files

District Name

District Address

Custodian’s Phone Number / Email Address

Custodian’s Signature

Date

Coversheet

Approval of Local Control & Accountability Plan (LCAP) 2025-2026

Section:	VIII. Education/Student Services
Item:	A. Approval of Local Control & Accountability Plan (LCAP) 2025-2026
Purpose:	Vote
Submitted by:	Dr. Ericka Zemmer
Related Material:	2025_LCAP_Year_1_Outcomes_presentation.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 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

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).

RECOMMENDATION:

It is recommended that the Board approve 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.



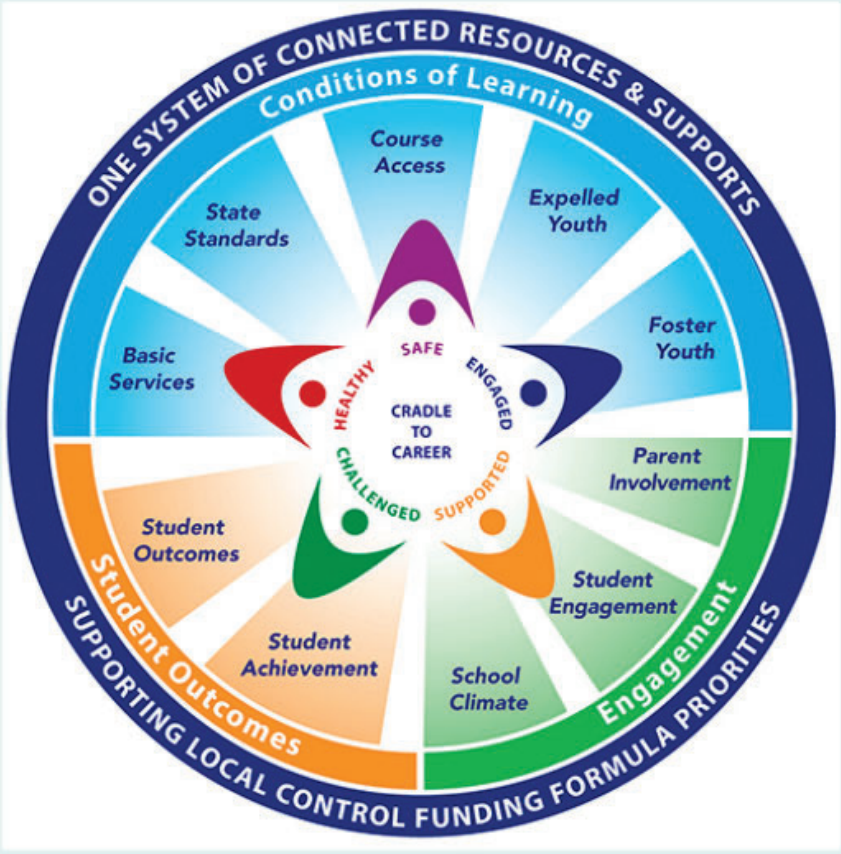
2024–27 LCAP

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

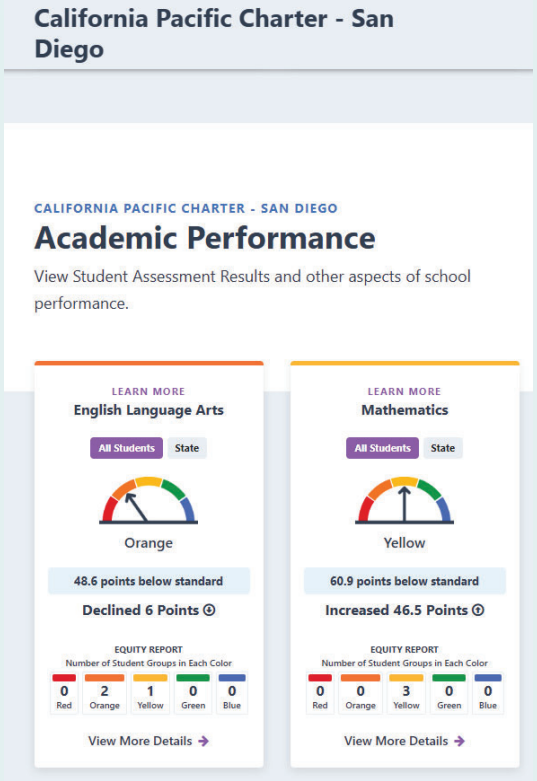


Goal 1 Review

- 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.

LEARN MORE
Science

All Students | State



No Performance Color In 2024

16.6 points below standard

1.5 Points

View More Details →

CALIFORNIA PACIFIC CHARTER- LOS ANGELES

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

LEARN MORE
Science

All Students | State



No Performance Color In 2024

17.9 points below standard

1.6 Points

View More Details →

CALIFORNIA PACIFIC CHARTER - SONOMA

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

LEARN MORE
Science

All Students | State



No Performance Color In 2024

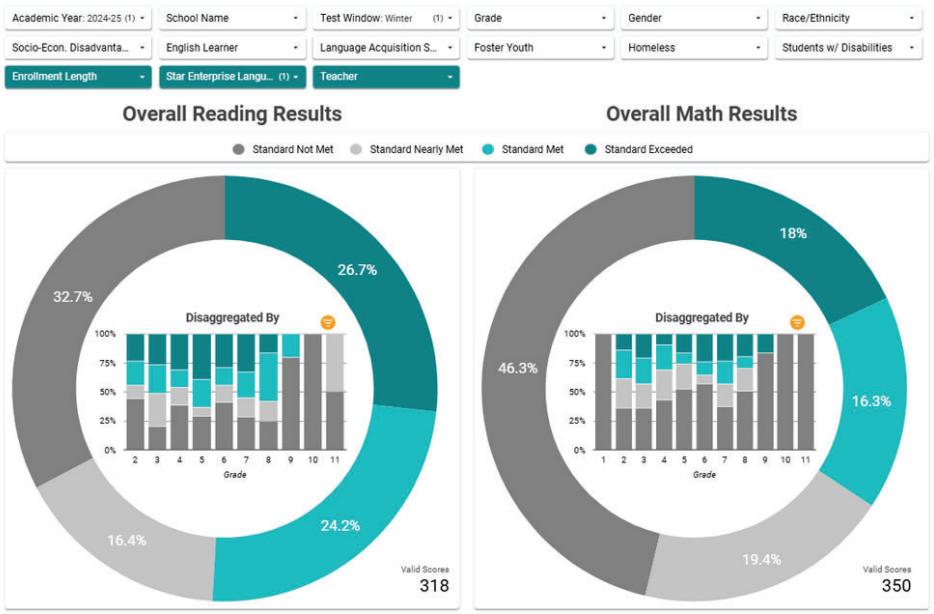
12.3 points below standard

0.6 Points

View More Details →

Fall 2024

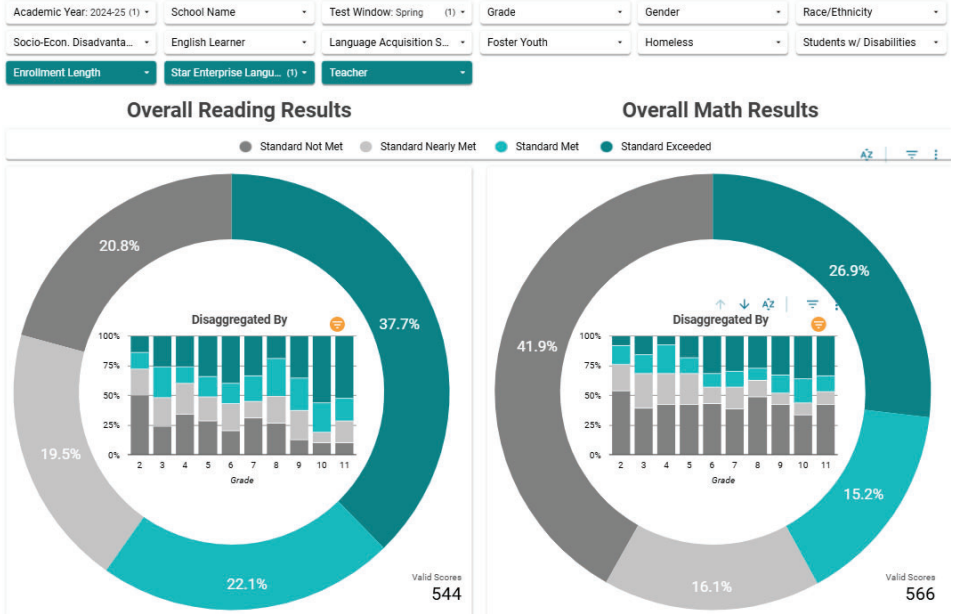
Overall: Reading & Math Results



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

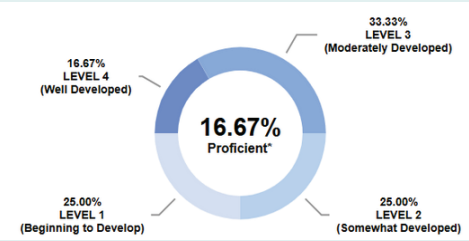
No Performance Color

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

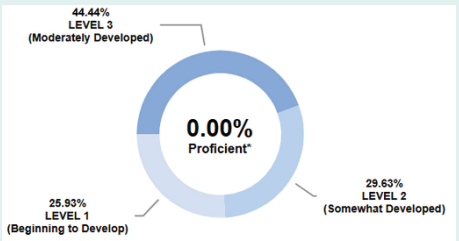
No Performance Color

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

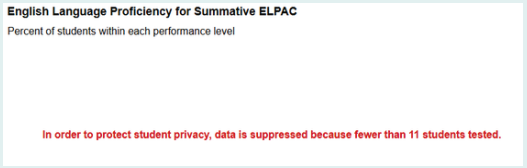
English Learner Progress

All Students | State

No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →

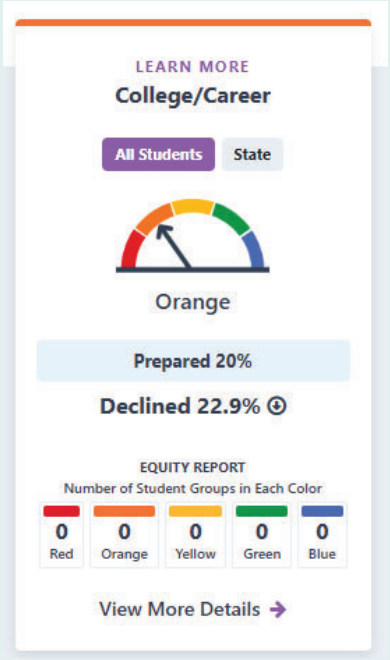


S24 Completion Rates

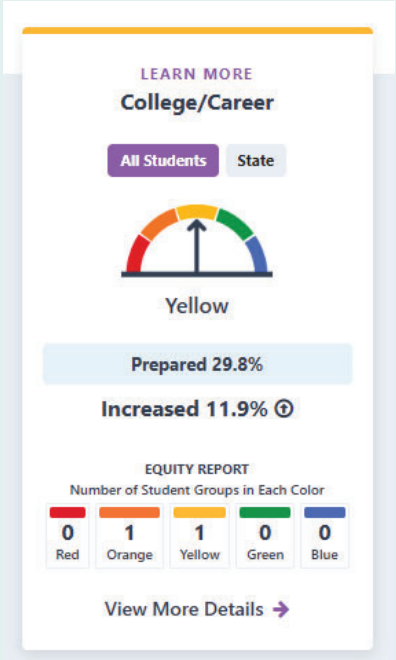
	Elementary School TK-5	Middle School 6-8	High School 9-12
Passed with 60%+	98.9%	95.5%	91.7%
Passed with 70%+	96.8%	89.1%	77.6%
Change from S23	(+5.9%, +3.4%)	(+6.9%, maintained)	(maintained, +6%)

College & Career

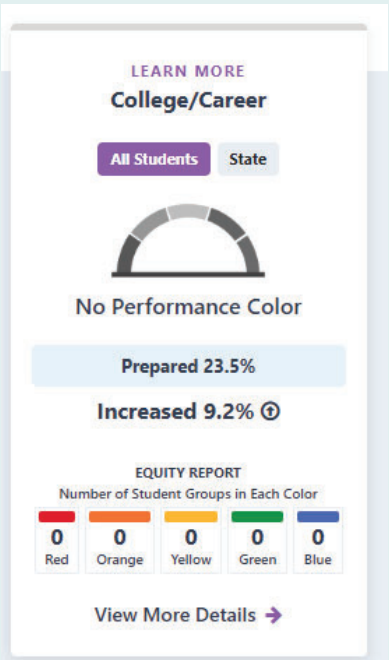
SD



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

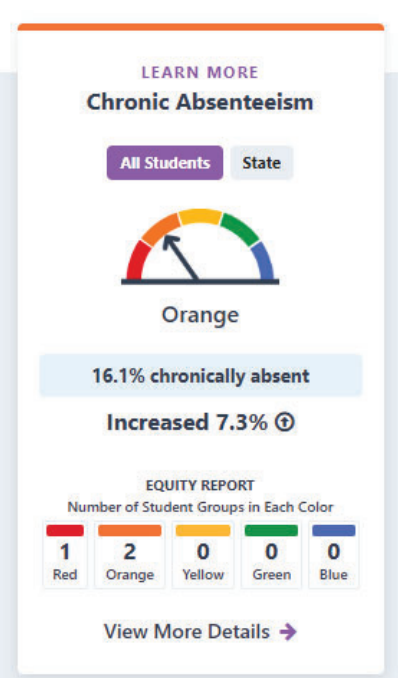
- High rate of participation (55, 71, 37)
- 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.
- 97.2% of parents indicate that they feel their input is valued.
- 98.6% of parents are satisfied with their child's school.
- The Virtual Learning 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.

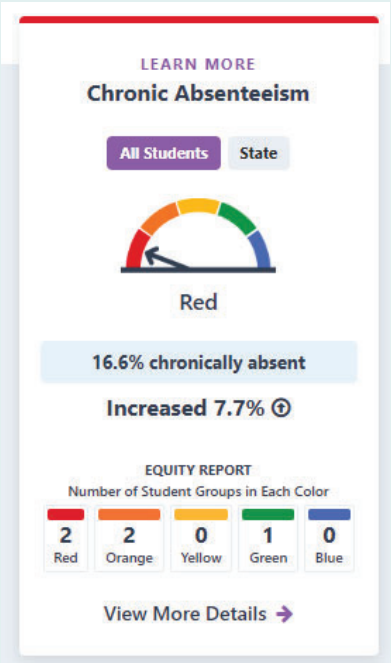
Chronic Absenteeism

SD



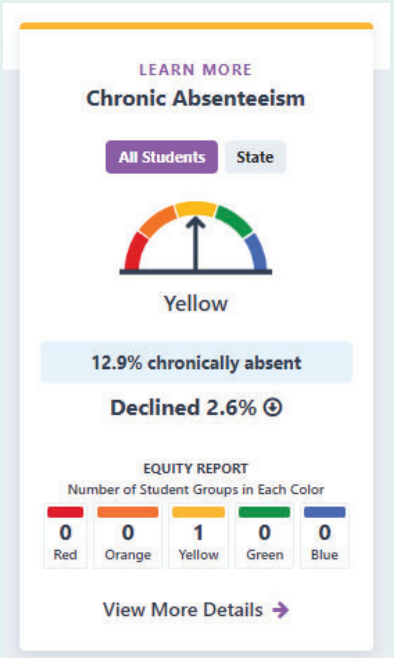
1 Student group in Red: SED

LA



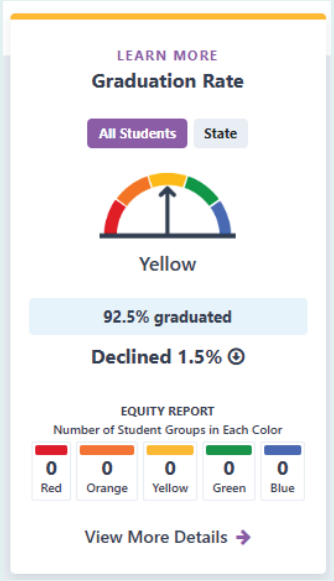
2 Student groups in Red: SED & SWD

SO

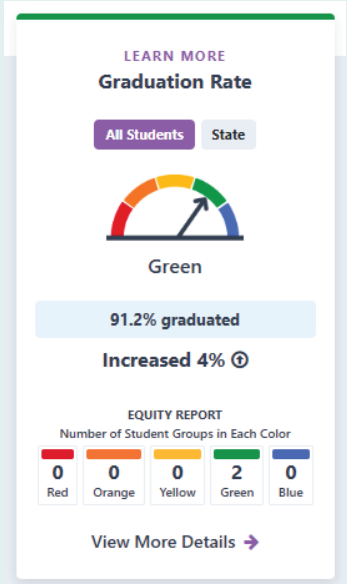


Graduation Rates

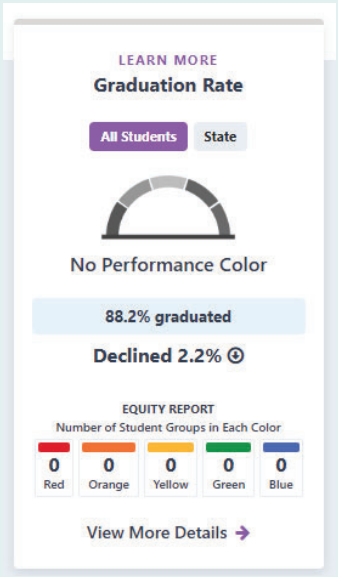
SD



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

cal-pacs.org

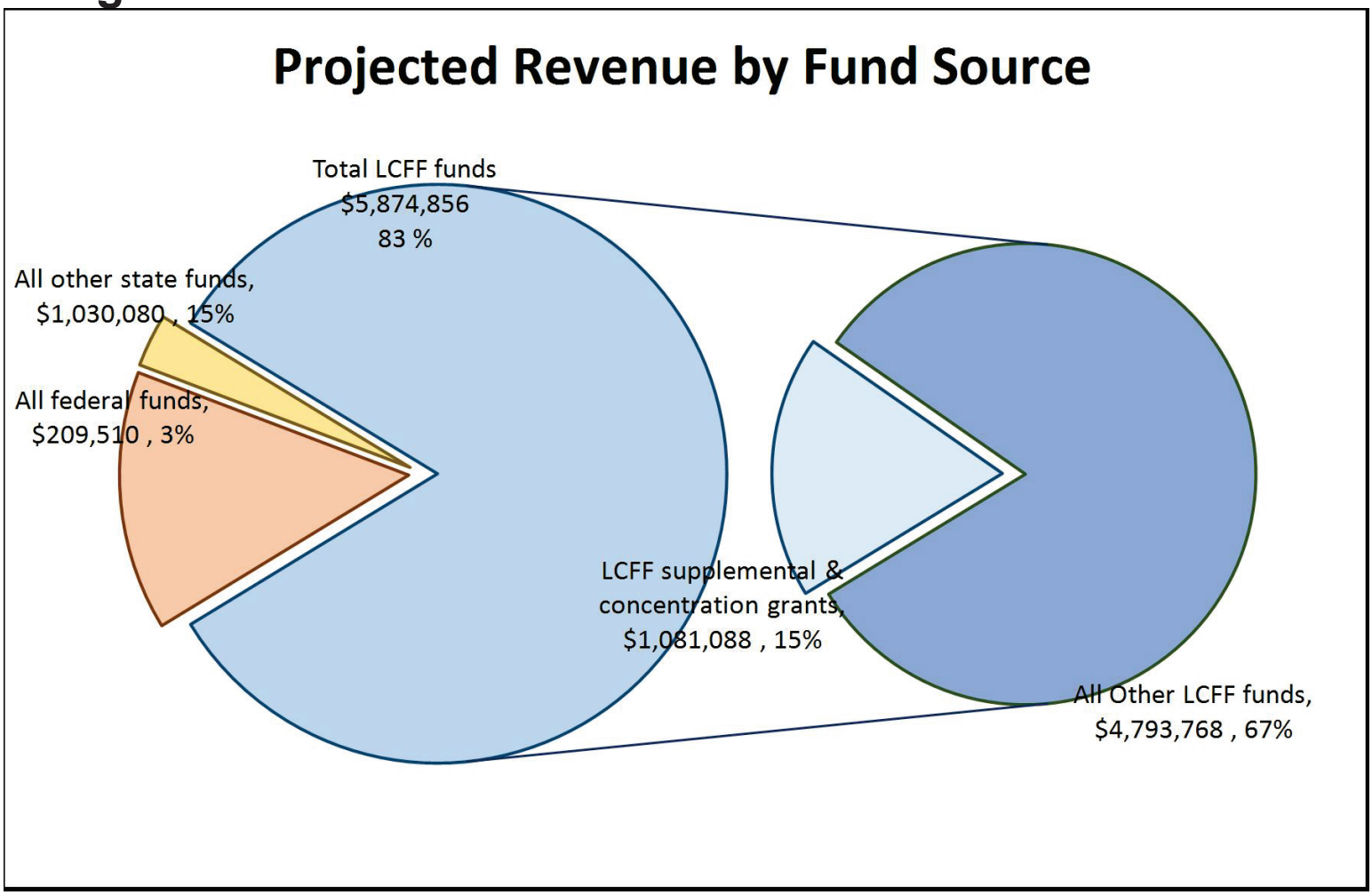
LCFF Budget Overview for Parents

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

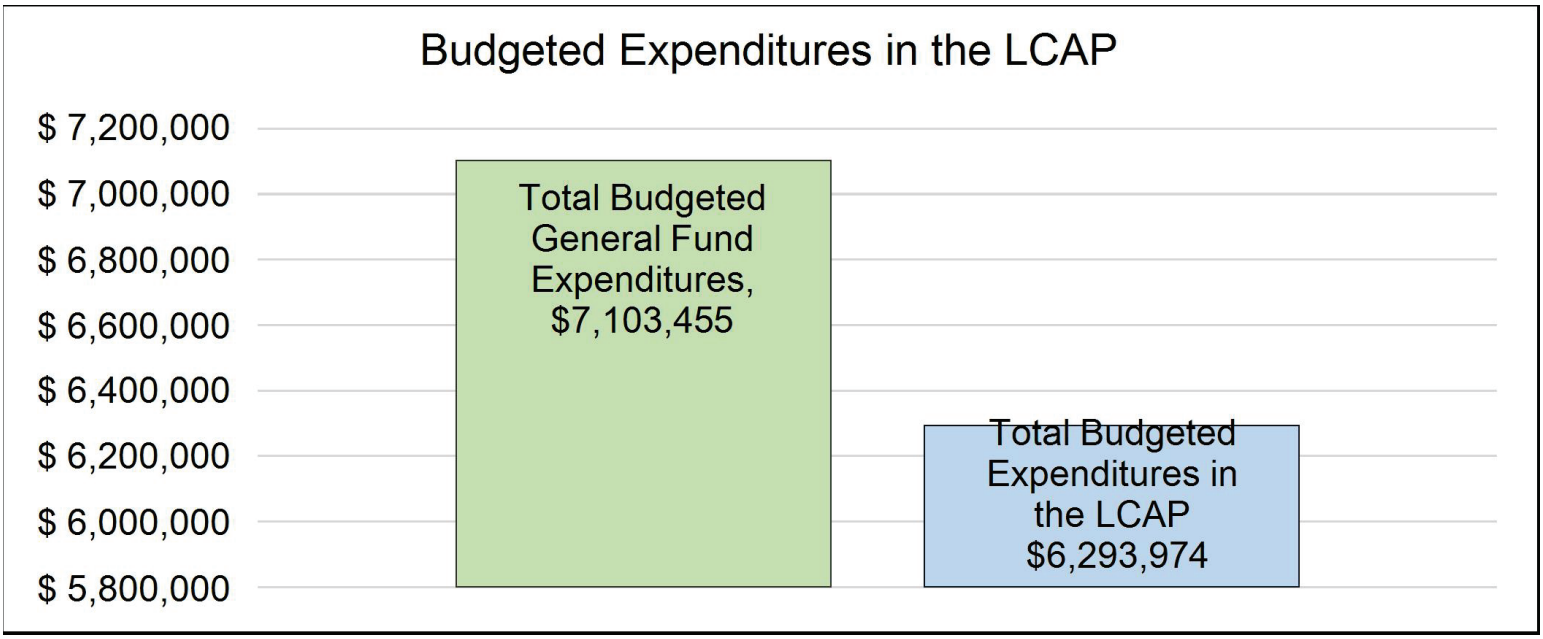


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

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:

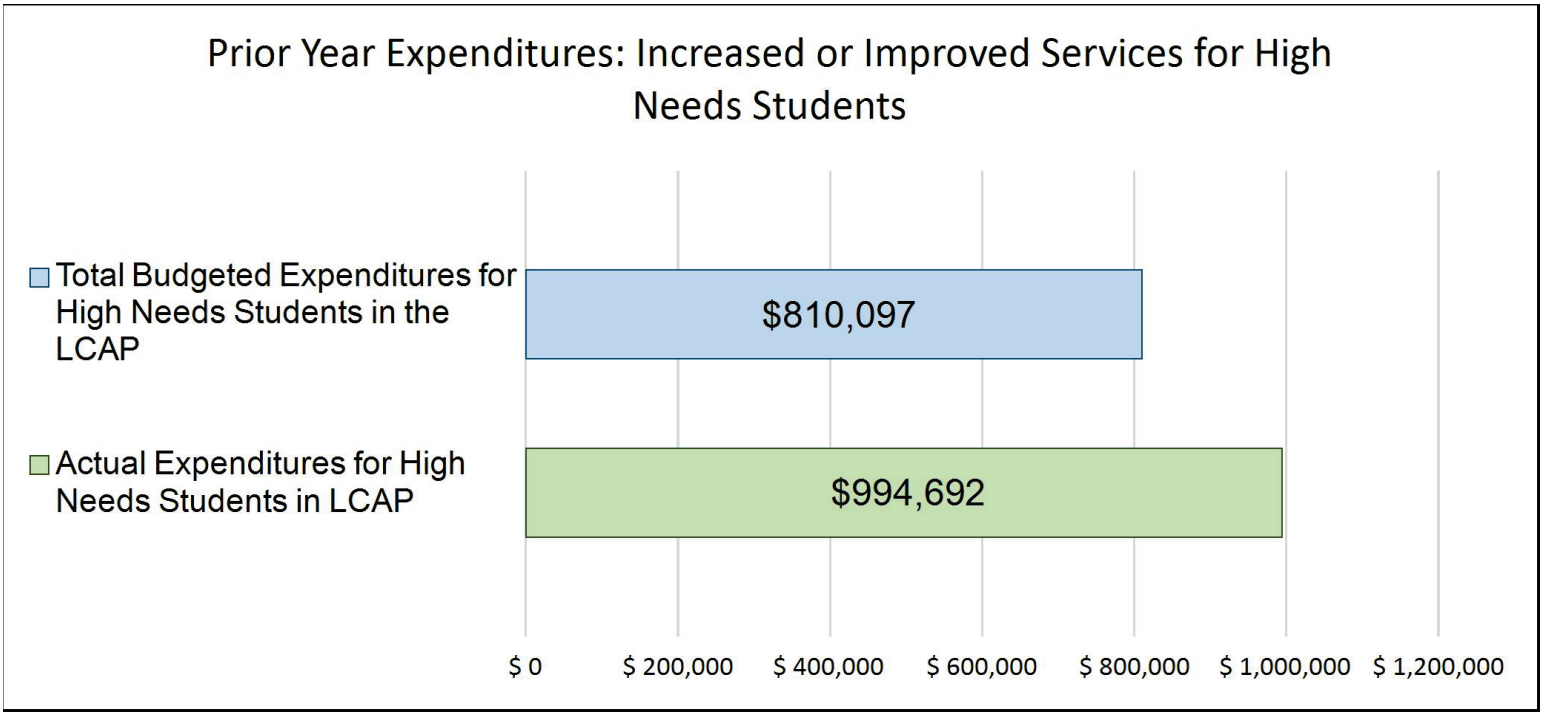
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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

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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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

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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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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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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:** 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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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	

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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	$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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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
4,793,768	1,081,088	22.552%	0.000%	22.552%	$1,090,539.00	0.000%	22.749 %	**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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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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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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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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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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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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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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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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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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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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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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- 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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- 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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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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- 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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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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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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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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- 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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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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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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- 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:

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- 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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- **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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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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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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- 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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- 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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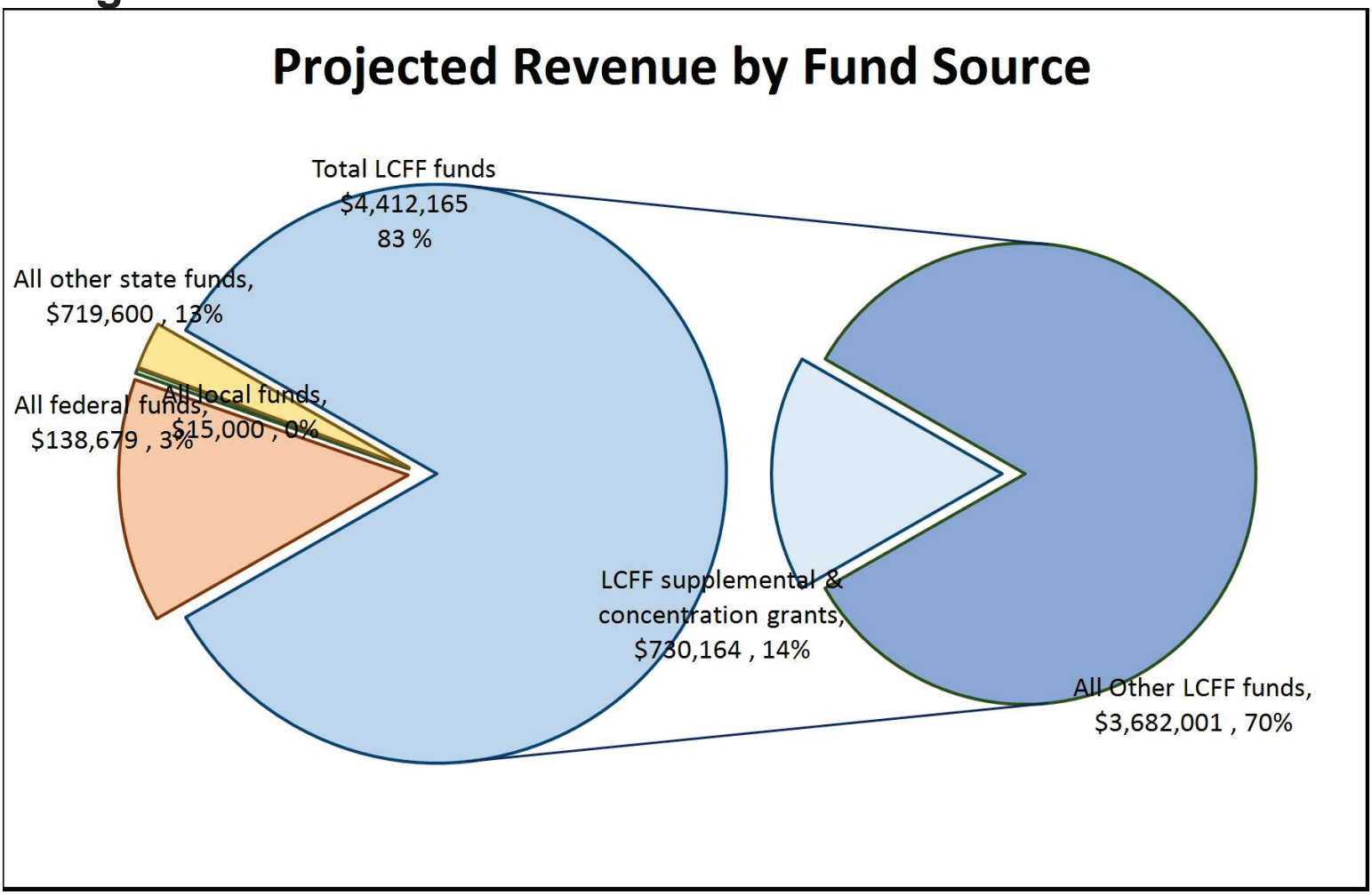
LCFF Budget Overview for Parents

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

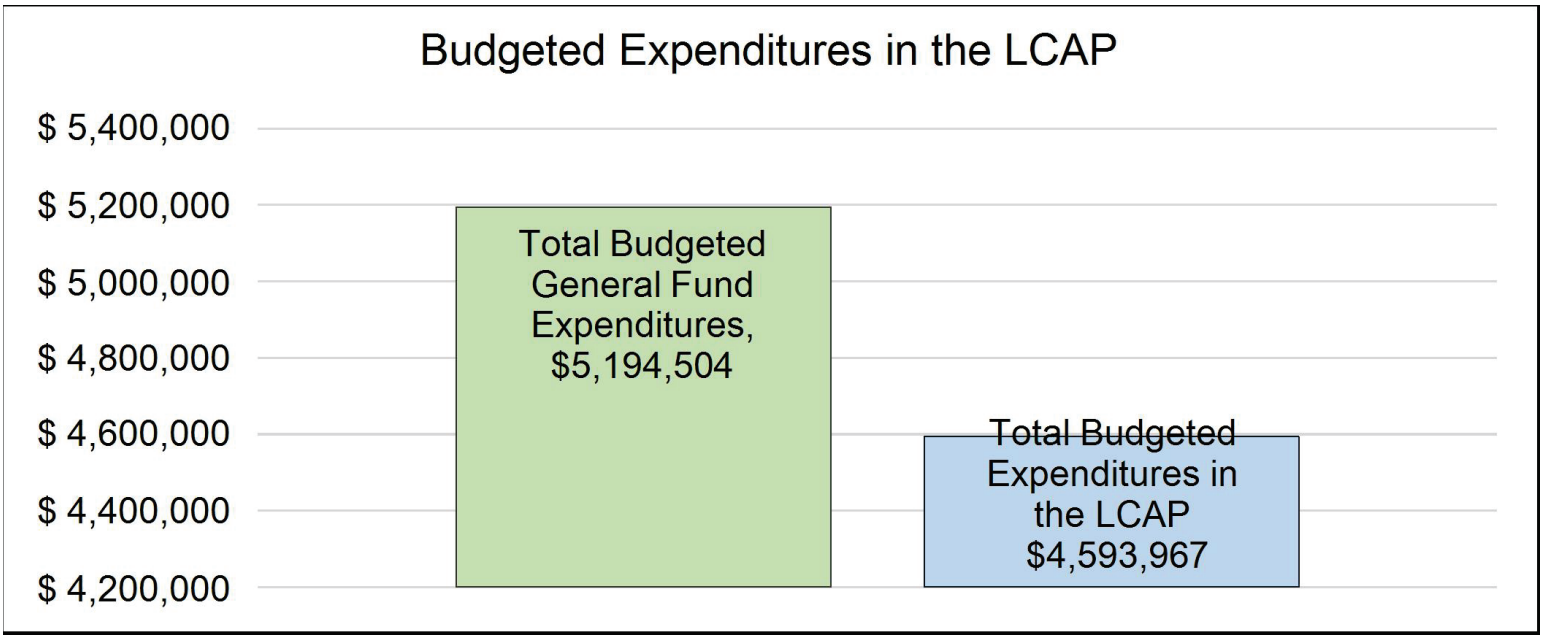


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

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:

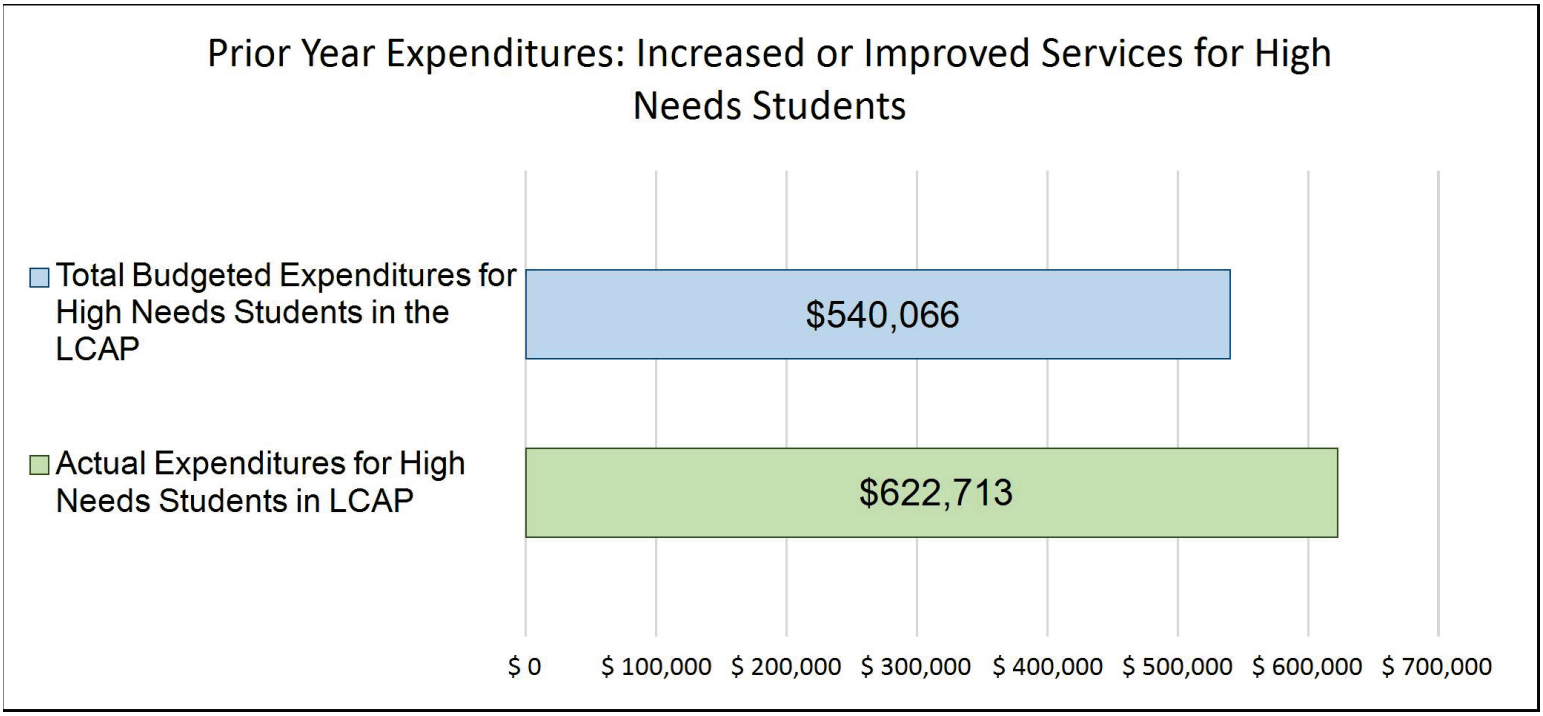
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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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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

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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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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

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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

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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

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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

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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

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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			

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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

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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

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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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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

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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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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

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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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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

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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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	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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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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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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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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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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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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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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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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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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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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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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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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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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- 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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- 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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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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- 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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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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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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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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- 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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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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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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- 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:

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- 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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- **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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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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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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- 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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- 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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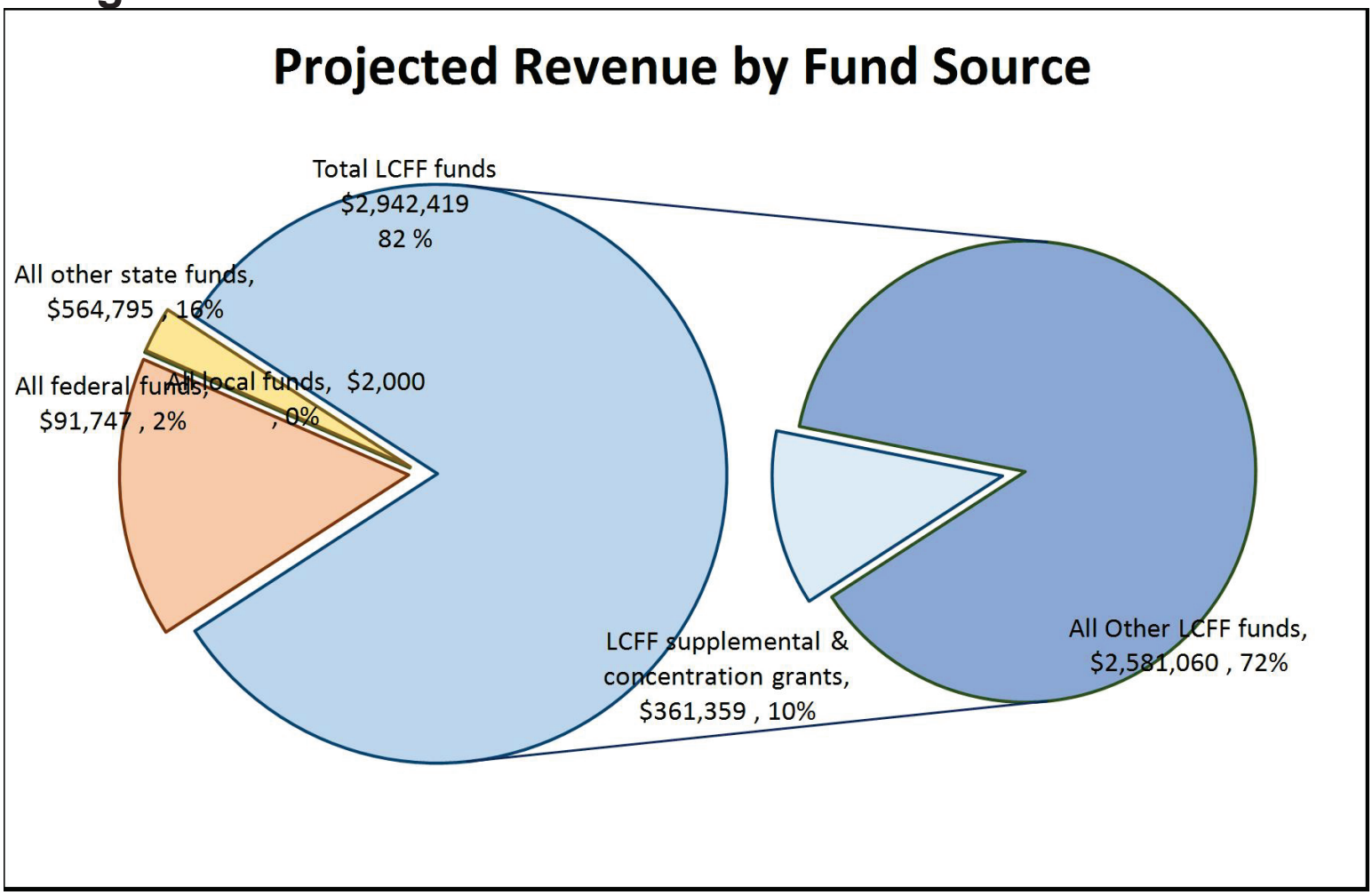
LCFF Budget Overview for Parents

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

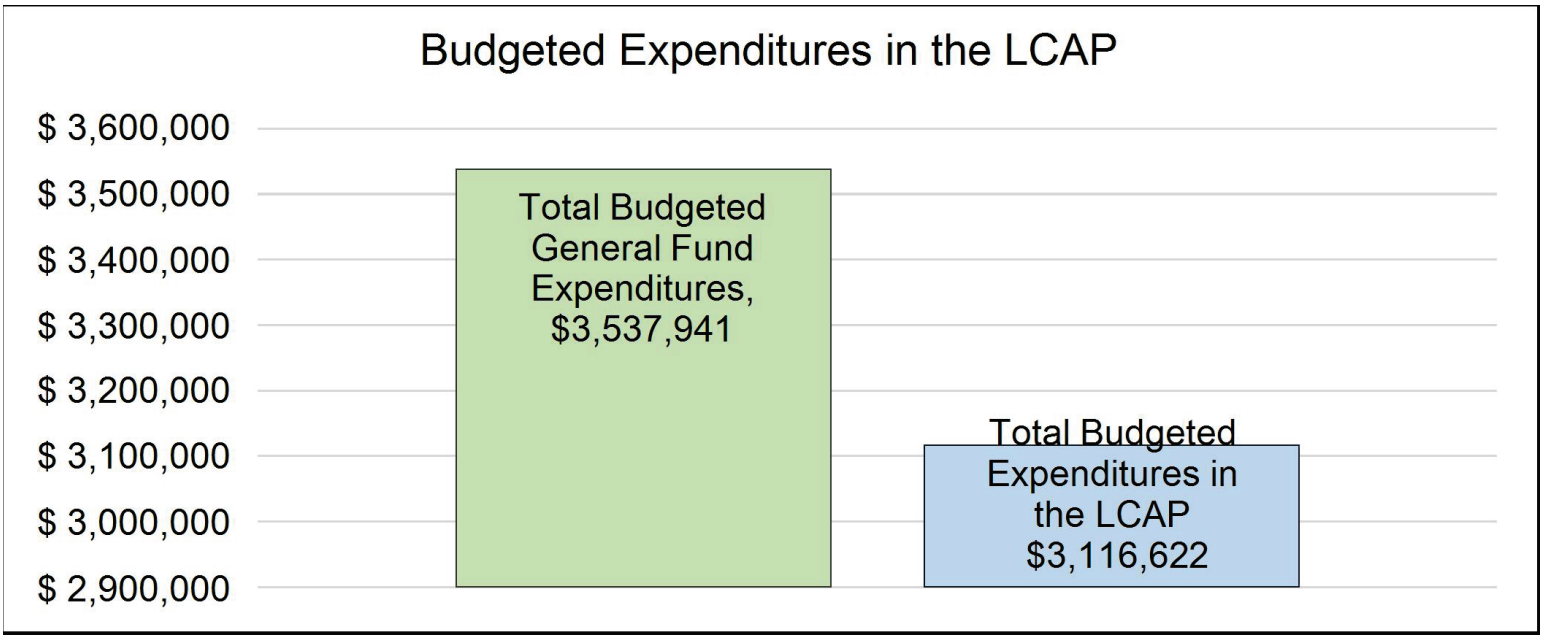


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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:

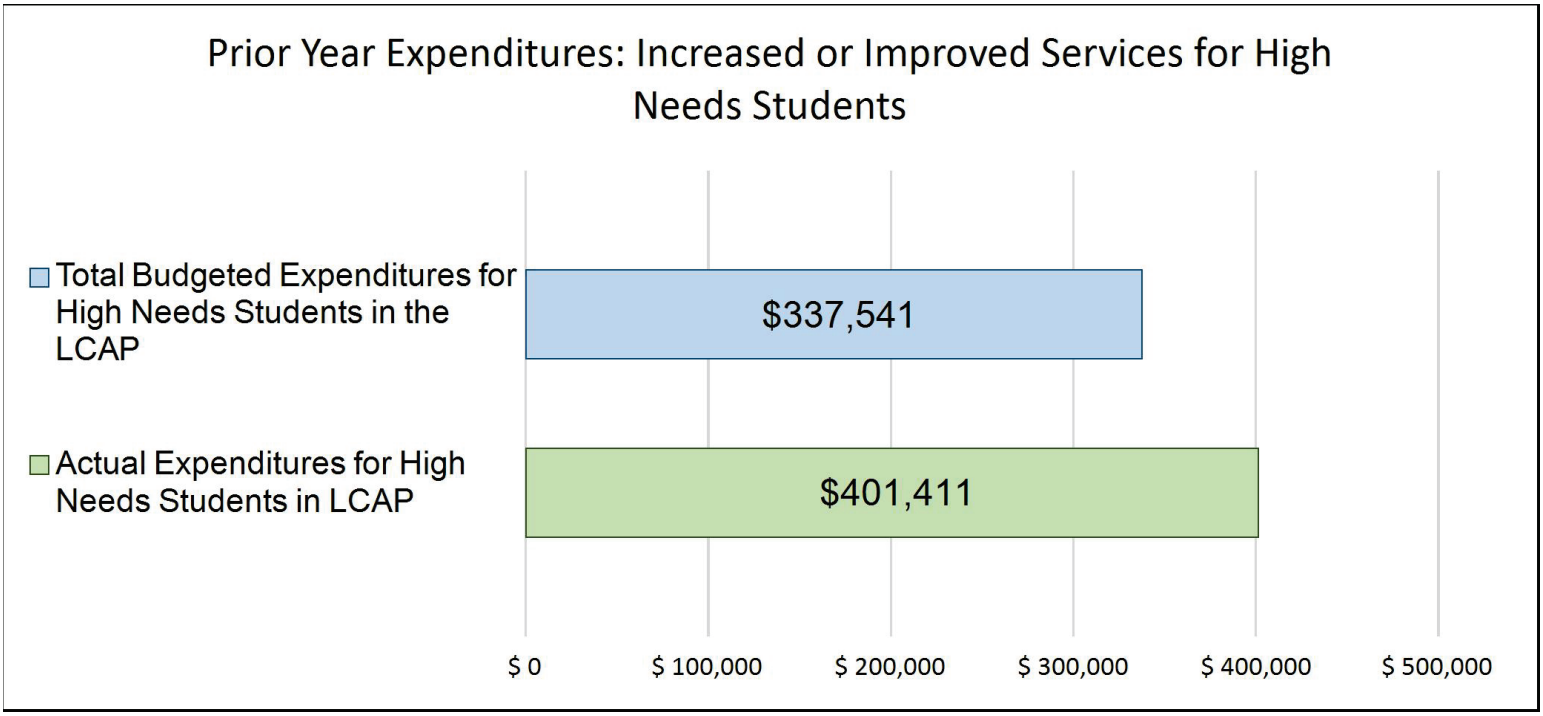
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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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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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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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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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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

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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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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

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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

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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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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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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			

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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			

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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%

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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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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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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

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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

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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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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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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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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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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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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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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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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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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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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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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			

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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.			

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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%

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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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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

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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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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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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).

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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
	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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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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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	

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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	$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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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
2,581,060	361,359	14.000%	0.000%	14.000%	$412,770.00	0.000%	15.992 %	**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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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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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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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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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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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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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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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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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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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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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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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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- 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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- 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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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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- 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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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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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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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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- 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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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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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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- 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:

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- 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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- **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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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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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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- 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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- 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 17, 2025 at 5:00 PM

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

Coversheet

2025 LCAP Local Performance Indicator Self-Reflections

Section: VIII. Education/Student Services
Item: B. 2025 LCAP Local Performance Indicator Self-Reflections
Purpose: Discuss
Submitted by: Dr. Ericka Zemmer
Related Material: 2025_Local_Indicators_Presentation.pdf
2025_Local_Indicator_Self-Reflection_CPC-Los_Angeles.pdf
2025_Local_Indicator_Self-Reflection_CPC-San_Diego.pdf
2025_Local_Indicator_Self-Reflection_CPC-Sonoma.pdf

BACKGROUND:

The California School Dashboard includes both state and local indicators aligned to the Local Control Funding Formula (LCFF). For the local indicators, Local Educational Agencies (LEAs) are required to annually assess their progress using self-reflection tools adopted by the State Board of Education (SBE). Results must be presented as a non-consent item during a public board meeting in conjunction with the adoption of the Local Control and Accountability Plan (LCAP), and published on the California School Dashboard.

RECOMMENDATION:

It is recommended that the Board receive the 2025–26 Local Performance Indicator Self-Reflections and accompanying presentation for California Pacific Charter – Los Angeles, San Diego, and Sonoma as information only.

These reports fulfill the California Department of Education’s requirements for local indicator reporting in alignment with the Local Control Funding Formula (LCFF) and will be submitted for public reporting on the California School Dashboard.



2025 CA Dashboard Local Indicators

California Pacific Charter Schools

Background

The California School Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators.

For each local indicator, the California State Board of Education (SBE) adopted performance standards that require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.



California Pacific Charter Schools

Components

- **Basic Services and Conditions (LCFF Priority 1)**
- **Implementation of State Academic Standards (LCFF Priority 2)**
- **Parent and Family Engagement (LCFF Priority 3)**
- **School Climate (LCFF Priority 6)**
- **Access to a Broad Course of Study (LCFF Priority 7)**
- Priority 9- County Offices of Education Only
- Priority 10- County Offices of Education Only



Priority 1: Basic Conditions



- Total Teaching FTE- 50.8
- Misassigned Teachers- 0
- Number of students without access to their own copies of standards-aligned materials- 0
- Number of identified instances where facilities do not meet the “good repair” standard- 0

Priority 2: Implementation of State Standards

1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

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

2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

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

Priority 2: Implementation of State Standards

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

ELA	5- Full Implementation and Sustainability
ELD	5- Full Implementation and Sustainability
Mathematics	5- Full Implementation and Sustainability
NGSS Science	4- Full Implementation and Sustainability
History-Social Science	4- Full Implementation and Sustainability

4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students:

CTE	4- Full Implementation
Health Education	5- Full Implementation and Sustainability
Physical Education	5- Full Implementation and Sustainability
VPA	5- Full Implementation and Sustainability
World Language	5- Full Implementation and Sustainability

Priority 2: Implementation of State Standards

5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

● Identifying the professional learning needs of groups of teachers or staff as a whole	4- Full Implementation
● Identifying the professional learning needs of individual teachers	4- Full Implementation
● Providing support for teachers on the standards they have not yet mastered	4- Full Implementation

Priority 3: Parental Involvement & Family Engagement



- 5- Full Implementation and Sustainability
- Multiple points of 2-way communication
- School Site Council (Parent Advisory Committee)
- Parent/Teacher Conferences & Goal Setting Meetings
- Parent University/ in-person & online events
- LCAP Annual Surveys
- Empathy Interviews & Student Success Plan Meetings

Priority 6: School Climate

LA

- 236 students surveyed (TK-12)
- 81 (TK-5), 44 (6-8), 111 (9-12)
- **98.1%** of students feel safe at school
  - Hispanic- 98%
  - African American- 100%
  - White- 98%
  - Asian- 100%
  - EL- 100%
  - SWD- 100%
  - SED- 100%
  - HY- 100%
- **87.7%** of students feel a sense of belonging and connectedness
  - Hispanic- 88%
  - African American- 85%
  - White- 90%
  - Asian- 100%
  - EL- 88%
  - SWD- 88%
  - SED- 86%
  - HY-100%

SD

- 163 students surveyed (TK-12)
- 47 (TK-5), 30 (6-8), 86 (9-12)
- **97.4%** of students feel safe at school
  - Hispanic- 98%
  - African American- 100%
  - White- 96%
  - Asian- 100%
  - EL- 100%
  - SWD- 95%
  - SED- 100%
  - HY- 100%
- **85.3%** of students feel a sense of belonging and connectedness
  - Hispanic- 91%
  - African American- 90%
  - White- 78%
  - Asian- 67%
  - EL- 100%
  - SWD- 81%
  - SED-100%
  - HY- 100%

SO

- 148 students surveyed (TK-12)
- 50 (TK-5), 32 (6-8), 66 (9-12)
- **99%** of students feel safe at school
  - Hispanic- 100%
  - African American- 100%
  - White- 100%
  - Asian- 100%
  - EL-100%
  - SWD-100%
  - SED-100%
  - HY-100%
- **87.8%** of students feel a sense of belonging and connectedness
  - Hispanic- 88%
  - African American- 100%
  - White- 83%
  - Asian- 100%
  - EL- 100%
  - SWD-100%
  - SED- 83%
  - HY-75%

These findings highlight that the school has successfully created an inclusive and safe environment for students and established effective communication channels and support networks. The survey results demonstrate the school's commitment to equity and inclusion, with positive perceptions of safety and connectedness consistent across different demographics and student groups.

Priority 7: Access to a Broad Course of Study



- No barriers to access
- Plan Your Path & Pick Your Plus initiative
- A-G coursework
- Ethnic Studies, ASL, Personal Finance
- CTE Pathways & Electives / AP Courses & Exams
- Community College Courses
- MS & ES Electives

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Strengths
CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 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. 99.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 98.6% of parents are satisfied with their child's school overall. 98.7% of students express an overall satisfaction with their school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Focus Area
To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language. CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English. The school is piloting a program that will provide real time translation services in Zoom for improved communication between the school and pupils/families whose primary language is a language other than English.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths
CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strenths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their chilld in successfuly engaging in school and reaching success. In data collected from education partner surveys, 100% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 100% of students responded that they agree that their teacher is available to help them and support them with their school work. 100% of students stated that their teacher cares about their education and helps them to succeed. 96.8% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 98.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the unform complaint form available to education partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus Area
CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individulal student outcome data and set goals for student engagement and academic growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Strengths
CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Focus Area
The school will continue to work closely with the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All students in grades TK-12 were invited to participate in an annual school climate survey. Student perceptions were collected in the areas of grade level instruction, teacher availability and support, goal setting, safety and welcomedness at school, and overall satisfaction with the school. 236 students participated in the survey (81 students in grades TK-5, 44 students in grades 6-8, and 111 students in grades 9-12). To the question, "I feel safe and welcome at school", 98.1% of students said they feel safe and welcome. To the question, "If I have a problem, I know I have someone at the school that I can talk to for support" 96.8% of students agreed. 87.7% of students indicated that they feel a sense of belonging and connectedness at school. The demographic breakdown for the question about safety at school was as follows: Hispanic 98%, African American 100%, White 98%, Asian 100%, EL 100%, SWD 100%, SED 100%, and HY 100% of students agreed that they felt safe at school. The demographic breakdown for the question about school connectedness was as follows: Hispanic 88%, African American 85%, White 90%, Asian 100%, El 88%, SWD 88%, SED 88%, HY 100% of students agreed they feel a sense of belonging and connectedness.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the analysis of this year's school climate survey data, several key learnings and strengths emerged that reflect the school's continued focus on fostering a safe, inclusive, and supportive learning environment. A significant majority of students (98.1%) across grades TK-12 reported feeling safe and welcome at school. This high perception of safety extended across all student groups, with 100% of African American, Asian, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) respondents indicating they felt safe. This consistency across student populations suggests a school culture where equity and inclusiveness are prioritized.

In addition, 96.8% of students agreed that they have someone at school they can talk to for support, reinforcing the strength of staff-student relationships and the availability of emotional and academic support. The survey also showed that 87.7% of students feel a sense of belonging and connectedness to the school. These findings demonstrate that the school has successfully built a strong foundation of safety and support, while also highlighting an opportunity to deepen efforts that promote connection and belonging, particularly among historically underserved groups. The school will continue to monitor these indicators to inform future strategies and ensure all students feel equally valued and connected.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the areas of need identified through the analysis of local data, the LEA will continue refining practices to ensure all students experience a strong sense of connection and support at school. While student perceptions of safety and support remain overwhelmingly positive across all groups, the slightly lower sense of connectedness reported by African American (85%) and Hispanic (88%) students points to a need for more intentional relationship-building efforts. To address this, the school will implement targeted strategies such as increased student engagement activities, advisory groups, and culturally responsive community-building practices to enhance inclusion and belonging for all students.

Additionally, the participation rate continues to be highest among high school students. As such, more intentional outreach efforts will be made to increase participation from students in grades TK-8, including tailored survey tools and structured opportunities to gather input from younger students. This will ensure the LEA is capturing a more balanced representation of student voice across grade levels.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

CPCS has focused its efforts on supporting credit-deficient high school students through continuous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Strengths
CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 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. 100% of parents are satisfied with their child's school overall. 95.7% of students express an overall satisfaction with their school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Focus Area
To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language. CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English. The school is piloting a program that will provide real time translation services in Zoom for improved communication between the school and pupils/families whose primary language is a language other than English.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths
CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strenths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their chilld in successfuly engaging in school and reaching success. In data collected from education partner surveys, 100% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 99.1% of students responded that they agree that their teacher is available to help them and support them with their school work. 100% of students stated that their teacher cares about their education and helps them to succeed. 94.8% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 95.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the unform complaint form available to education partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus Area
CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individulal student outcome data and set goals for student engagement and academic growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Strengths
CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, School Site Council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Focus Area
The school will continue to work closely with the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All students in grades TK-12 were invited to participate in the annual school climate survey, which gathered student perceptions in areas such as grade-level instruction, teacher support, goal setting, safety, sense of belonging, and overall satisfaction with the school. A total of 163 students participated in the survey, including 47 students in grades TK-5, 30 in grades 6-8, and 86 in grades 9-12. To the question, "I feel safe and welcome at school," 97.4% of students agreed, indicating a strong overall perception of school safety and inclusiveness. The perception of safety was consistently high across student groups, with 98% of Hispanic students, 100% of African American, Asian, English Learner (EL), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students, 96% of White students, and 95% of Students with Disabilities (SWD) reporting that they felt safe and welcome at school. When asked whether they had someone at school they could talk to for support if they had a problem, 94.8% of students agreed. Additionally, 85.3% of students indicated they feel a sense of belonging and connectedness at school. Disaggregated data showed that 91% of Hispanic students, 90% of African American students, 78% of White students, and 67% of Asian students agreed they felt connected to the school. Among specific student groups, 100% of EL, SED, and HY students, and 81% of SWD students reported a sense of connectedness.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the analysis of the most recent school climate survey, several key learnings and areas of strength have been identified. An overwhelming majority of students (97.4%) across grades TK-12 reported feeling safe and welcome at school, reflecting a consistently positive perception of the school environment. This perception of safety remained high across all student groups, with 98% of Hispanic students, 100% of African American, Asian, English Learner (EL), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students, 96% of White students, and 95% of Students with Disabilities (SWD) affirming that they feel safe at school.

Additionally, 94.8% of students reported having someone at school they can turn to for support when needed, reinforcing the presence of strong adult-student relationships and effective support structures. While the overall sense of belonging and connectedness remained strong at 85.3%, the disaggregated data revealed variability among student groups. Students identifying as EL, SED, and HY reported the highest levels of connectedness (100%), followed by Hispanic (91%) and African American (90%) students. However, lower connectedness was reported among White (78%) and Asian (67%) students, indicating a need to explore and address experiences of inclusion and engagement within these groups.

These findings demonstrate that the school has maintained a strong foundation of safety and support for all students, while also highlighting an opportunity to deepen efforts that promote connection and belonging—particularly for student groups with lower levels of reported connectedness.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

While the school climate survey data reflects continued strengths in student safety and access to support, the analysis also revealed specific areas for improvement that will guide changes to current practices. In particular, the lower reported sense of connectedness among White (78%) and Asian (67%) students points to the need for more targeted inclusion efforts. In response, the LEA will implement new strategies to foster greater school connectedness among all student groups, including culturally responsive community-building activities, increased student voice opportunities, and expanded staff training on inclusive practices.

Additionally, the school will work to strengthen engagement across all grade spans, especially in TK-8, where survey participation remains comparatively low. This will include developmentally appropriate tools for gathering feedback from younger students and more intentional outreach to encourage their participation in climate surveys and school activities.

To support continuous improvement, the school will maintain regular use of surveys and feedback loops and disaggregate results to monitor trends across student groups. These actions will ensure that all students—regardless of background—feel safe, supported, and connected, further reinforcing the school's commitment to equity and belonging.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of

study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

CPCS has focused its efforts on supporting credit-deficient high school students through continuous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	50.8	50.8	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, World Languages, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum options continue to expand with increasing elective choices in the CTE, social studies, and world languages departments with new CTE pathways, African American History, Ethnic Studies, American Sign Language and Personal Finance.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Strengths
CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 89.2% of parents feel satisfied with opportunities to provide input and 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. 86.5% of parents are satisfied with their child's school overall. 94.9% of students express an overall satisfaction with their school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Focus Area
To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language. CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English. The school is piloting a program that will provide real time translation services in Zoom for improved communication between the school and pupils/families whose primary language is a language other than English.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths
CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strenths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their chilld in successfuly engaging in school and reaching success. In data collected from education partner surveys, 94.6% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 96.9% of students responded that they agree that their teacher is available to help them and support them with their school work. 99% of students stated that their teacher cares about their education and helps them to succeed. 94.9% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 94.9% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the unform complaint form available to education partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus Area
CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes. Additionally, CalPac launched a "know your score" campaign. Teachers meet with families at least twice per year to review individulal student outcome data and set goals for student engagement and academic growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Strengths
CPCS is currently engaged in this work. CalPac provides all education partners opportunities for input in decision making at the program and charter levels. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Focus Area
The school will continue to work closely with the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

CPCS plans to enhance the engagement of underrepresented families by implementing targeted outreach initiatives, including multilingual communication resources and community liaison roles to facilitate more inclusive participation. We will also establish regular, accessible forums and workshops designed to educate and empower these families, ensuring their voices are integral in our decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All students in grades TK-12 were invited to participate in the annual school climate survey, which gathered student perceptions in areas such as grade-level instruction, teacher support, goal setting, safety, sense of belonging, and overall satisfaction with the school. A total of 148 students completed the survey, including 50 students in grades TK-5, 32 in grades 6-8, and 66 in grades 9-12.

To the question, "I feel safe and welcome at school," 99% of students responded affirmatively, indicating a strong overall perception of safety across all grade spans. This high level of perceived safety was reflected consistently across all student groups, with 100% of Hispanic, African American, White, Asian, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students agreeing that they feel safe at school.

When asked whether they had someone at school they could talk to for support if they had a problem, 94.9% of students agreed, highlighting the effectiveness of the school's support structures. Additionally, 87.8% of students indicated they feel a sense of belonging and connectedness at school. Disaggregated data showed high connectedness among African American, Asian, EL, and SWD students (all 100%), while slightly lower levels of connectedness were reported among Hispanic (88%), White (83%), SED (83%), and HY (75%) students.

This data provides valuable insight into the school climate and indicates both areas of strength and opportunities for continued growth, particularly in deepening the sense of connection for certain student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the analysis of the current school climate survey data, several key learnings and areas of strength have been identified. A significant majority of students (99%) across grades TK-12 reported feeling safe and welcome at school, reflecting a strong and positive school culture. This sense of safety was consistent across all student groups, with 100% of Hispanic, African American, White, Asian, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students reporting that they feel safe at school—demonstrating the school's success in fostering an inclusive and secure environment for all learners.

In addition, 94.9% of students stated that they have someone at school they can talk to when they have a problem, underscoring the strength of the school's support systems and staff-student relationships. While overall student connectedness remains strong at 87.8%, the data revealed some variation across groups. African American, Asian, EL, and SWD students all reported a 100% sense of connectedness, while connectedness was slightly lower among Hispanic (88%), White (83%), SED (83%), and HY (75%) students.

These findings affirm that the school continues to provide a safe, welcoming environment and has strong support structures in place. At the same time, they highlight an opportunity to strengthen the sense of connection among certain student populations, particularly White, SED, and HY students, to ensure all students feel equally included and supported.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

While the school climate survey results indicate continued strengths in safety and student support, the data also point to specific areas for ongoing attention and improvement. In particular, the slightly lower sense of connectedness reported by White (83%), SED (83%), and HY (75%) students suggests a need to further enhance inclusion and belonging for these groups. In response, the school will implement targeted strategies such as inclusive advisory activities, student voice forums, and culturally responsive community-building efforts aimed at deepening connections for all students. To support continuous improvement, the school will continue administering annual surveys and disaggregating results to monitor trends among student groups. In addition, staff will be encouraged to participate in professional learning focused on equity and relationship-building practices that reinforce a sense of belonging schoolwide. Finally, the school will explore developmentally appropriate ways to increase engagement and input from students in grades TK-8 to ensure their perspectives are fully represented in climate data and improvement planning. These efforts will allow the school to sustain a positive climate while addressing areas of growth to ensure all students feel equally supported, welcomed, and connected.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course enrollment, CTE course enrollment, AP course enrollment, graduation rates, and college and career prepared rates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

CPCS has focused its efforts on supporting credit-deficient high school students through continuous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared. CPCS utilizes a 4-year plan document to ensure access to a broad course of study by all students. CPCS has instituted the "Plan Your Path, Pick Your Plus" initiative where all high school students meet with a guidance counselor to plan their A-G enrollment pathways and build into the plan an additional metric that will ensure students are college and career prepared by the time they graduate.

Coversheet

Approval of Property and Casualty Insurance Policies (Renewal)

Section:	IX. Personnel Services
Item:	A. Approval of Property and Casualty Insurance Policies (Renewal)
Purpose:	Vote
Submitted by:	
Related Material:	BUS - P&C Insurance Renewal 2025-2026.docx.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: **Date:** June 17, 2025

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

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

Item: Approve Renewal of Property and Casualty Insurance Policies for the 2025-2026 fiscal year

Background:

As the School's insurance broker, IMA (formerly Bolton Co.) completed the annual process to review and negotiate renewal rates for all insurance policies held by CalPac. An Executive Summary listing the change in rates has been provided to the Board. Upon approval, the renewal rates will take effect July 1, 2025.

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2025-2026 school year including: Property, General Liability, Automobile, Umbrella Liability, Educators Legal Liability, Directors and Officers, Employment Practices Liability, Crime, Workers' Compensation, Student Accident, and Cyber Liability.

Fiscal Impact:

Total Renewal Premium: $106,231*
6% increase from 2024-2025

California Pacific Charter - Los Angeles (Acton-Agua Dulce #1751) $47,803.95
California Pacific Charter - San Diego (Warner #1758) $35,056.23
California Pacific Charter - Sonoma (Guerneville #2037) $23,370.82

**Actual split allocation may differ pending approval of 2025-2026 Preliminary Budget.*