California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 5, 2026 at 5:43 PM PDT

Date and Time

Tuesday June 9, 2026 at 6:00 PM PDT

Location

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

Teleconference Locations

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

Join by telephone or via Zoom conferencing link below:

Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 929-4448-3265

https://cal-pacs-org.zoom.us/j/92944483265

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**			**6:00 PM**
A.	Call the Meeting to Order		Board Chairperson	2 m
B.	Record Attendance		Board Chairperson	2 m

Roll Call:
Kelly Wylie, Chairperson
Dr. Shirley Peterson, Vice Chairperson
Tanya Rogers, Clerk
Bill Howard, Member
Jason McFaul, Member

II.	**Pledge of Allegiance**			**6:04 PM**
A.	Led by Board Chairperson or designee.		Board Chairperson	2 m
III.	**Approve Adopt/Agenda**			**6:06 PM**
A.	Agenda	Vote	Board Chairperson	2 m

It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of June 9, 2026, as presented.

Roll Call Vote:
Kelly Wylie

	Purpose	Presenter	Time

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

IV. Approve Minutes 6:08 PM

A. Minutes of the Regular Board Meeting that was held on May 12, 2026. | Approve Minutes | Board Chairperson | 2 m

It is recommended the Board of Directors approve as presented, the minutes for the Regular Board meeting of May 12, 2026.

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 Chairperson. 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 Chairperson with a written statement, and an administrator will provide answers at a later date.

VI. Correspondence/Proposals/Reports 6:10 PM

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

Presented by C. Feher, Superintendent

		Purpose	Presenter	Time
VII.	**Consent**			**6:15 PM**

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

A.	Consent - Business/Financial Services		Board Chairperson	2 m

1. Check Registers - May 2026
2. J.P. Morgan Statement - May 2026
3. Chase Ink Statement - May 2026
4. Chase End of Day Sweep Investment - May 2026
5. Approval of FedEx Printing Quote 2026-27

B.	Consent - Personnel Services	Vote	Board Chairperson	2 m

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Description - Teacher on Special Assignment

Consent items listed under A through 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 _____

VIII.	**Business/Financial Services**			**6:19 PM**
A.	Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2025-26	Vote	Shannon Green	5 m

		Purpose	Presenter	Time

It is recommended that the Board approve the Annual Reports for Proposition 28: Arts and Music in Schools Funding for Fiscal Year 2025-2026 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

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

B. Approval of 2-Year All Systems Go! (ASG!) Computer Services Contract for Paid Media Management (Renewal) — Vote — Christine Feher — 5 m

It is recommended the Board approve the two-year contract with All Systems Go! (ASG!) Computer Services for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

2-Year Fiscal Impact: Up to $150,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 67,500.00
California Pacific Charter - San Diego (#1758) $ 51,00.00
California Pacific Charter - Sonoma (#2037) $ 31,500.00

2026-27 Fiscal Year Impact: Up to $75,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 33,750.50
California Pacific Charter - San Diego (#1758) $ 25,500.00
California Pacific Charter - Sonoma (#2037) $ 15,750.00

2027-28 Fiscal Year Impact: Up to $75,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 33,750.50
California Pacific Charter - San Diego (#1758) $ 25,500.00
California Pacific Charter - Sonoma (#2037) $ 15,750.00

Roll Call Vote:
Kelly Wylie

	Purpose	Presenter	Time

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

C. Approval of Charter Tech Services Contract (Renewal) — Vote — Christine Feher — 5 m

It is recommended the Board approve the contract with Charter Tech Services (CTS) for 2026-2027 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: $132,300.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 59,535.00
California Pacific Charter - San Diego (#1758) $ 43,659.00
California Pacific Charter - Sonoma (#2037) $ 29,106.00

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

D. Approval of UKG Service Agreement (Renewal) — Vote — Shannon Green — 5 m

It is recommended the Board approve a one-year service agreement with UKG for HR, payroll, and benefits management for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-27 school year.

Fiscal Impact: Up to $40,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $18,000.00
California Pacific Charter - San Diego (#1758) $13,600.00
California Pacific Charter - Sonoma (#2037) $8,400.00

Roll Call Vote:
Kelly Wylie

		Purpose	Presenter	Time

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

E. Approval of Instructure, Inc — Vote — Christine Feher — 5 m

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

3-Year Fiscal Impact: $20,341.36
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 9,153.61
California Pacific Charter - San Diego (#1758) $ 6,916.06
California Pacific Charter - Sonoma (#2037) $ 4,271.69

2026-27 Fiscal Year Impact: $6,916.21
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 3,112.29
California Pacific Charter - San Diego (#1758) $ 2,351.51
California Pacific Charter - Sonoma (#2037) $ 1,452.40

2027-28 Fiscal Year Impact: $6,548.85
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 2,946.98
California Pacific Charter - San Diego (#1758) $ 2,226.61
California Pacific Charter - Sonoma (#2037) $ 1,375.26

2028-29 Fiscal Year Impact: $6,876.30
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 3,094.34
California Pacific Charter - San Diego (#1758) $ 2,337.94
California Pacific Charter - Sonoma (#2037) $ 1,444.02

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers

		Purpose	Presenter	Time

Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IX. Personnel Services 6:44 PM

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

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

Fiscal Impact: Up to $20,500.00
(*Allocation split may vary dependent on actual enrollment*)
California Pacific Charter - Los Angeles (#1751) $9,225.00
California Pacific Charter - San Diego (#1758) $6,765.00
California Pacific Charter - Sonoma (#2037) $4,510.00

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

		Purpose	Presenter	Time
B.	Approval of 2026-2027 Revised Salary Schedules	Vote	Corrie Amador	5 m

It is recommended the Board approve a revision to the 2026-2027 COLA in the amount of 4.31% to all salary schedules of staff for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) effective July 1, 2026.

Fiscal Impact: $262,966.56
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $118,334.95
California Pacific Charter - San Diego (#1758) $89,408.63
California Pacific Charter - Sonoma (#2037) $55,222.98

Roll Call Vote:

		Purpose	Presenter	Time

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

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

C.	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 2026-2027 school year.

Fiscal Impact: $125,917
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $56,662.65
California Pacific Charter - San Diego (#1758) $42,811.78
California Pacific Charter - Sonoma (#2037) $26,442.57

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

X. Policy Development — 6:59 PM

A.	First Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits	Discuss	Christine Feher	5 m

XI. Public Hearings — 7:04 PM

A.	Adopted Budget 2026-2027, First Reading	Discuss	Shannon Green	15 m

		Purpose	Presenter	Time

It is recommended the Board enter into a public hearing regarding the Adopted Budget for the 2026-2027 school year. During the hearing, there will be a presentation on the Adopted Budget for the 2026-2027 school year.

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

Hearing Open: _____

Hearing Closed: _____

B.	Public hearing for the LCAP - Local Control & Accountability Plan (LCAP) 2024-2027	Discuss	Dr. Ericka Zemmer	15 m

It is recommended the Board enter into a public hearing regarding the LCAP for 2024-2027. During the hearing, there will be a presentation on the LCAP for 2024-2027.

- Budget Overview For Parents
- 2025-26 LCAP Annual Update
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables
- Instructions

Hearing Open: _____

Hearing Closed: _____

	Purpose	Presenter	Time

XII. Public Comment - Closed Session

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

XIII. Adjourn to Closed Session **7:34 PM**

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

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

A.	Closed Session	Discuss	Board Chairperson	15 m

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

a. Superintendent, Performance Evaluation

XIV. Reconvene Regular Meeting **7:49 PM**

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

XV. Calendar

The next scheduled regular meeting of the Board of Directors will be held on June 16, 2026.

XVI. Comments **7:54 PM**

A.	Board Comments	Discuss	Board Chairperson	5 m
B.	Superintendent Comments	Discuss	Christine Feher	5 m

		Purpose	Presenter	Time
XVII.	**Closing Items**			**8:04 PM**
A.	Adjourn Meeting	Vote	Board Chairperson	2 m

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

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

Coversheet

Minutes of the Regular Board Meeting that was held on May 12, 2026.

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting that was held on May 12, 2026.
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on May 12, 2026

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday May 12, 2026 at 6:00 PM

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

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

Join by telephone or via Zoom conferencing link below:
Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 913-2737-6147

https://cal-pacs-org.zoom.us/j/91327376147

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Directors Present

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

Directors Absent

None

Directors who left before the meeting adjourned

J. McFaul

Guests Present

Aimara Vazquez (remote), C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, David Rodriguez (remote), E. Zemmer (remote), Elena Hoffman (remote), Erin Speakman (remote), Garrett Carrington (remote), Jill Tanner (remote), Joelene Morasch (remote), Laurel Colton (remote), Marla Malfavon (remote), S. Green (remote), Tyler Phipps (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday May 12, 2026 at 6:00 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board Chairperson or designee.

K. Wylie, Board Chairperson, led the pledge.

III. Approve Adopt/Agenda

A.

Agenda

T. Rogers made a motion to approve the agenda, as presented.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on March 10, 2026

J. McFaul made a motion to approve the minutes from Regular Meeting of the Board of Directors on 03-10-26.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Public Comments/Recognition/Reports

A. Public Comments

There were no requests for public comment.

VI. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent

B. Staff Recognition Presentation

Presented by C. Feher, Superintendent

C. Letter from Acton-Agua Dulce Unified School District 2025-26

Presented by C. Feher, Superintendent

D.

Letter from Guerneville School District 2025-26

Presented by C. Feher, Superintendent

VII. Board Governance

A. Approval of the amendment of the Articles of Incorporation

T. Rogers made a motion to approve the amendment of the Articles of Incorporation.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of the Fourth Amended Board Bylaws

J. McFaul made a motion to approve the Fourth Amended Board Bylaws.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. Consent

A. Consent - Business/Financial Services

1. Check Registers - March 2026 and April 2026
2. J.P. Morgan Statement - March 2026 and April 2026
3. Chase Ink Statement - March 2026 and April 2026
4. Chase End of Day Sweep Investment - March 2026 and April 2026
5. Acknowledgement of completed and filed 2024 IRS Tax Form 990 and California Tax Form 199 Prepared by CliftonLarsonAllen (CLA) for Fiscal Year Ended June 30, 2025
6. Approval of Surplus of Electronic Devices
7. Approval of APLUS+ Membership (Renewal)
8. Approval of Stampli (Renewal)
9. Approval of Professional Development Participation: CASBO Strategic School Business Officer Academy

B.

Consent - Education/Student Services

1. Approval of NoRedInk Order (Renewal)
2. Approval of San Joaquin County Office of Education (Renewal)

C. Consent - Personnel Services

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

D. Consent - Policy Development

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

3000 Series - Business/Non-Instructional
3100 - CPCS Education Partner Code of Conduct Policy
3105 - CPCS Education Partner Risk Management Policy
J. McFaul made a motion to approve all consent items listed.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Business/Financial Services

A. Approval of Alludo Learning (Renewal)

T. Rogers made a motion to approve Alludo Learning (Renewal).
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of 2-Year California Charter School Association (CCSA) Membership (Renewal)

J. McFaul made a motion to approve the 2-Year California Charter School Association (CCSA) Membership (Renewal).
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Charter Impact Contract (Renewal)

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

Roll Call

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

D. Approval of DocuSign, Inc (Renewal)

T. Rogers made a motion to approve DocuSign, Inc (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Approval of RingCentral Contract (Renewal)

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

Roll Call

S. Peterson	Aye
K. Wylie	Aye
T. Rogers	Aye
J. McFaul	Aye

Roll Call

W. Howard Aye

F. Approval of Sage Intacct 2026-29 Accounting Services Contract (Renewal)

S. Peterson made a motion to approve the Sage Intacct 2026-29 Accounting Services Contract (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

G. Approval of School Pathways Agreement (Renewal)

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

Roll Call

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

X. Education/Student Services

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

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

Roll Call

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

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

J. McFaul 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

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

C. Approval of hand2mind

T. Rogers made a motion to approve the hand2mind.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of Kajeet Quote (Renewal)

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

Roll Call

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

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

J. McFaul made a motion to approve the PresenceLearning, Inc. Contract (Renewal).
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

XI. Personnel Services

A. Approval of Declaration of Need (DON) CL-500 for the 2026-2027 School Year

T. Rogers made a motion to approve the Declaration of Need (DON) CL-500 for the 2026-2027 School Year.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of 2026-2027 Strategic Staffing Plan

S. Peterson made a motion to approve the 2026-2027 Strategic Staffing Plan.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of the Workplace Violence Prevention Plan

S. Peterson made a motion to approve the Workplace Violence Prevention Plan.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

XII. Policy Development

A. 9250 - CPCS Remuneration, Reimbursement and Other Benefits

The Board discussed recent legislative changes related to Board member compensation and reviewed how those changes may apply to the organization's compensation practices.

XIII. Public Comment - Closed Session

A. Public Comment

There were no requests for public comment.

XIV. Adjourn to Closed Session

A. Closed Session

J. McFaul made a motion to adjourn to Closed Session.
S. Peterson seconded the motion.
The meeting was adjourned to Closed Session at 7:50 P.M.
The board **VOTED** to approve the motion.

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

XV. Closed Session

A. Closed Session Agenda

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Pursuant to Government Code 54957

a. Superintendent, Performance Evaluation

XVI. Reconvene Regular Meeting

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

J. McFaul left at 8:26 PM.
The Regular Meeting of the Board was reconvened at 8:26 P.M.

T. Rogers, Board Clerk, reported that there was nothing to report.

XVII. Calendar

A. Next Scheduled Meeting

The next scheduled regular meeting of the Board of Directors will be held on June 9, 2026.

XVIII. Comments

A. Board Comments

The Board shared expressed appreciation for the meeting discussion, staff presentations, and the continued growth of CalPAC. They recognized the dedication and longevity of CalPAC staff and thanked staff leadership for the thorough information presented, including the strategic staffing plan. The Board acknowledged the thoughtful and robust Board discussion and expressed appreciation for the work of staff and fellow members.

B. Superintendent Comments

C. Feher thanked the Board for its time and preparation during a lengthy meeting. She noted that the Board completed review of nearly all contracts for the coming school year, with only a few items expected to carry over to June, allowing the June meeting to focus more fully on the LCAP and budget. C. Feher expressed appreciation for the Board's dedication and service, and thanked staff for their work in preparing the meeting agenda and contract materials.

XIX. Closing Items

A. Adjourn Meeting

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

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:32 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- Staff Recognition 25-26.pdf

- March 25-26 School Highlights - Los Angeles.pdf
- March 25-26 School Highlights - San Diego.pdf
- March 25-26 School Highlights - Sonoma.pdf
- April 25-26 School Highlights - Los Angeles.pdf
- April 25-26 School Highlights - San Diego.pdf
- April 25-26 School Highlights - Sonoma.pdf
- 2025-26 CA Pacific Charter Second Interim Budget Review Letter.pdf
- 2025-26 CA Pacific Charter Second Interim Budget Review Letter - Sonoma.pdf
- Certificate of Amendment of Articles of Incorporation.pdf
- CPCS Bylaws v.4.pdf
- CPCS Bylaws v4_Redlined_5.12.26.pdf
- CalPac-LA Check Register March 2026.pdf
- CalPac-SD Check Register March 2026.pdf
- CalPac-SO Check Register March 2026.pdf
- CalPac-LA Check Register April 2026.pdf
- CalPac-SD Check Register April 2026.pdf
- CalPac-SO Check Register April 2026.pdf
- J.P. Morgan Statement March 31 2026.pdf
- J.P. Morgan Statement April 30 2026.pdf
- Chase Ink Business Card March 2026.pdf
- Chase Ink Business Card April 2026.pdf
- J.P. Morgan End of Day Sweep Statement March 31 2026.pdf
- J.P. Morgan End of Day Sweep Statement April 30 2026.pdf
- 2024 CalPac 990 and 199 FINAL.pdf
- Surplus of Electronics - May 2026.pdf
- BUS CPCS Consent Business Financial Services 5.12.26.pdf
- APlus+ Renewal 2026-27.pdf
- Stampli 2026-27.pdf
- 2026 CASBO SSBL Academy Overview.pdf
- BUS CPCS Consent Education 5.12.26.pdf
- NoRedInk 2026-27.pdf
- San Joaquin County Office of Education SEIS Intagration Contract 2026-29.pdf
- BUS CPCS Consent Policy 5.12.26.pdf
- 3100 - CPCS Education Partner Code of Conduct Policy.pdf
- 3100 - CPCS Education Partner Code of Conduct Policy_redline_05.12.26.pdf

- 3105 - CPCS Education Partner Risk Management Policy.pdf
- 3105 - CPCS Education Partner Risk Management Policy_redline_05.12.26.pdf
- Alludo 2026-29.pdf
- CCSA 2026-28.pdf
- Charter Impact Contract Supplement.pdf
- Charter Impact Contract and Exhibits.pdf
- DocuSign, Inc 2026-27.pdf
- RingCentral 2026-27.pdf
- Sage Intacct Multi-Year July 2026-June 2029.pdf
- School Pathways Quote Form with California Pacific Charter - Los Angeles (7.1.2026-6.30.2029).pdf
- School Pathways Quote Form with California Pacific Charter Schools - San Diego (7.1.2026-6.30.2029).pdf
- School Pathways Quote Form with California Pacific Charter - Sonoma (7.1.2026-6.30.2029).pdf
- ES Supply Boxes.pdf
- Art Supply Boxes.pdf
- 1st Day Supply Inv 2025-26.pdf
- Chromebook Costs 2026.pdf
- Chromebook Estimate.pdf
- Faculty Devices Estimate.pdf
- hand2mind Reg Kits 2026-27.pdf
- hand2mind Custom Kits 2026-27.pdf
- Kajeet 2026-27.pdf
- PresenceLearning, Inc 2026-27.pdf
- BUS Declaration of Need 2026-2027.pdf
- 2026-2027 CPCS SO DON.pdf
- 2026-2027 CPCS SD DON.pdf
- 2026-2027 CPCS LA DON.pdf
- BUS CPCS 2026-2027 Strategic Staffing Plan.pdf
- 2026-2027 Strategic Staffing Plan - Summary.pdf
- 2026-2027 Strategic Staffing Plan - 2026-2027 Staffing.pdf
- 2026-2027 Strategic Staffing Plan - Reserve Positions.pdf
- 2026-2027 Strategic Staffing Plan - Benefits Chart.pdf
- 2026-2027 Strategic Staffing Plan - Job Descriptions.pdf
- 2026-2027 Strategic Staffing Plan - Certificated Salary Schedule 5-2026.pdf

- 2026-2027 Strategic Staffing Plan - Certificated Substitute Salary Schedule 5-2026.pdf
- 2026-2027 Strategic Staffing Plan - Certificated Specialist Salary Schedule 5-2026.pdf
- 2026-2027 Strategic Staffing Plan - Cert Admin Salary Schedule 5-2026.pdf
- 2026-2027 Strategic Staffing Plan - Classified Plan 5-2026.pdf
- 2026-2027 Strategic Staffing Plan - Classified Salary Schedule 5-2026.pdf
- 2026-2027 Strategic Staffing Plan - Class Admin Salary Schedule 5-2026.pdf
- CalPac Workplace Violence Prevention Plan 5-2026.pdf
- 9250 - CPCS Remuneration, Reimbursement, and Other Benefits.pdf

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FOR MORE INFORMATION

For more information concerning this agenda, contact

California Pacific Charter Schools. Telephone: 949-688-7798

Coversheet

CalPac School Highlights

Section: VI. Correspondence/Proposals/Reports
Item: A. CalPac School Highlights
Purpose: Discuss
Submitted by:
Related Material: May 25-26 School Highlights - Los Angeles.pdf
May 25-26 School Highlights - San Diego.pdf
May 25-26 School Highlights - Sonoma.pdf

CPCS Los Angeles School Highlights

MAY

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

455

Program Highlights

May was a month of celebration, connection, and reflection as CalPac wrapped up the school year. Students and staff showed tremendous effort during CAASPP testing, reaching the 95% participation goal in ELA, math, and science across all areas and student groups.

Throughout the month, students showcased their creativity and talents at the 7th Annual Science Fair and the 11th Annual Virtual Talent Show. Our school communities also came together for end-of-year Park Day events, where students, families, and staff enjoyed time to connect and celebrate a successful year.

May also gave us the opportunity to recognize the teachers and classified employees who support student success each day. In addition, the CTE Academy concluded with its annual CalPac Coastal

Los Angeles

MAY 2026

Cafe job fair, the School Site Council held its final meeting of the year, and staff continued professional learning through Corwin's Belonging in School Virtual Institute.

We are proud of the growth, teamwork, and accomplishments shared across our school community this month and look forward to finishing the year strong.

Student Achievement

Teacher Appreciation Week
This month, we were proud to celebrate Teacher Appreciation Week and recognize the incredible educators who make CalPac such a supportive and inspiring place to learn. Each day, our teachers bring creativity, care, and dedication to their classrooms, helping students stay engaged, build confidence, and work toward their goals.

Students, families, and staff joined in the celebration by sharing kind messages, virtual shout-outs, and thoughtful tokens of appreciation. We are deeply grateful for our teachers' commitment to student success and the meaningful difference they make across our school community.

7th Annual Science Fair
Our 7th Annual Science Fair was an inspiring celebration of curiosity, creativity, and hands-on learning. Students proudly shared their projects with families, staff, and peers, demonstrating thoughtful research, problem-solving, and a strong understanding of the scientific process. From creative displays to well-explained experiments, our student scientists showcased the effort, imagination, and perseverance that went into their work.

CAASPP Testing
We are proud to share that our students reached the 95% participation goal for CAASPP testing in ELA, math, and science across all areas and student groups! This accomplishment reflects the hard work and commitment of our entire school community. Teachers and staff worked diligently to provide flexible testing opportunities, prepare students through engaging test prep sessions, and build excitement through positive encouragement and hype events.

Los Angeles

MAY 2026

As scores begin to populate in the student information system, most students will soon be able to view their results. We look forward to reviewing the data, celebrating schoolwide progress, and using these insights to set meaningful goals with students as we prepare for the new school year.

Final CTE Academy Meeting
The CTE team wrapped up the year with its annual CalPac Coastal Cafe job fair. Four CTE Pathway finalists participated in live interviews with a panel of industry expert judges, showcasing professionalism, real-world interview skills, and confidence in front of more than 80 student attendees.

Senior Isabella was ultimately selected for the position. This event served as a meaningful culmination of the CTE Academy experience, which begins each September and helps students build valuable career-ready skills throughout the year.

Classified School Employee Week
During Classified School Employee Week, we proudly celebrated the dedicated team members who help keep CalPac running smoothly and support our students, families, and staff each day. From admissions and office support to instructional assistants, tutors, finance, and human resources, each role plays an important part in creating a strong and welcoming school community.

We are grateful for the care, teamwork, and commitment our classified employees bring to their work. Thank you for the many ways you help make CalPac a thriving place to learn and grow!

11th Annual Talent Show
CalPac celebrated its 11th Annual Virtual Talent Show, a beloved tradition that brings our school community together to recognize student creativity, confidence, and school spirit. This year's event featured an impressive variety of student-submitted performances, including songs, artwork, photography, dances, animations, and unique special talents.

Los Angeles

MAY 2026

Students did a wonderful job sharing their interests and talents in creative and meaningful ways. From artistic pieces to live performances, each submission reflected the individuality, effort, and enthusiasm of our students. We are so proud of everyone who participated and helped make this year's Talent Show a fun, inspiring, and memorable celebration for the CalPac community.

End of Year Park Day

Park Day was a wonderful opportunity for students, families, and CalPac staff to come together outside of the virtual classroom and enjoy time in person. Families gathered at beautiful Lacy Park for a day filled with crafts, games, playground fun, and meaningful connection.

Students enjoyed interacting with classmates, building friendships, and making special memories with their peers. Seeing our students connect in person was the highlight of the day and a joyful way to celebrate the end of the school year.

School Site Council

The School Site Council held its final meeting of the school year on May 27, bringing members together virtually to review key updates and support continued schoolwide planning. During the meeting, council members reviewed the 2026–2027 meeting calendar and approved the LCAP, Parent and Family Engagement Policy, and Title I Parent Compact.

These discussions gave members an opportunity to reflect on school progress, provide input, and help guide decisions that strengthen programs and services for students. We appreciate the council's ongoing collaboration and commitment to supporting student success across our school community.

Professional Development

Corwin Belonging in School Virtual Institute

Staff participated in Corwin's Belonging in School Virtual Institute, a professional learning opportunity focused on creating school environments where every student feels seen, valued, and

Los Angeles

MAY 2026

supported. The institute highlighted strategies for strengthening classroom connections, building inclusive practices, and fostering a positive school culture that supports both academic and social-emotional growth.

This learning aligns with CalPac's ongoing commitment to student success and continuous improvement. Staff left with meaningful tools and ideas to help deepen student engagement, promote belonging, and ensure all students feel connected to their school community.

Smart Goals

For the 2025–2026 school year, CalPac's SMART goals center on student growth, stability, and innovation. We will focus on raising student achievement on CAASPP and College & Career Indicators, with special attention to accelerating outcomes for underserved groups. Teachers will play a key role in reducing chronic absenteeism and ensuring every student has the support to succeed. Strengthening re-enrollment and welcoming new students through engaging instruction will also help sustain our school's fiscal health. Finally, we are committed to innovation and leadership development—expanding CTE and dual enrollment opportunities while building pathways for teacher leadership and organizational resilience.

Pictures & Videos

End of Year Park Day

Los Angeles

MAY 2026



Los Angeles

MAY 2026

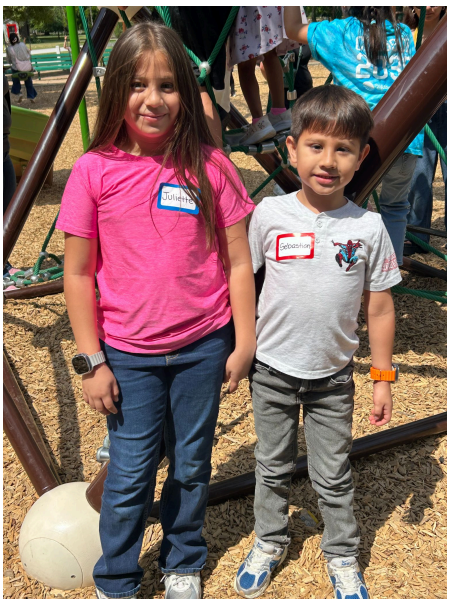


Los Angeles

MAY 2026








Los Angeles

MAY 2026









Future Projects

Los Angeles

MAY 2026

MS & HS Finals
Kinder Promotion
5th Gr Promotion
8th Gr Promotion
HS Graduations



CPCS San Diego School Highlights

MAY

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

318

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San Diego

MAY 2026

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San Diego

MAY 2026

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San Diego

MAY 2026

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Park Day was filled with fun, laughter, and connection as students, families, and teachers gathered to celebrate the end of the school year. Students enjoyed the beautiful weather while playing with schoolmates, meeting friends from different classes, and taking part in activities like jump rope, sidewalk chalk, and CalPac coloring pages.

Teachers were grateful for the opportunity to visit with students in person, and families enjoyed time to connect with one another and build relationships within our school community. From shared conversations to joyful games and creative activities, Park Day created wonderful memories and a meaningful way to celebrate a successful school year.

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San Diego

MAY 2026

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Pictures & Videos

End of Year Park Day

San Diego

MAY 2026







San Diego

MAY 2026



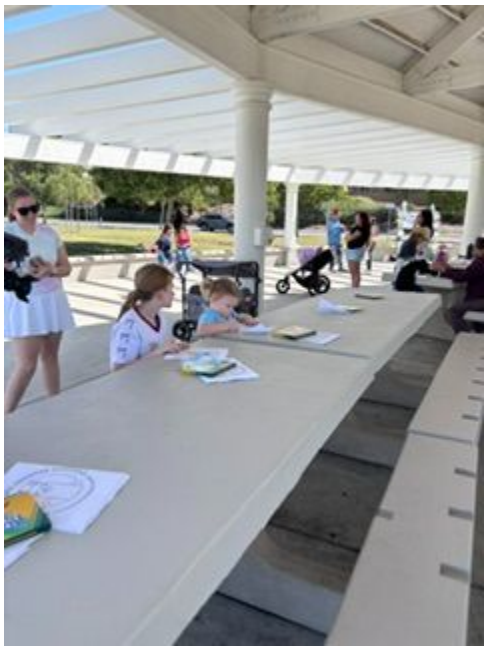
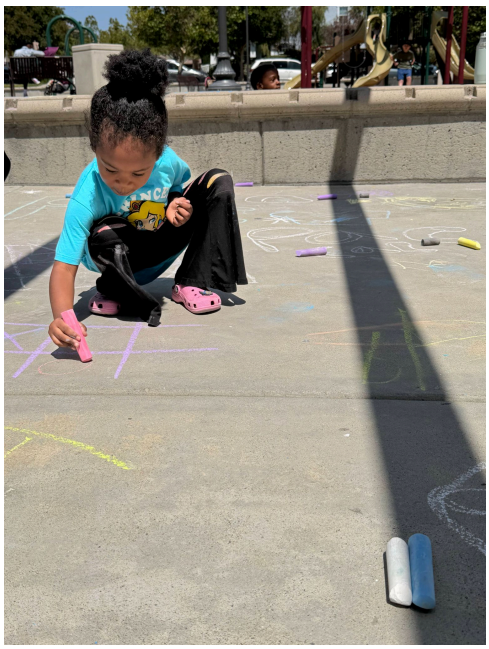




San Diego

MAY 2026




San Diego

MAY 2026



Future Projects

MS & HS Finals
Kinder Promotion
5th Gr Promotion
8th Gr Promotion
HS Graduations



CPCS Sonoma School Highlights

MAY

IN FULL BLOOM
Reaching New Heights

2025-2026

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Sonoma

MAY 2026

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MAY 2026

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End of Year Park Day
Park Day brought our Sonoma families and teachers together for a lovely morning at Howarth Park in Santa Rosa. Families enjoyed time to connect while students played cornhole, giant Tetris, and Connect 4, climbed the rock wall, explored the playground, and participated in end-of-year alpaca arts and crafts.

It was a fun and meaningful way for parents, students, and teachers to celebrate the end of a wonderful school year and enjoy time together as a school community.

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Pictures & Videos

End of Year Park Day

Sonoma

MAY 2026



Sonoma

MAY 2026










Sonoma

MAY 2026





Future Projects

MS & HS Finals
Kinder Promotion
5th Gr Promotion
8th Gr Promotion
HS Graduations

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: CalPac-LA Check Register May 2026.pdf
CalPac-SD Check Register May 2026.pdf
CalPac-SO Check Register May 2026.pdf
J.P. Morgan Statement May 31 2026.pdf
Chase Ink Business Card May 2026.pdf
J.P. Morgan End of Day Sweep Statement May 31 2026.pdf
BUS CPCS Consent Business Financial Services 06.09.26.pdf
FedEx Printing Quote 2026-27.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/04/26	RING000--RingCentral	20137004632	1,445.38	Phone Bill Monthly - April 2026	55--California Pacific Charter - Los Angeles
	05/04/26	SHAN000--Shannon Green	20137004630	11.79	Lunch and Learn February 2026	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004630	18.03	Parking/Mileage to/from Sacramento Capital April 2026	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004630	64.43	CASBO Conference March 2026 - Meals	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004630	145.62	CASBO Conference March 2026 - Flight	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004630	68.48	CASBO Conference March 2026 - Lyft	55--California Pacific Charter - Los Angeles
	05/04/26	DANI001--Danielle Carbonetta	20137004629	13.33	Staff meeting meal - February 2026	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004629	3.93	Office Supplies - Storage Bins for Office	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004629	49.63	CCSA Conference February 2026 - Meals	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004629	31.27	CCSA Conference February 2026 - Mileage & Parking	55--California Pacific Charter - Los Angeles
	05/04/26	JENN005--Jennifer Davis	101372089	33.35	Best Practices in School-Based OT 10th Annual Conference - Mileage	55--California Pacific Charter - Los Angeles
		JENN005--Jennifer Davis	101372089	41.86	Best Practices in School-Based OT 10th Annual Conference - Meals	55--California Pacific Charter - Los Angeles
	05/04/26	TAMA001--Tamara Hicks	101372090	26.45	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	55--California Pacific Charter - Los Angeles
		TAMA001--Tamara Hicks	101372090	8.30	Tanaka Strawberry Farms Field Trip Apr 2026 Meals	55--California Pacific Charter - Los Angeles
	05/04/26	ALIS001--Alisa Sheveland	20137004633	8.35	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	55--California Pacific Charter - Los Angeles
	05/04/26	CHAR001--Charter Impact	20137004628	1,240.31	Payroll & Retirement Services Monthly - April 2026	55--California Pacific Charter - Los Angeles
	05/04/26	ECCI000--ECC Imaging LLC	101372088	79.33	Copier Overages Monthly - April 2026	55--California Pacific Charter - Los Angeles
	05/05/26	ARNE001--A&R Parcel Three	1250869952TC	179.88	Office Space DOE- May 2026	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	1250869952TC	3,702.15	Office Space Rent - May 2026	55--California Pacific Charter - Los Angeles
	05/05/26	SARA001--Sarah Simkin	20137004637	4,000.00	Speech Assessments April 2026	55--California Pacific Charter - Los Angeles
	05/05/26	NANC001--Nancy McKenna	20137004636	291.26	ASL Course & Credential Fees - McKenna, Nancy	55--California Pacific Charter - Los Angeles
	05/05/26	ALPH000--Alpha Vision, Inc.	101372091	170.55	Google Drive Back-Up Monthly - May 2026	55--California Pacific Charter - Los Angeles
	05/05/26	AMAZ000--Amazon	20137004635	15.24	Ink cartridge for staff	55--California Pacific Charter - Los Angeles
	05/08/26	WORL000--Worldwide Express	1283807002TC	271.02	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	05/12/26	TSWT000--TSW Therapy, Inc.	20137004642	4,765.00	Speech - March 2026	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137004642	2,730.00	OT - March 2026	55--California Pacific Charter - Los Angeles
	05/12/26	ALLS001--All Systems Go Veterinary Solutions	20137004638	1,439.70	Marketing Monthly - May 2026	55--California Pacific Charter - Los Angeles
	05/12/26	SANC001--Josue Sanchez	20137004640	364.80	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/12/26	CULL001--Culligan	101372092	31.03	Water Cooler Rental Monthly - May 2026	55--California Pacific Charter - Los Angeles
	05/13/26	SANC001--Josue Sanchez	20137004644	35.55	Live Scan Fee	55--California Pacific Charter - Los Angeles
	05/14/26	WORL000--Worldwide Express	1347858739TC	313.46	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	05/18/26	APLU000--APLUS+	20137004645	6,637.50	Yearly Subscription - 2026-2027 School Year	55--California Pacific Charter - Los Angeles
	05/19/26	JENN001--Jennifer Byus	101372098	41.73	Sofi Stadium Field Trip Oct 2025 - Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101372098	72.40	CSU Counselor Conference September 2025 - Meals	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101372098	41.22	CSU Counselor Conference September 2025 - Mileage & Parking	55--California Pacific Charter - Los Angeles
	05/19/26	JENN001--Jennifer Byus	101372096	9.14	CTE Conference November 2026 - Meals	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101372096	17.89	Office Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101372096	46.57	Photography Experience Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101372096	62.37	CTE Conference November 2026 - Mileage	55--California Pacific Charter - Los Angeles
	05/19/26	AMAN001--Amani Proctor	101372097	17.05	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	05/19/26	AMAN001--Amani Proctor	Voided - 101371989	(17.05)	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	05/19/26	JENN001--Jennifer Byus	Voided - 101371994	(46.57)	Photography Experience Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101371994	(17.89)	Office Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101371994	(9.14)	CTE Conference November 2026 - Meals	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101371994	(62.37)	CTE Conference November 2026 - Mileage	55--California Pacific Charter - Los Angeles
	05/19/26	JENN001--Jennifer Byus	Voided - 101371991	(72.40)	CSU Counselor Conference September 2025 - Meals	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101371991	(41.73)	Sofi Stadium Field Trip Oct 2025 - Mileage	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	Voided - 101371991	(41.22)	CSU Counselor Conference September 2025 - Mileage & Parking	55--California Pacific Charter - Los Angeles
	05/21/26	JASO000--Jason D. McFaul	1216331629	200.00	May 2026 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	05/21/26	WILL000--William J Howard Jr.	1216331600	200.00	May 2026 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	05/21/26	TANY001--Tanya Rogers	1216331594	200.00	May 2026 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	05/21/26	KELL000--Kelly Wylie	1216331634	200.00	May 2026 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	05/21/26	SHIR000--Shirley Peterson	1216331653	200.00	May 2026 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	05/21/26	WORL000--Worldwide Express	1411684667TC	189.85	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles

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

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/21/26	CHAR003--Charter Tech Services	20137004650	4,725.00	Monthly Technology Services for May 2026	55--California Pacific Charter - Los Angeles
	05/21/26	RIDS001--Rids Brother Company Inc	20137004649	3,885.00	NPS Transportation Services for April 2026	55--California Pacific Charter - Los Angeles
	05/27/26	ERNE001--Ernest Almendarez	101372104	675.00	Medi-Cal Billing Consultant	55--California Pacific Charter - Los Angeles
	05/27/26	MELI002--Melissa Magdenovski	101372103	46.19	Substitute Credential Reimbursement	55--California Pacific Charter - Los Angeles
	05/28/26	AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Caryn Masters	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - VICTORIA CAMPBELL	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Alisa Sheveland	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Jill Stubbs	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Kathryn Sutton	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Ashley Trujillo	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Lisa Martinez	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Maryel Kindem	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Kristine Kim	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Katherine Johnson	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Mckenzie Jackson	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Debi Huber	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Laura Hopkins	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Tamara Hicks	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Heather Goldbach	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Lauren Curtis	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Carly Caprio	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Frances Acin	55--California Pacific Charter - Los Angeles
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Elizabeth Palermo	55--California Pacific Charter - Los Angeles
	05/28/26	CHAR003--Charter Tech Services	20137004663	83,204.55	ASUS Student Chromebooks - (180)	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004663	5,760.00	Student Chromebook Licenses - (180)	55--California Pacific Charter - Los Angeles
	05/28/26	AMAZ000--Amazon	20137004659	9.27	Student supplies- calculators for testing	55--California Pacific Charter - Los Angeles
	05/28/26	AMAZ000--Amazon	20137004661	5.47	Supplies for Office	55--California Pacific Charter - Los Angeles
	05/28/26	AMAZ000--Amazon	20137004656	3.21	Supplies for Office	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/28/26	AMAZ000--Amazon	20137004660	3.06	Supplies for Office	55--California Pacific Charter - Los Angeles
	05/28/26	AMAZ000--Amazon	20137004658	2.66	Office supplies for teacher- desktop calculator	55--California Pacific Charter - Los Angeles
	05/28/26	JILLT001--Jill Tanner	20137004654	46.40	CASBO Conference March 2026	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137004654	79.09	CASBO Conference March 2026	55--California Pacific Charter - Los Angeles
	05/28/26	AMYE001--Amy Robinson	20137004651	123.75	CSET Physics Prep Course Reimbursement	55--California Pacific Charter - Los Angeles
	05/28/26	TYLE001--Tyler Phipps	20137004655	61.01	Grad Night May 2026 - Mileage & Tolls	55--California Pacific Charter - Los Angeles
		TYLE001--Tyler Phipps	20137004655	15.92	Grad Night May 2026 - Meals	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**$ 136,147.41**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 06/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/04/26	ANTH001--Anthem	1249938823TC	66,573.63	Medical Premiums Monthly - May 2026	44--California Pacific Charter - San Diego
	05/04/26	RING000--RingCentral	20137004632	1,059.94	Phone Bill Monthly - April 2026	44--California Pacific Charter - San Diego
	05/04/26	SHAN000--Shannon Green	20137004630	13.22	Parking/Mileage to/from Sacramento Capital April 2026	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004630	47.25	CASBO Conference March 2026 - Meals	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004630	50.22	CASBO Conference March 2026 - Lyft	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004630	106.79	CASBO Conference March 2026 - Flight	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004630	8.65	Lunch and Learn February 2026	44--California Pacific Charter - San Diego
	05/04/26	DANI001--Danielle Carbonetta	20137004629	36.39	CCSA Conference February 2026 - Meals	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004629	9.78	Staff meeting meal - February 2026	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004629	2.89	Office Supplies - Storage Bins for Office	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004629	22.92	CCSA Conference February 2026 - Mileage & Parking	44--California Pacific Charter - San Diego
	05/04/26	JENN005--Jennifer Davis	101372089	30.70	Best Practices in School-Based OT 10th Annual Conference - Meals	44--California Pacific Charter - San Diego
		JENN005--Jennifer Davis	101372089	24.45	Best Practices in School-Based OT 10th Annual Conference - Mileage	44--California Pacific Charter - San Diego
	05/04/26	TAMA001--Tamara Hicks	101372090	9.00	Tanaka Strawberry Farms Field Trip Apr 2026 Meals	44--California Pacific Charter - San Diego
		TAMA001--Tamara Hicks	101372090	28.65	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	44--California Pacific Charter - San Diego
	05/04/26	ALIS001--Alisa Sheveland	20137004633	9.05	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	44--California Pacific Charter - San Diego
	05/04/26	CHAR001--Charter Impact	20137004628	909.56	Payroll & Retirement Services Monthly - April 2026	44--California Pacific Charter - San Diego
	05/04/26	ECCI000--ECC Imaging LLC	101372088	58.17	Copier Overages Monthly - April 2026	44--California Pacific Charter - San Diego
	05/04/26	ROSA002--Rosalina Holmes	101372087	10.00	Refund--Safari West Field Trip Apr 2026 Tickets Adults	44--California Pacific Charter - San Diego
	05/05/26	ARNE001--A&R Parcel Three	1250869952TC	2,714.91	Office Space Rent - May 2026	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	1250869952TC	131.92	Office Space DOE- May 2026	44--California Pacific Charter - San Diego
	05/05/26	NANC001--Nancy McKenna	20137004636	213.59	ASL Course & Credential Fees - McKenna, Nancy	44--California Pacific Charter - San Diego
	05/05/26	ALPH000--Alpha Vision, Inc.	101372091	125.07	Google Drive Back-Up Monthly - May 2026	44--California Pacific Charter - San Diego
	05/05/26	AMAZ000--Amazon	20137004635	11.17	Ink cartridge for staff	44--California Pacific Charter - San Diego
	05/08/26	WORL000--Worldwide Express	1283807002TC	176.63	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	05/12/26	TSWT000--TSW Therapy, Inc.	20137004641	1,335.00	Speech - March 2026	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004641	770.00	OT - March 2026	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
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Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/12/26	ALLS001--All Systems Go Veterinary Solutions	20137004638	1,055.78	Marketing Monthly - May 2026	44--California Pacific Charter - San Diego
	05/12/26	SANC001--Josue Sanchez	20137004640	395.20	Tanaka Strawberry Farms Field Trip Apr 2026 Mileage	44--California Pacific Charter - San Diego
	05/12/26	CULL001--Culligan	101372092	22.76	Water Cooler Rental Monthly - May 2026	44--California Pacific Charter - San Diego
	05/13/26	SANC001--Josue Sanchez	20137004644	26.07	Live Scan Fee	44--California Pacific Charter - San Diego
	05/14/26	WORL000--Worldwide Express	1347858739TC	154.37	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	05/15/26	BERK000--Berkshire Hathaway	1359344825TC	5,773.98	Worker's Comp April 2026	44--California Pacific Charter - San Diego
	05/18/26	APLU000--APLUS+	20137004645	5,015.00	Yearly Subscription - 2026-2027 School Year	44--California Pacific Charter - San Diego
	05/19/26	JENN001--Jennifer Byus	101372098	9.79	Sofi Stadium Field Trip Oct 2025 - Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101372098	30.23	CSU Counselor Conference September 2025 - Mileage & Parking	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101372098	53.09	CSU Counselor Conference September 2025 - Meals	44--California Pacific Charter - San Diego
	05/19/26	JENN001--Jennifer Byus	101372096	13.12	Office Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101372096	14.71	Photography Experience Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101372096	6.70	CTE Conference November 2026 - Meals	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101372096	45.74	CTE Conference November 2026 - Mileage	44--California Pacific Charter - San Diego
	05/19/26	AMAN001--Amani Proctor	101372097	13.40	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
	05/19/26	AMAN001--Amani Proctor	Voided - 101371989	(13.40)	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
	05/19/26	JENN001--Jennifer Byus	Voided - 101371994	(13.12)	Office Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101371994	(14.71)	Photography Experience Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101371994	(45.74)	CTE Conference November 2026 - Mileage	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101371994	(6.70)	CTE Conference November 2026 - Meals	44--California Pacific Charter - San Diego
	05/19/26	JENN001--Jennifer Byus	Voided - 101371991	(53.09)	CSU Counselor Conference September 2025 - Meals	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101371991	(30.23)	CSU Counselor Conference September 2025 - Mileage & Parking	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	Voided - 101371991	(9.79)	Sofi Stadium Field Trip Oct 2025 - Mileage	44--California Pacific Charter - San Diego
	05/21/26	JASO000--Jason D. McFaul	1216331629	200.00	May 2026 Board Stipends - JM	44--California Pacific Charter - San Diego
	05/21/26	WILL000--William J Howard Jr.	1216331600	200.00	May 2026 Board Stipends - WH	44--California Pacific Charter - San Diego
	05/21/26	TANY001--Tanya Rogers	1216331594	200.00	May 2026 Board Stipends - TR	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 06/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/21/26	KELL000--Kelly Wylie	1216331634	200.00	May 2026 Board Stipends - KW	44--California Pacific Charter - San Diego
	05/21/26	SHIR000--Shirley Peterson	1216331653	200.00	May 2026 Board Stipends - SP	44--California Pacific Charter - San Diego
	05/21/26	WORL000--Worldwide Express	1411684667TC	40.70	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	05/21/26	CHAR003--Charter Tech Services	20137004650	3,465.00	Monthly Technology Services for May 2026	44--California Pacific Charter - San Diego
	05/21/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101372100	1,401.52	Translation - April 2026	44--California Pacific Charter - San Diego
	05/21/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101372102	1,338.52	Translation - May 2026	44--California Pacific Charter - San Diego
	05/21/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101372101	175.70	Translation - May 2026	44--California Pacific Charter - San Diego
	05/21/26	FRAS001--Frasco Investigative Services	20137004646	113.00	Investigative Services for April 2026	44--California Pacific Charter - San Diego
	05/21/26	FRAS001--Frasco Investigative Services	20137004648	113.00	Investigative Services for April 2026	44--California Pacific Charter - San Diego
	05/27/26	ERNE001--Ernest Almendarez	101372104	495.00	Medi-Cal Billing Consultant	44--California Pacific Charter - San Diego
	05/27/26	MELI002--Melissa Magdenovski	101372103	33.88	Substitute Credential Reimbursement	44--California Pacific Charter - San Diego
	05/28/26	AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Caryn Masters	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Frances Acin	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Jill Stubbs	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Kathryn Sutton	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Ashley Truijillo	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - VICTORIA CAMPBELL	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Carly Caprio	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Lauren Curtis	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Heather Goldbach	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Elizabeth Palermo	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Lisa Martinez	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Maryel Kindem	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Kristine Kim	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Katherine Johnson	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 06/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Mckenzie Jackson	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Debi Huber	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Laura Hopkins	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Tamara Hicks	44--California Pacific Charter - San Diego
		AVID001--AVID	20137004664	425.00	AVID Certified Educator 2025-26 - Alisa Sheveland	44--California Pacific Charter - San Diego
	05/28/26	CHAR003--Charter Tech Services	20137004663	65,639.15	ASUS Student Chromebooks - (142)	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004663	4,544.00	Student Chromebook Licenses - (142)	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004659	6.81	Student supplies- calculators for testing	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004661	4.01	Supplies for Office	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004662	7.53	Book for student in CPC-SD	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004656	2.35	Supplies for Office	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004660	2.24	Supplies for Office	44--California Pacific Charter - San Diego
	05/28/26	AMAZ000--Amazon	20137004658	1.95	Office supplies for teacher- desktop calculator	44--California Pacific Charter - San Diego
	05/28/26	JILLT001--Jill Tanner	20137004654	57.99	CASBO Conference March 2026	44--California Pacific Charter - San Diego
		JILLT001--Jill Tanner	20137004654	34.02	CASBO Conference March 2026	44--California Pacific Charter - San Diego
	05/28/26	AMYE001--Amy Robinson	20137004651	90.75	CSET Physics Prep Course Reimbursement	44--California Pacific Charter - San Diego
	05/28/26	GRET000--Gretchen Chamberlain	20137004652	40.89	CAASPP/ELPAC In-Person Testing - Meals	44--California Pacific Charter - San Diego
		GRET000--Gretchen Chamberlain	20137004652	205.96	CAASPP/ELPAC In-Person Testing - Mileage & Tolls	44--California Pacific Charter - San Diego
	05/28/26	TYLE001--Tyler Phipps	20137004655	16.64	Grad Night May 2026 - Mileage & Tolls	44--California Pacific Charter - San Diego
		TYLE001--Tyler Phipps	20137004655	4.34	Grad Night May 2026 - Meals	44--California Pacific Charter - San Diego
	05/28/26	HEAT001--Heather Goldbach	20137004653	21.17	SPED In-Person Testing - Mileage & Tolls	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 173,863.83**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/04/26	RING000--RingCentral	20137004632	706.63	Phone Bill Monthly - April 2026	95--California Pacific Charter - Sonoma
	05/04/26	SHAN000--Shannon Green	20137004630	8.82	Parking/Mileage to/from Sacramento Capital April 2026	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004630	31.50	CASBO Conference March 2026 - Meals	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004630	33.48	CASBO Conference March 2026 - Lyft	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004630	5.76	Lunch and Learn February 2026	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004630	71.19	CASBO Conference March 2026 - Flight	95--California Pacific Charter - Sonoma
	05/04/26	COUR001--Courtney Young	20137004631	64.18	Safari West Field Trip - April 2026 - Meals	95--California Pacific Charter - Sonoma
		COUR001--Courtney Young	20137004631	329.16	Safari West Field Trip - April 2026 - Mileage	95--California Pacific Charter - Sonoma
	05/04/26	VICTO02--Victoria Campbell	20137004634	58.02	Safari West Field Trip April 2026 - Meals	95--California Pacific Charter - Sonoma
		VICTO02--Victoria Campbell	20137004634	281.96	Safari West Field Trip April 2026 - Mileage	95--California Pacific Charter - Sonoma
	05/04/26	DANI001--Danielle Carbonetta	20137004629	1.92	Office Supplies - Storage Bins for Office	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004629	6.52	Staff meeting meal - February 2026	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004629	15.29	CCSA Conference February 2026 - Mileage & Parking	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004629	24.26	CCSA Conference February 2026 - Meals	95--California Pacific Charter - Sonoma
	05/04/26	JENN005--Jennifer Davis	101372089	16.30	Best Practices in School-Based OT 10th Annual Conference - Mileage	95--California Pacific Charter - Sonoma
		JENN005--Jennifer Davis	101372089	20.46	Best Practices in School-Based OT 10th Annual Conference - Meals	95--California Pacific Charter - Sonoma
	05/04/26	CHAR001--Charter Impact	20137004628	606.38	Payroll & Retirement Services Monthly - April 2026	95--California Pacific Charter - Sonoma
	05/04/26	ECCI000--ECC Imaging LLC	101372088	38.78	Copier Overages Monthly - April 2026	95--California Pacific Charter - Sonoma
	05/05/26	ARNE001--A&R Parcel Three	1250869952TC	1,809.94	Office Space Rent - May 2026	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	1250869952TC	87.94	Office Space DOE- May 2026	95--California Pacific Charter - Sonoma
	05/05/26	NANC001--Nancy McKenna	20137004636	142.40	ASL Course & Credential Fees - McKenna, Nancy	95--California Pacific Charter - Sonoma
	05/05/26	ALPH000--Alpha Vision, Inc.	101372091	83.38	Google Drive Back-Up Monthly - May 2026	95--California Pacific Charter - Sonoma
	05/05/26	AMAZ000--Amazon	20137004635	7.45	Ink cartridge for staff	95--California Pacific Charter - Sonoma
	05/08/26	WORL000--Worldwide Express	1283807002TC	119.58	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	05/12/26	TSWT000--TSW Therapy, Inc.	20137004643	525.00	Speech - March 2026	95--California Pacific Charter - Sonoma
		TSWT000--TSW Therapy, Inc.	20137004643	945.00	OT - March 2026	95--California Pacific Charter - Sonoma
	05/12/26	ALLS001--All Systems Go Veterinary Solutions	20137004638	703.85	Marketing Monthly - May 2026	95--California Pacific Charter - Sonoma
	05/12/26	SPEC000--Specialized Therapy Services	101372093	471.25	Speech March 2026	95--California Pacific Charter - Sonoma
		SPEC000--Specialized Therapy	101372093	1,050.00	BIS March 2026	95--California Pacific Charter - Sonoma
	05/12/26	SPEC000--Specialized Therapy Services	101372094	580.00	Speech February 2026	95--California Pacific Charter - Sonoma
	05/12/26	SPEC000--Specialized Therapy Services	101372095	217.50	Speech January 2026	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/12/26	CULL001--Culligan	101372092	15.17	Water Cooler Rental Monthly - May 2026	95--California Pacific Charter - Sonoma
	05/12/26	UNPL001--Unplug Studio LLC	20137004639	65.00	Website Hosting and Maintenance Monthly - May 2026	95--California Pacific Charter - Sonoma
	05/13/26	SANC001--Josue Sanchez	20137004644	17.38	Live Scan Fee	95--California Pacific Charter - Sonoma
	05/14/26	WORL000--Worldwide Express	1347858739TC	125.75	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	05/18/26	APLU000--APLUS+	20137004645	3,097.50	Yearly Subscription - 2026-2027 School Year	95--California Pacific Charter - Sonoma
	05/19/26	WILLS01--Linlin Wills	101372099	5,280.00	NPS Placement Lindamood -Bell Compensatory Education	95--California Pacific Charter - Sonoma
	05/19/26	JENN001--Jennifer Byus	101372098	35.39	CSU Counselor Conference September 2025 - Meals	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	101372098	20.15	CSU Counselor Conference September 2025 - Mileage & Parking	95--California Pacific Charter - Sonoma
	05/19/26	JENN001--Jennifer Byus	101372096	30.49	CTE Conference November 2026 - Mileage	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	101372096	4.47	CTE Conference November 2026 - Meals	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	101372096	8.75	Office Mileage	95--California Pacific Charter - Sonoma
	05/19/26	JENN001--Jennifer Byus	Voided - 101371	(8.75)	Office Mileage	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	Voided - 101371	(4.47)	CTE Conference November 2026 - Meals	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	Voided - 101371	(30.49)	CTE Conference November 2026 - Mileage	95--California Pacific Charter - Sonoma
	05/19/26	JENN001--Jennifer Byus	Voided - 101371	(20.15)	CSU Counselor Conference September 2025 - Mileage & Parking	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	Voided - 101371	(35.39)	CSU Counselor Conference September 2025 - Meals	95--California Pacific Charter - Sonoma
	05/21/26	JASO000--Jason D. McFaul	1216331629	200.00	May 2026 Board Stipends - JM	95--California Pacific Charter - Sonoma
	05/21/26	WILL000--William J Howard Jr.	1216331600	200.00	May 2026 Board Stipends - WH	95--California Pacific Charter - Sonoma
	05/21/26	TANY001--Tanya Rogers	1216331594	200.00	May 2026 Board Stipends - TR	95--California Pacific Charter - Sonoma
	05/21/26	KELL000--Kelly Wylie	1216331634	200.00	May 2026 Board Stipends - KW	95--California Pacific Charter - Sonoma
	05/21/26	SHIR000--Shirley Peterson	1216331653	200.00	May 2026 Board Stipends - SP	95--California Pacific Charter - Sonoma
	05/21/26	WORL000--Worldwide Express	1411684667TC	112.67	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	05/21/26	CHAR003--Charter Tech Services	20137004650	2,310.00	Monthly Technology Services for May 2026	95--California Pacific Charter - Sonoma
	05/21/26	FRAS001--Frasco Investigative Services	20137004647	2,407.99	Investigative Services for April 2026	95--California Pacific Charter - Sonoma
	05/27/26	ERNE001--Ernest Almendarez	101372104	330.00	Medi-Cal Billing Consultant	95--California Pacific Charter - Sonoma
	05/27/26	MELI002--Melissa Magdenovski	101372103	22.58	Substitute Credential Reimbursement	95--California Pacific Charter - Sonoma
	05/28/26	CHAR003--Charter Tech Services	20137004663	40,677.78	ASUS Student Chromebooks - (88)	95--California Pacific Charter - Sonoma
		CHAR003--Charter Tech Services	20137004663	2,816.00	Student Chromebook Licenses - (88)	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	05/28/26	AMAZ000--Amazon	20137004659	4.53	Student supplies- calculators for testing	95--California Pacific Charter - Sonoma
	05/28/26	AMAZ000--Amazon	20137004661	2.67	Supplies for Office	95--California Pacific Charter - Sonoma
	05/28/26	AMAZ000--Amazon	20137004657	7.67	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	05/28/26	AMAZ000--Amazon	20137004656	1.57	Supplies for Office	95--California Pacific Charter - Sonoma
	05/28/26	AMAZ000--Amazon	20137004660	1.49	Supplies for Office	95--California Pacific Charter - Sonoma
	05/28/26	AMAZ000--Amazon	20137004658	1.30	Office supplies for teacher- desktop calculator	95--California Pacific Charter - Sonoma
	05/28/26	JILLT001--Jill Tanner	20137004654	38.67	CASBO Conference March 2026	95--California Pacific Charter - Sonoma
		JILLT001--Jill Tanner	20137004654	22.68	CASBO Conference March 2026	95--California Pacific Charter - Sonoma
	05/28/26	AMYE001--Amy Robinson	20137004651	60.50	CSET Physics Prep Course Reimbursement	95--California Pacific Charter - Sonoma
	05/28/26	TYLE001--Tyler Phipps	20137004655	8.69	Grad Night May 2026 - Meals	95--California Pacific Charter - Sonoma
		TYLE001--Tyler Phipps	20137004655	33.28	Grad Night May 2026 - Mileage & Tolls	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 67,524.77**		

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	06/23/2026
AMOUNT DUE	$2,631.48
CURRENT BALANCE	$2,631.48

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

AMOUNT ENCLOSED $

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

** 0000000

5563757900100937002631480026314 88

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	05-29-26
CREDIT LIMIT	100,000
AVAILABLE CREDIT	97,369

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

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

SEND BILLING INQUIRIES TO:

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

PREVIOUS BALANCE	40,348.49
PURCHASES AND OTHER CHARGES	2,631.48
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	40,348.49-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**2,631.48**
TOTAL PAYMENT DUE	2,631.48
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$40,348.49CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-25	05-25		AUTO PAYMENT DEDUCTION	40,348.49 CR

INDIVIDUAL CARDHOLDER ACTIVITY

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$2,631.48	$0.00	$2,631.48

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	82305096121500031241871	STAMPLI FOR 4-2026 MOUNTAIN VIEW CA	1,284.90
05-01	04-30	88971456120500230970012	TYPEFORM, S.L. BARCELONA B	22.50
05-08	05-07	52653846127716048339903	SEMRUSH 3129610889 MA P.O.S.: 4985683 SALES TAX: 0.00	139.95
05-08	05-07	55480776127216401005044	ONTIMETEL DIALMYCALLS JUPITER FL	29.66
05-13	05-12	55480776132217784004995	ONTIMETEL DIALMYCALLS JUPITER FL	107.99
05-14	05-13	55432866133202659642647	ABB*BOUDIN CATERING SAN FRANCISCO CA	61.57
05-18	05-16	55432866136203753798399	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
05-20	05-19	55432866139204640823371	MYFAX SERVICE LOS ANGELES CA	12.00
			Total Purchasing Activity	$1,861.87

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	04-30	52704876121422927031693	HOLIDAY INN EXPRESS BAKERSFIELD CA 1822770 ARRIVAL: 04-30-26	250.00
05-07	05-05	55436876126261262404526	HILTON GARDEN INN SAN DIEGO CA 00160275 ARRIVAL: 05-04-26	436.74
			Total Travel Activity	$686.74

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-18	05-17	12302026137000702532079	MAILCHIMP ATLANTA GA	82.87
			Total Miscellaneous Activity	$82.87

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Manage your account online at: www.chase.com/cardhelp

Customer Service: 1-800-310-1650

Mobile: Download the Chase Mobile® app today

June 2026						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

New Balance
$14,645.26
Minimum Payment Due
$146.00
Payment Due Date
06/25/26

Late Payment Warning: If we do not receive your payment by the due date, you may have to pay a late fee of $40 or 2% of the minimum payment due, whichever is greater.

CHASE ULTIMATE REWARDS® SUMMARY

Previous points balance	81,348
+2% (2 Pts)/$1 earned on all purchases	28,691
+0.5% (0.5 Pts)/$1 on purchases of $5K+	3,798
- Points redeemed this statement period	81,348
Total points available for redemption	**32,489**

Redeem for cash back- any amount, anytime. Log on to chase.com/ultimaterewards to explore all your reward options.

You earn unlimited 2% cash back on every purchase and an additional 0.5% cash back on purchases of $5K or more. There are no limits to the amount you can earn! Redeem for cash with no minimum, and your Cash Back rewards do not expire as long as your account is open.

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	$34,673.99	$12,000.00	$22,673.99
Payment, Credits	$34,740.44	$12,000.00	$22,740.44
Purchases	$14,711.71	$0.00	$14,711.71
Fees Charged	$0.00	$0.00	$0.00
Interest Charged	$0.00	$0.00	$0.00
New Balance	$14,645.26	$0.00	$14,645.26
Minimum Payment Due	$146.00	$0.00	$146.00

ADDITIONAL DETAILS

Opening/Closing Date: 05/04/26 - 06/03/26

	Total	Available
Credit Access Line	$75,000.00	$60,354.00
Flex for Business Limit	$30,000.00	$15,354.00
Cash Access Line	$2,500.00	$2,500.00
Balance over the Credit Access Line	$0.00	

YOUR ACCOUNT MESSAGES

Your next AutoPay payment for $14,645.26 will be deducted from your Pay From account and credited on your due date. If your due date falls on a Saturday, we'll credit your payment the Friday before.

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42463154650872190001460001464526000000004

P.O. BOX 15123
WILMINGTON, DE 19850-5123
For Undeliverable Mail Only

AUTOPAY IS ON
See Your Account Messages for details.

Payment Due Date:	**06/25/26**
New Balance:	**$14,645.26**
Minimum Payment Due:	**$146.00**

Account number: XXXX XXXX XXXX 7219

$_____._____ Amount Enclosed

AUTOPAY IS ON

00964 BEX 9 15426 C
SHANNON GREEN
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

CARDMEMBER SERVICE
PO BOX 6294
CAROL STREAM IL 60197-6294

⑆5000160 28⑆ 159546508721961⑈

To contact us regarding your account:

Call Customer Service:
In U.S. 1-800-310-1650
Spanish 1-800-310-1650
Pay by phone 1-800-436-7958
International 1-480-350-7099
We accept operator relay calls

Send Inquiries to:
P.O. Box 15298
Wilmington, DE 19850-5298

Mail Payments to:
P.O. Box 6294
Carol Stream, IL 60197-6294

Visit Our Website:
www.chase.com/cardhelp

Information About Your Account

Making Your Payments:
The amount of your payment should be at least your minimum payment due, payable in U.S. dollars and drawn on or payable through a U.S. financial institution or the U.S. branch of a foreign financial institution. You can pay down balances faster by paying more than the minimum payments or the total unpaid balance on your account.

You may make payments electronically through our website or by one of our customer service phone numbers above. In using any of these channels, you are authorizing us to withdraw funds as a one-time electronic funds transfer from your bank account. In our automated phone system, this authorization is provided via entry of a personal identification number. You may revoke this authorization by cancelling your payment through our website or customer service telephone numbers prior to the payment processing. If we receive your completed payment request through one of these channels by 11:59 p.m. Eastern Time, we will credit your payment as of that day. If we receive your request after 11:59 p.m. Eastern Time, we will credit your payment as of the next calendar day. If you specify a future date in your request we will credit your payment as of that day.

If you pay by regular U.S. mail to the Payments address shown on this statement, write your account number on your check or money order and include the payment coupon in the envelope. Do not send more than one payment or coupon per envelope. Do not staple, clip or tape the documents. Do not include correspondence. Do not send cash. If we receive your properly prepared payment on any day by 5 p.m. local time at our Payments address on this statement, we will credit to your account that day. If your payment is received after 5 p.m. local time at our Payments address on this statement, we will credit it to your account as of the next calendar day.

For all other payments or for any payment type above for which you do not follow our payment instructions, crediting of your payments may be delayed for up to 5 days.

Account Information Reported To Credit Bureau:
We may report information about your Account to credit bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report. If you think we have reported inaccurate information to a credit bureau, please write to us at Chase Card Services P.O. Box 15369, Wilmington, DE 19850-5369.

Authorization To Convert Your Check To An Electronic Transfer Debit:
When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. Your bank account may be debited as soon as the same day we receive your payment. You will not receive your check back from your institution.

Conditional Payments:
Any payment check or other form of payment that you send us for less than the full balance due that is marked "paid in full" or contains a similar notation, or that you otherwise tender in full satisfaction of a disputed amount, must be sent to Card Services, P.O. Box 15049, Wilmington, DE 19850-5049. We reserve all our rights regarding these payments (e.g., if it is determined there is no valid dispute or if any such check is received at any other address, we may accept the check and you still owe any remaining balance). We may refuse to accept any such payment by returning it to you, not cashing it or destroying it. All other payments that you make should be sent to the regular Payment address shown on this statement.

Annual Renewal Notice:
If your Account Agreement has an annual membership fee, you are responsible for it every year your Account is open. We will add your annual membership fee to your monthly billing statement once a year, whether or not you use your account. Your annual membership fee will be added to your purchase balance and may incur interest. The annual membership fee is non-refundable unless you notify us that you wish to close your account within 30 days or one billing cycle (whichever is less) after we provide the statement on which the annual membership fee is billed. Your payment of the annual membership fee does not affect our rights to close your Account and to limit your right to make transactions on your Account. If your Account is closed by you or us, the annual membership fee will no longer be billed to your Account.

Calculation Of Balance Subject To Interest Rate:
To figure your periodic interest charges for each billing cycle when a daily periodic rate(s) applies, we use the daily balance method (including new transactions). To figure your periodic interest charges for each billing cycle when a monthly periodic rate(s) applies, we use the average daily balance method (including new transactions). For an explanation of either method, or questions about a particular interest charge calculation on your statement, please call us at the toll free customer service phone number listed above.

When a periodic rate applies, we calculate periodic interest charges separately for each feature (for example, purchases or cash advances). These calculations may combine different categories with the same periodic rates. Variable rates will vary with the market based on the Prime Rate or such index described in your Account Agreement.

Transaction Fees:
There is a transaction fee for each cash advance, in the amount stated in your Account Agreement. Please see your Account Agreement for information about this and any other fees.

Credit Limit:
If you want to inquire about your options to help prevent your account from exceeding your credit limit, please call the number on the back of your card.

PI03012024

To manage your account, including card payments, alerts, and change of address, visit **www.chase.com/cardhelp** or call the customer service number which appears on your account statement.

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Manage your account online at: www.chase.com/cardhelp
Customer Service: 1-800-310-1650
Mobile: Download the Chase Mobile® app today

YOUR ACCOUNT MESSAGES (CONTINUED)

Your AutoPay amount will be reduced by any payments or merchant credits that post to your account before we process your AutoPay payment. If the total of these payments and merchant credits is more than your set AutoPay amount, your AutoPay payment for that month will be zero.

ACCOUNT ACTIVITY

Denotes Flex for Business activity

Date of Transaction		Merchant Name or Transaction Description	$ Amount
05/25		AUTOMATIC PAYMENT - THANK YOU SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) $34373.99- INCLUDING PAYMENTS RECEIVED	-34,373.99
05/11		CITY OF ANTIOCH ANTIOCH CA	-200.00
05/19		CITY OF SAN RAFAEL SAN RAFAEL CA	-100.00
05/26		SADDLEBACK-COLL-BKST 190-8991236 CA	-66.45
05/03	■	FIRST STUDENT22009 866-841-2504 CA	1,313.60
05/04	■	SQ *SGT. PEPPERONI'S PIZZ gosq.com CA	307.52
05/06	■	LA COUNTY LIBRARY 562-459-6711 CA	60.00
05/06	■	USPS PO 0569620115 SANTA ANA CA	45.20
05/05	■	SPRINGHILL SUITES CHULA VISTA CA	200.00
05/05	■	SPRINGHILL SUITES CHULA VISTA CA	241.33
05/06	■	CITY OF SAN RAFAEL SAN RAFAEL CA	233.00
05/06	■	HAMPTON INNS 818-9218031 CA	250.00
05/08	■	SOUTHWES 5262158429422 800-435-9792 TX 052126 1 S SMF BUR 2 C BUR SMF	630.80
05/11	■	IN *USA CUSTOM PAD CORP. 607-5639550 NY	842.33
05/11	■	CALIFORNIA STATE UNIVERSI 562-9514596 CA	384.38
05/13	■	CALIFORNIA STATE UNIVERSI 562-9514596 CA	256.25
05/13	■	USPS PO 0569620115 SANTA ANA CA	51.60
05/14	■	OPENAI *CHATGPT SUBSCR OPENAI.COM CA	20.00
05/14	■	Graduation Source LLC 914-523-6842 CT	44.68
05/15	■	DD *DOORDASHRUBIOSCOAS 855-431-0459 CA	25.03
05/15	■	CHICKEN SALAD CHICK 00 CHICKENSALADC TN	23.82
05/16	■	DOORDASH*05/15-2 ORDER 855-431-0459 CA	59.30
05/15	■	DD *DOORDASHPANINIKABO 855-431-0459 CA	22.31
05/15	■	DD *DOORDASHUROKOCAFE 855-431-0459 CA	26.32
05/15	■	DD *DOORDASHCLYDESHOTC 855-431-0459 CA	31.56
05/15	■	DD *DOORDASH LENZINISP 855-431-0459 CA	58.34
05/15	■	DOORDASH*05/14-4 ORDER 855-431-0459 CA	114.72
05/15	■	DD *DOORDASHTOGOSSANDW 855-431-0459 CA	20.91
05/14	■	HILTON GARDEN INN 858-2789300 CA	336.72
05/15	■	DD *DOORDASHHABITBURGE 855-431-0459 CA	27.93
05/15	■	ULTIMATE SLP ULTIMATESLP.C CT	12.95
05/15	■	DD *DOORDASHCALIFCHICK 855-431-0459 CA	28.35
05/15	■	GRADUATION SOURCE GRADUATIONSOU CT	143.70
05/21	■	SADDLEBACK-COLL-BKST Mission Viejo CA	5.00
05/21	■	GRADUATION SOURCE GRADUATIONSOU CT	38.42
05/22	■	COURTYARD BY MARRIOTT SANTA ROSA CA	225.42
05/22	■	COURTYARD BY MARRIOTT SANTA ROSA CA	225.42
05/22	■	HYATT PLACE PASADENA 6267889108 CA	221.51
05/22	■	HYATT PLACE PASADENA 6267889108 CA	221.51
05/22	■	ASHA 301-2968641 MD	144.00
05/26	■	SADDLEBACK-COLL-BKST 190-8991236 CA	72.45
05/26	■	SP MINNIDIP MINNIDIP.COM IL	138.14
05/27	■	FEDEX OFFICE 0083 800-463-3339 TX DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) $6749.57	11.50
06/01	■	GOOGLE *ADS3267517799 cc@google.com CA CHRISTINE FEHER TRANSACTIONS THIS CYCLE (CARD 7235) $7595.69	7,595.69

2026 Totals Year-to-Date	
Total fees charged in 2026	$195.00
Total interest charged in 2026	$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your **Annual Percentage Rate (APR)** is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Flex for Business	17.74%(v)(d)	- 0 -	- 0 -

31 Days in Billing Period

(v) = Variable Rate
(d) = Daily Balance Method (including new transactions)
(a) = Average Daily Balance Method (including new transactions)
Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, and other important information, as applicable.

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JPMorganChase

END OF DAY INVESTMENT SWEEP

IN US DOLLARS

JPMorgan Chase Bank, N.A.
ALL BALANCES IN THIS STATEMENT ARE BASED ON THE CLOSING
COLLECTED BALANCE IN YOUR DEMAND DEPOSIT ACCOUNT

On Friday, July 3, 2026, Independence Day will be observed in the US. Investments into Money Market Fund Sweeps will not be accepted. Balances invested at sweep cutoff time Thursday, July 2, 2026 will remain invested through Monday July 6, 2026. Clients who anticipate increased cash inflows or outflows, should contact their service officer by Friday, June 26, 2026.

04776 LQS 001 001 26149 - NNNNNNNNNNN LQ1
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

JPMorganChase

END OF DAY INVESTMENT SWEEP

DIVIDEND SUMMARY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

AVERAGE INVESTMENT BALANCE THIS MONTH (Shares):	2,916,767.41
AVERAGE INVESTMENT BALANCE THIS YEAR (Shares): (BASED ON INVESTED DAYS)	2,327,201.32
NUMBER OF DAYS INVESTED THIS MONTH:	31
NUMBER OF DAYS INVESTED THIS YEAR:	138
7 DAY SEC YIELD (%):	3.17
30 DAY AVERAGE YIELD (%):	3.11
BASIS POINT FEE (a) FOR PRIOR MONTH ($):	495.38
BASIS POINT FEE (a) FOR CURRENT MONTH ($):	619.31

PERIOD OF: MAY 1 - MAY 31, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

	DIVIDENDS PAID	INVESTMENT EARNINGS			
PERIOD		EARNINGS ($)	ADJUSTMENTS ($)	ADJUSTED EARNINGS ($)	NET TOTAL ($)
CURRENT PERIOD					
MAY, 2026	6,225.51	7,692.16	0.00	7,692.16	7,692.16
NET TOTAL					7,692.16
YEAR TO DATE	19,972.26				27,664.42
WITHHOLDING TAX MTD ($):	0.00				
WITHHOLDING TAX YTD ($):	0.00				
SHORT TERM CAP GAIN PD YTD ($):	0.00				
LONG TERM CAP GAIN PD YTD ($):	0.00				

© 2019 JPMorgan Chase & Co. All Rights Reserved. JPMorgan Chase Bank, N.A. Member FDIC. This statement will be deemed correct if no query is received within 90 days. You could lose money by investing in a money market fund ("MMF"). With respect to a US registered MMF that qualifies as a "government" MMF, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. In the case of a US Registered MMF that does not qualify as a "government" MMF, because the share price of the MMF may fluctuate, when you sell your MMF shares they may be worth more or less than what you originally paid for them. If a US Registered MMF does not qualify as a "government" MMF, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell shares if the MMF's liquidity falls below required minimums because of market conditions or other factors. With respect to an offshore MMF that qualifies as a "CNAV" or "LVNAV" MMF under applicable money market fund regulations, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. Further, effective on or before January 21, 2019, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell all or a portion of your shares if the MMF's liquidity falls below required minimums because of market conditions or other factors. In the case of an offshore MMF that qualifies as a "VNAV" MMF, because the share price of the MMF will fluctuate, when you sell your shares they may be worth more or less than what you originally paid for them.
An investment in a MMF is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC), any other government agency or JPMorgan Chase Bank, N.A ("Bank"). A MMF's sponsor has no legal obligation to provide financial support to the MMF, and you should not expect that the sponsor will provide financial support to the MMF at any time. Investors should carefully consider the investment objectives and risks as well as changes to the MMF before investing. The prospectus contains this and other information about the MMF. Please refer to the MMF prospectus for the most current MMF information. For a fund prospectus, please contact your Bank relationship manager.
Basis Point Fee: the yield calculations above do not take into consideration any sweep basis point fees. If basis point fees were included the returns would be lower.

JPMorganChase

END OF DAY INVESTMENT SWEEP

CURRENT PERIOD ACTIVITY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

INVESTMENT VEHICLE: JPMORGAN U.S. GOVT MONEY MARKET FUND - MORGAN SHARES - FUND 3916
TICKER SYMBOL: MJGXX
TARGET BALANCE ($): 1,000,000.00
INVESTMENT CAP ($): 1,000,000.00

PERIOD OF: MAY 1 - MAY 31, 2026
ACTIVITY OF: MAY, 2026

ACCOUNT NUMBER: 1781
INVESTMENT ACCOUNT NUMBER: 1781

DATE	ENDING BALANCE (SHARES)	AMOUNT REDEEMED ($)	PURCHASE NET ASSET VALUE	REDEMPTIONS NET ASSET VALUE	SHARES REDEEMED	AMOUNT INVESTED ($)	1 DAY YIELD (%)	DIVIDENDS EARNED ($)
05/01	2,294,299.410	2,266,083.90	1.0000	1.0000	2,266,083.900	2,294,299.41	3.1398	197.36
05/02	2,294,299.410	0.00	1.0000	0.0000	0.000	0.00	3.1398	197.36
05/03	2,294,299.410	0.00	1.0000	0.0000	0.000	0.00	3.1398	197.36
05/04	2,212,147.000	2,294,299.41	1.0000	1.0000	2,294,299.410	2,212,147.00	3.1270	189.52
05/05	2,196,715.700	2,212,147.00	1.0000	1.0000	2,212,147.000	2,196,715.70	3.1283	188.27
05/06	3,522,916.430	2,196,715.70	1.0000	1.0000	2,196,715.700	3,522,916.43	3.1259	301.71
05/07	3,453,467.600	3,522,916.43	1.0000	1.0000	3,522,916.430	3,453,467.60	3.1181	295.02
05/08	3,452,900.370	3,453,467.60	1.0000	1.0000	3,453,467.600	3,452,900.37	3.1148	294.66
05/09	3,452,900.370	0.00	1.0000	0.0000	0.000	0.00	3.1148	294.66
05/10	3,452,900.370	0.00	1.0000	0.0000	0.000	0.00	3.1148	294.66
05/11	3,451,633.970	3,452,900.37	1.0000	1.0000	3,452,900.370	3,451,633.97	3.1146	294.54
05/12	3,419,715.220	3,451,633.97	1.0000	1.0000	3,451,633.970	3,419,715.22	3.1124	291.60
05/13	3,414,244.200	3,419,715.22	1.0000	1.0000	3,419,715.220	3,414,244.20	3.1121	291.12
05/14	3,413,213.120	3,414,244.20	1.0000	1.0000	3,414,244.200	3,413,213.12	3.1029	290.16
05/15	3,407,027.880	3,413,213.12	1.0000	1.0000	3,413,213.120	3,407,027.88	3.0896	288.40
05/16	3,407,027.880	0.00	1.0000	0.0000	0.000	0.00	3.0896	288.40
05/17	3,407,027.880	0.00	1.0000	0.0000	0.000	0.00	3.0896	288.40
05/18	3,392,185.480	3,407,027.88	1.0000	1.0000	3,407,027.880	3,392,185.48	3.0813	286.37
05/19	3,392,185.480	3,392,185.48	1.0000	1.0000	3,392,185.480	3,392,185.48	3.0750	285.79
05/20	3,392,020.620	3,392,185.48	1.0000	1.0000	3,392,185.480	3,392,020.62	3.0651	284.86
05/21	3,371,593.410	3,392,020.62	1.0000	1.0000	3,392,020.620	3,371,593.41	3.0658	283.20
05/22	2,635,396.130	3,371,593.41	1.0000	1.0000	3,371,593.410	2,635,396.13	3.0738	221.94
05/23	2,635,396.130	0.00	1.0000	0.0000	0.000	0.00	3.0738	221.94
05/24	2,635,396.130	0.00	1.0000	0.0000	0.000	0.00	3.0738	221.94
05/25	2,635,396.130	0.00	1.0000	0.0000	0.000	0.00	3.0738	221.94
05/26	2,554,916.060	2,635,396.13	1.0000	1.0000	2,635,396.130	2,554,916.06	3.1154	218.08
05/27	2,425,999.180	2,554,916.06	1.0000	1.0000	2,554,916.060	2,425,999.18	3.1334	208.26
05/28	2,200,642.150	2,425,999.18	1.0000	1.0000	2,425,999.180	2,200,642.15	3.1287	188.63
05/29	2,200,642.150	2,200,642.15	1.0000	1.0000	2,200,642.150	2,200,642.15	3.1292	188.67
05/30	2,200,642.150	0.00	1.0000	0.0000	0.000	0.00	3.1292	188.67
05/31	2,200,642.150	0.00	1.0000	0.0000	0.000	0.00	3.1292	188.67

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 7.A **Date:** June 9, 2026

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

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

5. Item: Approval of FedEx Printing Quote 2026-27

Background: FedEx Office provides printing and production services for educational materials, including student workbooks and classroom resources. California Pacific Charter Schools' FedEx printing quote supports the production of TK–3rd grade curriculum workbooks for the 2026–27 school year, ensuring that students have access to printed instructional materials aligned to their grade-level coursework. The quote includes thirteen workbook print items across TK, Kindergarten, 1st grade, 2nd grade, and 3rd grade, covering English Language Arts, phonics, math, science, social studies, and cursive, as applicable.

Recommendation: It is recommended the Board approve the FedEx Printing Quote for 2026-2027 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as presented.

Fiscal Impact: $19,500.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 8,775.00
California Pacific Charter - San Diego (#1758) $ 6,630.00
California Pacific Charter - Sonoma (#2037) $ 4,095.00

This is an automated response. Please do not reply to this email.

Hi Christine,

We are pleased to inform you that your quote is ready for review. Please find the details of your project below.

We'd love the opportunity to earn your business and show how our team of friendly experts can provide flexible solutions to make your copying, printing, signage, and large format needs easier, faster, and more reliable.

If you'd like to request revisions or proceed with your quote, select the quote number below. If you would prefer to work with your local FedEx Office, feel free to contact us — our team is happy to help.
This quote will expire in 30 days.

We sincerely appreciate your business.

Store Information
3701 S Bristol St
Santa Ana, CA, 92704-7303

(714) 957-1652
usa0317@fedex.com

SUMMARY

Quote Number: 155238953

Quote Expiration Date: 07/04/2026

FedEx Office (13 Items)	Qty	Price
NBC TK ELA	90	$6,121.80

TK Math	90	$4,581.90
TK SCI SS	90	$4,301.10
Kinder LA Phonics	105	$8,702.40
Kinder Math	105	$5,162.85
Kinder SCI SS	105	$6,936.30
1st G LA	105	$6,868.05
1st G Phonics	105	$13,323.45
1st G Math Sci SS	105	$6,151.95
2nd G LA	90	$5,182.20
2nd G Phonics	90	$9,801.90
2nd G Math Sci SS	90	$6,395.40
3rd G Cursive Sci SS	85	$3,723.00

Items (13)	$87,252.30
Tax	$--.--
Total Savings	**$72,769.61**
Estimated Total	**$14,482.69**

Quote Placed On: Jun 05, 2026 at 09:17 AM

This email has been sent to: usa0317@fedex.com.

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Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: B. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material:
Stipend - Teacher on Special Assignment Board Approved June 2026.docx.pdf

California Pacific Charter Schools

Teacher on Special Assignment (TOSA)

Stipend Job Description

Reports To: School/Department Administrator
FLSA Status: Exempt
School Classification: Certificated
Pay Range: $4,000/annually
Work Schedule: 190 days
Location: Remote Office

Stipend Position Summary

Under the direction of an assigned administrator, the Teacher on Special Assignment (TOSA) provides leadership, coordination, consultation, and support services to advance district and school goals. The TOSA collaborates with administrators, teachers, staff, students, families, and community partners to implement programs, improve student outcomes, support compliance with applicable regulations, and promote effective educational practices. Assignments may vary based on district needs and may include support in areas such as special education, attendance, student engagement, intervention programs, professional development, compliance, school improvement, or other strategic initiatives.

Minimum Qualifications

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

- A valid, current, and appropriate California state teaching credential. A copy of the credential must be provided at the time of application and kept current for the duration of the assignment.
- Authorization to teach English learners.
- Three years of teaching experience.
- Experience in program coordination, leadership, student support services, professional development, or related areas is desirable.
- Any combination of training and experience that demonstrates the knowledge and abilities necessary to perform the duties of the position.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General Skills

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

Essential Duties and Responsibilities:
The following duties are representative and may be adjusted based on the specific assignment:

Program Support and Coordination

- Assist in the planning, implementation, monitoring, and evaluation of assigned programs and initiatives.
- Coordinate activities, services, and resources to support district and site goals.
- Develop and maintain systems for tracking program effectiveness and student outcomes.
- Support implementation of district policies, procedures, and educational programs.
- Participate in strategic planning and continuous improvement efforts.

Student Support

- Collaborate with site staff to identify and address barriers to student success.
- Support efforts to improve student attendance, engagement, behavior, academic achievement, and school connectedness.
- Assist in developing interventions and supports for students and families.
- Monitor student progress and recommend appropriate supports and services.

Consultation and Collaboration

- Serve as a resource to administrators, teachers, and staff regarding assigned program areas.
- Facilitate communication among schools, departments, families, and community agencies.
- Participate in multidisciplinary teams, committees, and meetings.
- Promote collaboration and problem-solving to address student and program needs.

Professional Learning and Technical Assistance

- Provide coaching, mentoring, training, and technical assistance to staff.
- Develop and deliver professional development related to assigned responsibilities.
- Support implementation of evidence-based practices and continuous improvement efforts.
- Assist staff in understanding and applying district, state, and federal requirements as applicable.

Data Collection and Reporting

- Collect, analyze, and interpret data to inform decision-making and program improvement.
- Prepare reports, presentations, correspondence, and documentation as required.
- Monitor compliance with applicable laws, regulations, policies, and procedures.
- Maintain accurate and confidential records.

Family and Community Engagement

- Promote positive relationships between schools, families, and community organizations.
- Assist families in accessing resources and support services.
- Facilitate outreach activities designed to improve student participation and success.

Additional Responsibilities

- Attend meetings, trainings, workshops, and conferences as assigned.
- Support special projects and initiatives aligned with district priorities.
- Perform related duties as assigned.

Note: Specific duties, responsibilities, and qualifications may be modified to meet the needs of the particular Teacher on Special Assignment assignment while remaining consistent with the overall purpose of the position.

Extensive Support Needs: TOSA will provide ESN program support through: classroom support resources and input on lesson planning for Education Specialists; case management of diagnostic placements; advisement on the use of instructional assistants for student support and classroom coverage; provides professional development to instructional assistants.

Other Duties

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

Knowledge and Abilities

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

Knowledge of

- Educational principles, practices, and instructional strategies.
- Student support systems and intervention practices.
- Data collection, analysis, and reporting methods.
- Program planning, implementation, and evaluation.
- Applicable federal, state, and local laws, regulations, and policies.
- Effective communication, collaboration, and facilitation techniques.
- Technology applications and data management systems.

Ability to

- Build positive relationships with students, families, staff, and community partners.
- Analyze data and use findings to support decision-making.
- Coordinate multiple projects and meet deadlines.
- Communicate effectively both orally and in writing.
- Facilitate meetings, trainings, and professional learning opportunities.
- Work independently and collaboratively.
- Maintain confidentiality and exercise sound judgment.
- Adapt to changing priorities and assignments.

Use of Computer Technology
To perform this job successfully, an individual must have the ability to use database software, use the Internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to maintain a working computer with an internet connection and a printer.

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

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching

- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus

Work Environment

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

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- While the majority of job duties may be completed from a remote office, the incumbents in this job classification may be directed to provide in person services, perform assessments, or attend field trips, meetings, trainings, or conferences in person as determined by the supervisor.

Hazards

- Contact with dissatisfied individuals

Employee Acknowledgement

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

_____	_____	_____
Employee Signature	Printed Name	Date

Coversheet

Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2025-26

Section: VIII. Business/Financial Services
Item: A. Approval of Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2025-26
Purpose: Vote
Submitted by: Shannon Green
Related Material: 2025-26 Prop 28 AMS Annual Report - CalPac-LA.pdf
2025-26 Prop 28 AMS Annual Report - CalPac-SD.pdf
2025-26 Prop 28 AMS Annual Report - CalPac-Sonoma.pdf

BACKGROUND:

Proposition 28: Arts and Music in Schools (AMS) funding provides ongoing support for arts and music education programs in preschools through grade 12 public schools. LEAs exceeding 500 pupils are subject to an 80 percent salary requirement. A waiver may be submitted to the California Department of Education (CDE) if an LEA is unable to meet the applicable threshold.

California Pacific Charter Schools ("CalPac") utilizes AMS funds to support a comprehensive arts and music education program. CalPac did not submit a waiver and allocated at least 80 percent of AMS funds toward certificated salaries. Expenditures include certificated art teacher salaries for grades 6-12, contracted arts and music instruction (including a drum enrichment program through Crescendo Music Program), arts education curriculum and supplies, and structured arts enrichment experiences for students.

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

RECOMMENDATION:

It is recommended that the Board approve the Annual Reports for Proposition 28: Arts and Music in Schools Funding for Fiscal Year 2025-26 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: California Pacific Charter- Los Angeles
CDS Code: 1975309-0132654
Charter School Number: 1751
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

AMS funds support CalPac's arts and music enrichment program, which includes certificated art teachers serving grades 6-12, contracted arts and music instruction, arts education curriculum and supplies, and structured enrichment experiences.

In grades 6-8, students have access to an art elective class that deepens visual arts skills and creative literacy. High school students have access to a range of art electives that satisfy the A-G (f) Fine Arts category for UC/CSU minimum admission requirements.
Music enrichment is provided through a contracted drum instruction program in partnership with Crescendo Music Program, offering students hands-on engagement with rhythm and musical expression.

AMS funds also support structured arts enrichment experiences, including a Photography Experience and an Art of Fashion & Shoe Design CTE Experience, which provide students with applied, real-world connections to the visual and design arts.

2. Number of full-time equivalent teachers (certificated).	0.8
3. Number of full-time equivalent personnel (classified).	0
4. Number of full-time equivalent teaching aides.	0
5. Number of students served.	111
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body: 06/09/2026
Annual Report Data URL: [TBD - PENDING BOARD APPROVAL]

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: California Pacific Charter- San Diego
CDS Code: 3775416-0132472
Charter School Number: 1758
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

AMS funds support CalPac's arts and music enrichment program, which includes certificated art teachers serving grades 6-12, contracted arts and music instruction, arts education curriculum and supplies, and structured enrichment experiences.

In grades 6-8, students have access to an art elective class that deepens visual arts skills and creative literacy. High school students have access to a range of art electives that satisfy the A-G (f) Fine Arts category for UC/CSU minimum admission requirements.
Music enrichment is provided through a contracted drum instruction program in partnership with Crescendo Music Program, offering students hands-on engagement with rhythm and musical expression.

AMS funds also support structured arts enrichment experiences, including a Photography Experience and an Art of Fashion & Shoe Design CTE Experience, which provide students with applied, real-world connections to the visual and design arts.

2. Number of full-time equivalent teachers (certificated).	0.6
3. Number of full-time equivalent personnel (classified).	0
4. Number of full-time equivalent teaching aides.	0
5. Number of students served.	84
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body: 06/09/2026
Annual Report Data URL: [TBD - PENDING BOARD APPROVAL]

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: California Pacific Charter- Sonoma
CDS Code: 4970722-0139048
Charter School Number: 2037
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

AMS funds support CalPac's arts and music enrichment program, which includes certificated art teachers serving grades 6-12, contracted arts and music instruction, arts education curriculum and supplies, and structured enrichment experiences.

In grades 6-8, students have access to an art elective class that deepens visual arts skills and creative literacy. High school students have access to a range of art electives that satisfy the A-G (f) Fine Arts category for UC/CSU minimum admission requirements.
Music enrichment is provided through a contracted drum instruction program in partnership with Crescendo Music Program, offering students hands-on engagement with rhythm and musical expression.

AMS funds also support structured arts enrichment experiences, including a Photography Experience and an Art of Fashion & Shoe Design CTE Experience, which provide students with applied, real-world connections to the visual and design arts.

2. Number of full-time equivalent teachers (certificated).	0.4
3. Number of full-time equivalent personnel (classified).	0
4. Number of full-time equivalent teaching aides.	0
5. Number of students served.	78
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body: 06/09/2026
Annual Report Data URL: [TBD - PENDING BOARD APPROVAL]

Coversheet

Approval of 2-Year All Systems Go! (ASG!) Computer Services Contract for Paid Media Management (Renewal)

Section: VIII. Business/Financial Services
Item: B. Approval of 2-Year All Systems Go! (ASG!) Computer Services Contract for Paid Media Management (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: ASG Digital Marketing Contract 2026-2027.pdf

BACKGROUND:

Administration recommends approval of an agreement with ASG! (All Systems Go!) to continue providing strategic oversight and management of the school's Google Ads account. ASG! specializes in optimizing digital marketing performance to ensure efficient use of marketing funds, with a focus on maximizing reach, engagement, and enrollment outcomes.

Over the past several school years, CalPac's partnership with ASG! has resulted in significant enrollment growth and increased visibility across our service areas. Through data-driven strategies, targeted campaigns, and ongoing performance analysis, ASG! has helped ensure that marketing dollars are spent effectively and aligned to organizational priorities.

Continuing this partnership will support the school's ongoing enrollment and outreach goals by maintaining a strong, results-oriented digital marketing strategy.

RECOMMENDATION:

It is recommended that the Board approve the two-year contract with All Systems Go! (ASG!) Computer Services for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as presented.

(520) 906-6595

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ALL SYSTEMS GO!
COMPUTER SERVICES

THIS LICENSE AGREEMENT ("Agreement") is dated as of this 20th of May 2026, by and between All Systems Go! Computer Services and the Purchaser, California Pacific Charter Schools, (hereinafter "Client") listed below.

All packages and add-ons licensed from All Systems Go! Computer Services are subject to the attached terms and conditions. This agreement supersedes all prior writings and verbal representations.

Paid Media Management | Custom Package

This digital marketing service includes:

Paid Media Management

Creating, launching, and managing ad campaigns on Google Ads. Goals of this service are to increase relevant, valuable traffic to the website and increase valuable actions performed. Ongoing management is done to improve the cost-effectiveness of these efforts.

The Client will receive one meeting per month for every $20k in ad budget for the month (e.g., if the ad spend budget is set to $80k in August then the Client is eligible for four meetings that month). If the Ads account is set to spend less than $20k in a month, the Client is eligible for one meeting that month. The maximum number of meetings that can be held in a single month is five. If the Client desires more than 1 meeting per $20k in ad budget within a single month, the Client will be charged $300 per additional meeting.

A digital marketing report can be compiled and delivered to the Client once a month. This report presents performance results of their marketing efforts. Client will need to supply business numbers or feedback as needed to support tracking results of determined goals.

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Client is purchasing the following:

• Paid Media Management $3000/month + 5% of Previous Month's Ad Spend

+ Ad Spend is not included in the monthly fee

If all ads in the Client's Google Ads account are paused for more than 7 consecutive days in a single month, the Client will be billed at $85 per day the ads were active in that month, plus 5% of the Previous Month's Ad Spend.

The base monthly fee, ad spend percentage, and paused ad daily rate listed above are guaranteed and locked in for a period of twenty-four (24) months from the effective date of this Agreement. During this 24-month term, All Systems Go! Computer Services will not apply any price increases to these specific services.

Any other payment terms must be agreed to by All Systems Go! Computer Services in advance. Cancellation of the service contract requires a 60-day written notice. At the end of the term of service, All Systems Go! Computer Services will no longer provide services.

Payment Authorization

☑ I agree to pay All Systems Go! Computer Services for services listed above. You will receive an invoice and link to pay. No orders are processed without payment. Please note all prices are quoted in US dollars.
Your billing email address _____

The Client will be billed for Paid Media Management services at the beginning of each month as it begins.

Purchaser

_____
Printed Name and Title

_____
Business Name

_____
City, State, Zip

_____
Phone Number (Including Area Code)

_____
Contact Email Address

_____
Purchaser Signature

All Systems Go! Computer Services
Michael Argueta, CEO

4280 S. Camino de la Canoa
Green Valley, AZ 85641

Phone: (520) 609-4491
Michael@ASGadvantage.com

Michael Argueta
All Systems Go! Computer Services
Signature

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All SYSTEMS GO! COMPUTER SERVICES, LLC
STANDARD TERMS AND CONDITIONS

1. Applicability.
(a) These standard terms and conditions (these "Terms") are the only terms that govern the provision of products, if any, and services by All Systems Go! Computer Services, LLC, an Arizona Limited Liability Corporation, ("All Systems Go! Computer Services") to the client ("Client") set forth on the accompanying client-specific contract which has incorporated these Terms by reference (the "Client Contract").

(b} The Client Contract, including any other exhibits, schedules or annexes, and these Terms (collectively, this "Agreement") comprise the entire agreement between the parties, and supersede all prior or contemporaneous understandings, agreements, negotiations, representations and warranties, and communications, both written and oral. In the event of any conflict between these Terms and the Client Contract, the Client Contract shall govern.

(c) These Terms prevail over any of Client's general terms and conditions regardless whether or when Client has submitted its request for proposal, order, or such terms. Provision of services to Client does not constitute acceptance of any of Client's terms and conditions and does not serve to modify or amend these Terms.

2. Terms and Conditions for Services. All Systems Go! Computer Services shall provide the services to Client as described in the Client Contract (the "Services") in accordance with these Terms. All Systems Go! Computer Services may, from time to time change the Services without the consent of Client provided that such changes do not materially affect the nature or scope of the Services, or the fees or any performance dates set forth in the Client Contract. If All Systems Go! Computer Services's performance of its obligations under this Agreement is prevented or delayed by any act or omission of Client or its agents, subcontractors, consultants or employees, All Systems Go! Computer Services shall not be deemed in breach of its obligations under this Agreement or otherwise liable for any costs, charges or losses sustained or incurred by Client, in each case, to the extent arising directly or indirectly from such prevention or delay.

3. Fees; Payment Policies and Procedures; Late Fees.
(a) In consideration of the provision of the Services, and if applicable, the delivery of the Client's Website, the Tools and Deliverables, by All Systems Go! Computer Services and the rights granted to Client under this Agreement, Client shall pay the fees set forth in the Client Contract in accordance with All Systems Go! Computer Services's payment policies and procedures, as amended from time to time, which have been or will be provided to Client.

(b) All Systems Go! Computer Services reserves the right to charge late fees for any due, but unpaid, fees relating to the products and services provided to Client in accordance with its payment policies and procedures.

4. Taxes. Client shall be responsible for all sales, use and excise taxes, and any other similar taxes, duties and charges of any kind imposed by any federal, state or local governmental entity on any amounts payable by Client hereunder.

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5. Termination. Either party may terminate this Agreement upon breach by the other party of any of the material terms of this Agreement and the failure of the breaching party to cure that breach within 15 days from receipt of written notice from the non-breaching party. Client may terminate this Agreement for convenience upon 60 days' written notice to All Systems Go! Computer Services may terminate this Agreement, effective immediately, if Client files, or has filed against it, a petition for voluntary or involuntary bankruptcy or pursuant to any other insolvency law, makes or seeks to make a general assignment for the benefit of its creditors or applies for, or consents to, the appointment of a trustee, receiver, or custodian for a substantial part of its property. No expiration or termination shall affect Client's obligation to pay all license and service fees relating to the Services or the Client's Website that may have become due before or at such expiration or termination. No refunds shall be given to Client upon Client's termination for convenience.

6. LIMITATION OF LIABILITY.

(a) In no event shall All Systems Go! Computer Services be liable to Client or to any third party for any loss of use, revenue or profit or loss of data or diminution in value, or for any consequential, incidental, indirect, exemplary, special or punitive damages whether arising out of breach of contract, tort (including negligence) or otherwise, regardless of whether such damages were foreseeable and whether or not All Systems Go! Computer Services has been advised of the possibility of such damages, and notwithstanding the failure of any agreed or other remedy of its essential purpose.

(b) Client acknowledges that All Systems Go! Computer Services's performance of the Services and delivery of the Services is dependent on Client's level of participation and cooperation.
Client also acknowledges that All Systems Go! Computer Services's performance of the Services may be based on services, products and policies provided by certain third party service providers (e.g., Google) that may be subject to change without notice. In the event (i) Client fails to reasonably participate or cooperate in the performance of the Services and the delivery of the Services or (ii) of a change to services, functionality and other similar processes by such third party service providers, Client acknowledges that All Systems Go! Computer Services may be unable to provide certain Services due to such failure by Client or such change by the third party service providers and that All Systems Go! Computer Services's failure shall not constitute a breach of this Agreement by All Systems Go! Computer Services.

(c) In no event will All Systems Go! Computer Services's and its affiliates', including any of its or their respective licensors' and service providers', collective aggregate liability under or in connection with this Agreement or its subject matter, under any legal or equitable theory, including breach of contract, tort (including negligence), and otherwise, exceed the lesser of (i) total amount paid to All Systems Go! Computer Services by Client pursuant to this Agreement for the immediately preceding six (6) months prior to the date of the alleged claim or (ii) $10,000. The limitation of liability set forth in this Section 6{a) shall not apply to liability arising from All Systems Go! Computer Services's gross negligence or willful misconduct.

(d) Client must file any cause of action arising under, or related to, this Agreement no later than three (3) months after the claim has accrued.

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7. Indemnification. Client agrees to defend and indemnify All Systems Go! Computer Services from and against any claims, actions or demands, liabilities and settlements including without limitation, reasonable attorneys' fees, resulting from, or alleged to result from, Client's violation of this Agreement.

8. Applicable Law. This Agreement is governed by the laws of the State of Arizona, without regard to its conflict of law provisions.

9. Arbitration. All claims, demands or disputes arising under or in connection with this Agreement, which cannot be settled through correspondence and mutual consultation of the parties, shall be finally settled by arbitration and the parties agree, to the extent allowed by law, that arbitration shall be the sole and exclusive method of resolving such claims, demands and disputes. Arbitration shall be invoked by written notice given by one party to the other stating the nature of the dispute and the claim(s) of the party invoking arbitration. The parties shall mutually select one arbitrator with experience in commercial business matters. In the event they are unable to agree on an arbitrator or either party refuses to participate in the selection of an arbitrator within 30 days after the delivery of notice invoking arbitration, the arbitrator shall be selected by the American Arbitration Association ("AAA") and the arbitration shall be conducted on an expedited basis by such arbitrator pursuant to the Commercial Arbitration Rules of the AAA then in effect. The arbitration shall be held in a location to be mutually agreed by the parties or, if the parties are unable to agree, in Pima County, Arizona. The arbitrator shall be limited to the terms of this Agreement but shall have the right, to the extent allowed by law, to award all remedies at law or in equity including but not limited to damages and injunctive relief. Any award shall include an award of costs and reasonable attorneys' fees to the prevailing party. The decision of the arbitrator shall be final and binding and may be entered and enforced by any court of competent jurisdiction.

10. Entire Agreement. This Agreement together with all annexes, schedules, and exhibits attached thereto and all other documents that are incorporated by reference herein, constitutes the sole and entire agreement between Client and All Systems Go! Computer Services with respect to the subject matter contained herein and therein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.

11. Amendment and Modification. All Systems Go! Computer Services reserves the right to amend these Terms from time to time and such amendment or modification shall become effective as of the date All Systems Go! Computer Services provides written notice of such amendment or modification to Client. Except as otherwise set forth in this Agreement, no failure to exercise, or delay in exercising, any right, remedy, power, or privilege arising from this Agreement shall operate or be construed as a waiver thereof; nor shall any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power, or privilege.

12. Assignment. Client shall not assign any of its rights or delegate any of its obligations under this Agreement without the prior written consent of All Systems Go! Computer Services. Any purported assignment or delegation in violation of this Section is null and void. No assignment or delegation relieves Client of any of its obligations under this Agreement.

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13. Force Majeure. All Systems Go! Computer Services shall not be liable or responsible to Client, nor be deemed to have defaulted or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement when and to the extent such failure or delay is caused by or results from acts or circumstances beyond the reasonable control of All Systems Go! Computer Services including, without limitation, acts of God, flood, fire, earthquake, explosion, governmental actions, war, invasion or hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, national emergency, revolution, insurrection, epidemic, lock-outs, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials, materials or telecommunication breakdown or power outage.

14. Severability. If any term or provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

Purchaser Initials

Coversheet

Approval of Charter Tech Services Contract (Renewal)

Section: VIII. Business/Financial Services
Item: C. Approval of Charter Tech Services Contract (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: Charter Tech Services 2026-27.pdf

BACKGROUND:

Charter Tech Services provides comprehensive technology support to help maintain stable, schoolwide digital learning operations. For the 2026–27 school year, California Pacific Charter Schools is continuing this partnership, including one dedicated on-site technician with access to higher-level technical support as needed. Services include infrastructure management, cybersecurity support, and responsive technology assistance tailored to charter school needs. This is a one-year agreement at a cost of $11,025 per month.

RECOMMENDATION:

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

cts *charter tech services*

The Gold Standard in California K-12 Support
Reliable. Local. Dedicated to Student Success.
Managing school technology shouldn't feel like a lesson in frustration. With over **20 years of experience** serving California schools, we provide the state's largest private K-12 helpdesk, ensuring your educators can focus on teaching while we handle the tech.

Why California Schools Trust Us
We aren't just a service provider; we are a part of your educational community:

- **Proven Scale:** We support over **55,000 students** across the state.
- **Deep Expertise:** Our recommendations are **informed by a diverse portfolio** of client schools, enabling us to efficiently scale best practices to your organization.
- **100% Google Certified:** Every member of our staff is Google Certified, ensuring seamless management of your Chromebooks and Workspace for Education environment.
- **Local Support:** Our team members live and work in your community. We **never** outsource overseas—providing you with clear communication and fast, local response times.
- **Right-Sized**: Whether you need help executing a single, high-impact technical project or full-scale dedicated staffing for an entire school district, our services scale instantly to meet your organization's specific demands.

The "No-Risk" Promise
We believe our service speaks for itself. That's why we offer the most transparent onboarding in the industry:

- **30-Day Zero-Obligation Trial:** Test our service for a full month. If you aren't satisfied, cancel for any reason.
- **Fully Protected:** We carry **$2M in professional liability insurance** for your school's peace of mind.
- **Verified Success:** Extensive **references** are available from California schools of all sizes.

Commitment to the Community

- We are proud members of the **CCSA, CSDC, and APLUS+**
- **The 10% Pledge:** We donate **10% of all proceeds** back to school sponsorships and fundraisers. Your IT budget doesn't just fix computers; it helps fund your students' next big event.

MASTER CLIENT AGREEMENT
GENERAL TERMS

This Master Client Agreement (the "Agreement" or "MCA") is entered into as of 7/1/2026 (the "Effective Date") between Charter Tech Services or ("CTS"), located at 302 Washington St. #811 San Diego, CA 92103 and California Pacific Charter Schools, a public charter school located at 940 S Coast Dr #185, Costa Mesa, CA 92626 ("Client"). CTS and Client are each referred to herein as a "Party" and together as, the "Parties."

1. MASTER CLIENT AGREEMENT

1.1 Scope of MCA. This MCA, all statements of work, and orders either attached hereto as an exhibit or incorporated herein by reference, including any statement of work setting forth the work to be performed, goods, services and intellectual property to be sold or licensed, any related pricing and any other order for goods, licensing, services and any related agreement for services (for example, agreements for back-up disaster and recovery or cloud IT services), whether or not attached hereto or otherwise explicitly incorporated herein by reference (each of which may hereinafter be referred to as a "Statement of Work", "SOW", "Infrastructure as a Service", "IaaS", or an "Order", as applicable and collectively hereinafter referred to as "SOW"), shall contractually obligate Client, and any Client affiliate of CTS or any affiliates of CTS, or any successors and assigns thereto, for all goods ("Goods") and services ("Services"), including for any licensing of intellectual property. Goods and Services may include, but are not limited to, software, licenses, subscriptions, back-up, disaster, and recovery services, cloud services, hardware, trouble support, and ticketing services, call center and maintenance services, combined software and services, identification verification processes, policies, and systems, cybersecurity systems, applications, software, policies, and enhancements, voice over internet protocol ("VoiP"), telephone and internet services. Goods and Services shall be collectively referred to hereinafter as "Products" or, individually as a "Product", regardless of whether such Product or Products are provided to Client by CTS directly or through any third party vendor, wholesaler, reseller, supplier, channel partners, trade partner, consultant, or trade group member, including but not limited to independent contractors, agents or distributors of CTS, as the case may be, under the circumstances then appertaining.

1.2 Affiliate. For purposes of this Agreement, "Affiliate" means any entity that directly or indirectly, through one or more entities, controls and/or owns or is controlled and/or owned by Client or CTS, or is under common control and/or ownership with Client or CTS.

1.3 Statements of Work. Any SOW provided pursuant to this MCA may require the acknowledgment by Client either in writing, electronic or other means acceptable to CTS. Whenever reasonably practicable, an initial Statement of Work may be, but is not required to be, attached hereto as an exhibit upon execution of the MCA by the Parties. The failure to attach any SOW to the MCA shall not void Client's obligations (financial or otherwise) to CTS. The Parties agree and acknowledge that the Parties may, in the course of their dealings, execute multiple SOWs pursuant to this MCA. Such SOWs need not be appended to this MCA, but shall be deemed to be incorporated herein by reference even if such SOWs are not attached to this MCA. In the event of a conflict between the terms of this MCA and any SOW, the terms of this MCA shall prevail, except with respect to the SOW's provisions regarding the description, scope, nature of services, fees, expenses and payment terms.

2. TERM AND TERMINATION

2.1 Term. The Services and Goods provided under this MCA will commence on 7/1/2026 (the "Commencement Date") and will continue for one (1) year (the "MCA Term") or until each SOW initiated within the MCA Term is fulfilled, expires or renews, except as otherwise set forth herein or as otherwise agreed by the Parties in writing. This Agreement will automatically renew for twelve months unless either party gives the other written notice of termination at least ninety (90) days prior to expiration of the then-current term. Upon each automatic renewal of this Agreement, the rates will be increased by five percent (5%) from the then-current rate (the "Adjustment Rate"), effective as of the first day of the applicable renewal term. All SOWs shall renew in accordance with the MCA's renewal provisions. Client acknowledges that the cost of labor and expense incurred by CTS during the onboarding process is amortized over the length of the MCA Term and shall be waived if Client (a) does not commit an uncured material breach during the MCA Term, and (b) completes the full term of the Agreement.

2.2 Trial Period. The initial term of this Agreement shall include a non-binding Trial Period of thirty (30) calendar days beginning on the Commencement Date (the "Trial Period").

(a) During the Trial Period, either Party may terminate this Agreement or SOW for any reason or no reason by providing written notice of termination to the other Party at least one (1) business day prior to the last day of the Trial Period.

(b) Upon termination becoming effective during the Trial Period, neither Party shall have any further obligations under this Agreement except for payment obligations for Services and Goods provided up to the effective date of termination.

(c) If no notice of termination is delivered by either Party at least one (1) business day before the end of the Trial Period, this Agreement shall convert to the MCA Term as set forth in Section 2.1 and may thereafter be terminated only as provided in Sections 2.3 or 2.4 or as otherwise expressly permitted by this Agreement.

2.3 MCA Termination Events. MCA termination events include, but shall not be limited to (i) Client's material breach of any provision of the MCA or SOW, or (ii) Client's failure to make any payment when due under this MCA and/ or any SOW (each, a "MCA Termination Event" and collectively, "MCA Termination Events") and provided Client has not cured the default within ten (10) calendar days of written notice thereof from CTS to Client (the "Cure Period"), unless otherwise mutually agreed to in writing by the Parties. In the event of non-payment by Client that is subject to a good-faith dispute, either Party may, in its sole discretion, provide written notice to the other, requiring that such payment dispute be submitted to mandatory mediation in California ("Mediation"). Mediation shall be conducted within thirty (30) days of the expiration of the Cure Period, and the Parties agree to split the costs of Mediation, which shall observe the American Rule with respect to fees and costs unless a Party reasonably determines that filing of a suit or claim is necessary to preserve a claim and/or avoid the expiration of any applicable statute of limitations. While mediation is pending, services shall continue to be provided and all fees and expenses under the MCA shall continue to accrue and be

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due to CTS in the ordinary course of business. Notwithstanding the foregoing, if any undisputed invoice remains unpaid more than ten (10) days after its due date, CTS may, upon ten (10) days' written notice to Client, suspend all or any portion of the Services until such overdue amounts are paid in full. During suspension, Client shall remain responsible for all fees accruing under this MCA and any SOW. Services will be reinstated promptly upon receipt of payment.

2.4 Client Termination. Client may terminate this Agreement if CTS materially defaults with respect to any of CTS's provisions of the MCA or SOW and provided that CTS has not cured such default within ten (10) calendar days of written notice thereof (the "Cure Period"), unless otherwise mutually agreed to in writing by the Parties. In the event that Client provides notice of termination to CTS, either Party may, in its sole discretion, provide written notice to the other, requiring that any request for termination be submitted to Mediation. Mediation shall be conducted within thirty (30) days of the expiration of the Cure Period, and the Parties agree to split the costs of Mediation, which shall observe the American Rule with respect to fees and costs unless a Party reasonably determines, in their sole discretion, that filing a suit or claim is necessary to preserve the claim and/or avoid expiration of any applicable statute of limitations. While mediation is pending, services shall continue to be provided and all fees and expenses under the MCA shall continue to accrue and be due to CTS in the ordinary course of business. The Parties agree to act in good faith and to use commercially reasonable efforts to resolve any dispute.

2.5 Effect of Termination.

(a) Upon any termination of the MCA and/or any SOW in whole or in part, Client shall immediately uninstall or cease using any software designated by CTS, return any of CTS's hardware, and otherwise cease to use and return any Product to CTS, together with all related documentation, hardware, intellectual property, and software, and any hard, cyber or digital copies thereof (collectively, the "Ancillaries") in a manner (and at a time and place) reasonably acceptable to CTS in CTS's sole discretion and at Client's sole expense.

(b) Upon written request of CTS, Client will within three (3) business days certify in writing to CTS that all Products and Ancillaries have been returned, or if so directed by CTS in writing to Client, have been destroyed in accordance with applicable law. Client agrees to assume liability to CTS and the CTS Release Parties for any unauthorized use of Products and Ancillaries and any destruction and disposal of same in accordance with applicable law.

(c) Client shall hold harmless, indemnify and defend CTS and the CTS Release Parties for any and all claims by Client and by any third party or government entity arising from any failure of Client to use or dispose of any Product and/or Ancillaries in accordance with applicable law, regardless of whether CTS has provided Client with advance written consent to maintain, use or destroy any Product and/or Ancillaries.

(d) If the MCA or any SOW is terminated in whole or in part prior to the expiration of the MCA Term, unless otherwise mutually agreed upon by the Parties in writing (the "Early Termination Date"), Client shall be liable to CTS for the balance of payments due under the MCA and applicable Statements of Work through the expiration of their respective terms as liquidated damages. In addition, Client shall be liable to CTS and reimburse CTS for the time and expense of offboarding arising from a material breach, including migration of data and recovery of hardware at CTS's standard hourly rates, as liquidated damages. The Parties acknowledge and agree that actual damages in the event of early termination or material breach are uncertain and difficult to ascertain at the time of contracting due to (i) non-recoupable onboarding and implementation expenses, (ii) disruption of CTS's resource planning and capacity allocation, and (iii) costs of re-assigning personnel. The Parties further stipulate that the agreed upon calculation of liquidated damages is not a penalty, but rather a reasonable measure and calculation of damages resulting from Client's breach, based upon costs relating to non-recoupable onboarding expenses, disruption of resource planning, and re-assignment of personnel, which such costs were amortized over the MCA Term interest free.

2.6 Client Onboarding Compliance. Client acknowledges that upon the commencement of Services, a mandatory onboarding period is required in order for CTS to fully deliver the Services. The onboarding process includes, but is not limited to, Client providing necessary information, access to Client systems, and cooperation as requested by CTS. The failure by Client to comply with the onboarding requirements shall constitute an MCA Termination Event upon which CTS may provide thirty (30) days written notice of such breach to Client; provided such breach remains uncured at the expiration of the notice period, CTS may proceed with enforcement of its rights and remedies as set forth in this Agreement. Client acknowledges that the amounts due under the MCA and any applicable SOW are amortized over the MCA Term. If the MCA or any SOW is terminated in whole or in part prior to the expiration of the MCA Term, as a result of Client's failure to comply with the onboarding requirements, unless otherwise mutually agreed to in writing by the Parties, Client shall be liable to CTS for the balance of payments under the MCA and applicable Statements of Work through the expiration of their respective terms.

2.7 Liability Relating to Client Data Post-Termination. Client acknowledges that neither CTS nor the CTS Release Parties have any liability to Client for breach, harm, ransom, storage, hacking, modification, duplication, destruction or loss of any data (including, but not limited to, Client data, data of any employees of Client, data of Client's customers, data of any employees of Client's customer's, or data of any other third parties) after the termination of this MCA and/or any SOW, regardless of where or how the data is maintained, including off-site maintenance by third party storage vendors, and regardless of whether CTS or Client was or was not in direct privity or contract with such third party vendor. Client hereby releases and waives any and all claims against CTS or any of the CTS Release Parties, covenants not to sue CTS, holds CTS harmless, and agrees to indemnify and defend CTS from and in relation to any and all claims, damages, suits, demands, trials, tribunals, dispute resolution proceedings and causes of action arising from any consequences resulting from data breaches of Client, Client's employees, Client's customers, employees of Client's customers, or any third parties post-termination.

3. PAYMENT AND DELIVERY

Client shall be billed by CTS on a monthly basis and Client shall pay to CTS all fees and expenses incurred under this MCA and/or any SOW (including any Post-Termination Transition Fee) in accordance with and upon receipt of an Invoice (as that term is hereinafter defined) generated by CTS to Client specifying the amounts due for fees and reimbursable expenses (collectively, the "Fees"). The payment of any Fees shall occur by automatic ACH transfer, credit card, or other automatic electronic means designated by CTS unless otherwise agreed to or required by CTS in writing. All Fees payable under this MCA are exclusive of sales, use, VAT, customs duties, excise, and any other applicable transaction taxes, which Client is responsible for paying, reporting

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or remitting, unless otherwise required by applicable law. If payment is not received on or before any invoice due date, interest shall begin to accrue and be payable from the date due until paid in full at the rate of the lesser of (i) one and one-half percent (1.5%) of the then outstanding balance per month, or (ii) the maximum rate permitted by applicable law, whichever is lower). Client shall pay all expenses, including, but not limited to, any accounting and expert fees incurred by CTS, or its representatives in enforcing its rights under this MCA. Client's obligation to pay any Fees and CTS's right to all such amounts are absolute and unconditional and not subject to setoff by Client. All Goods are FOB at the shipping point. Client agrees to pay or reimburse CTS for all actual, necessary, and reasonable expenses incurred by CTS for all Products. CTS will submit invoices for Fees (each an "Invoice") to Client for remittance, and each Invoice will designate the terms of payment, including (but not limited to) payment in advance, payment immediately upon receipt of Invoice, payment upon completion, and payment at designated intervals. Resource quantities may be added or subtracted and per unit or per user charges will be added or subtracted accordingly. When changes occur, the Invoice will be adjusted in the month that any unit or user cost is added, or in the month after any unit or user cost is removed. Notwithstanding the options to add or subtract resource quantities, the Minimum Monthly Fee (as such term is defined in the applicable SOW) will be set forth in the applicable Statement of Work. "Expense Escalation" means price increases from time to time for products and services due to cost adjustments and market conditions as provided by CTS and third party vendors. with or without up-charges, carrying, transportation or handling charges, including but not limited to Microsoft 365 and Office 365 services, regardless of whether the Products are offered separately or in a bundle. The Expense Escalations relating to Products are not subject to proration. In the event that emergent Products or licenses are provided or commenced at Client's request prior to the issuance of a SOW or invoice, payment for all such items shall be due immediately upon the completion of the service or the delivery of the Product or license, or upon the presentation of the SOW or Invoice, whichever occurs first. Absent statement of terms in any SOW or Invoice, the default shall be immediate payment upon presentation of SOW or Invoice, unless otherwise agreed to in writing.

4. PROPRIETARY RIGHTS AND CONFIDENTIALITY.

4.1 Proprietary Rights. CTS, any Affiliates of CTS and/or their licensors shall retain all rights, title and interest in any and all intellectual property, informational property, industrial property and any copies thereof. CTS neither grants nor otherwise transfers any rights of ownership in the Product, licenses, or intellectual property to Client, including CTS's proprietary software for network management (e.g., monitoring platforms, ticketing systems, cybersecurity applications); configurations for client networks; methods for managing the network; client credentials, including passwords, and any manuals, runbooks, guides, or reports associated therewith. By signing this Agreement, Client acknowledges that the Products are protected by applicable copyright, confidentiality, non-disclosure, and trade secret laws and regulations, as well as other forms of intellectual property, informational property and industrial property protections throughout the world.

4.2 Product. Client may only use and disclose Product in accordance with the terms of this MCA and any applicable SOWs. CTS reserves all rights in and to the Product not expressly granted in this MCA. Client may not disassemble or reverse-engineer any software Product or decompile or otherwise attempt to derive any software Product's source code from executable code, except to the extent expressly permitted by applicable law, or provide a third party with the results of any functional evaluation of, benchmarking of, or performance tests on, the Products without CTS's prior written approval. Except as expressly authorized pursuant to this Agreement or an applicable SOW, Client shall not (i) license, sublicense, sell, rent, lease, sublease, transfer, assign, distribute, display, host, outsource, disclose, permit timesharing or service bureau use, or otherwise commercially exploit or make the Product, programming, documentation, reports, or any other Product Services available to any third party, or (ii) operate the Product in an outsourcing or service provider business to process the data of third parties. Additional usage restrictions may apply to certain third party files or programs embedded in the Product - applicable installation instructions or release notes will contain such relevant details.

4.3 Product Licensed Under This Agreement.

(a) License. Subject to the terms of this MCA and any applicable SOWs thereunder, CTS grants Client a non-exclusive, non-transferable license to use all programming, documentation, reports, and any other Product provided by CTS pursuant to this MCA solely for Client's own internal use.

(b) Pre-Existing License Agreements. Any software Product provided to Client by CTS as a wholesaler, channel partner or reseller for a third party, which is licensed to Client under a separate software license agreement with such third party (such agreement, an "SLA"), will continue to be governed by the SLA. The fulfillment of the obligations under the MCA will not relieve or alter the obligations or responsibilities of either party (or of any third party) in regards to the software product licensed under the SLA.

4.4 Data Ownership and Responsibility.

(a) Data Ownership. The Client retains all rights, title, and interest in and to all data provided to the Service Provider or generated in connection with the services performed under this Agreement ("Client Data").

(b) Client Responsibility. Client is solely responsible for the content, accuracy, and legality of the Client Data to which CTS is given access. Client warrants that it has all necessary rights, licenses, and consents to use and provide access to the Client Data. CTS is not liable for claims or losses arising from the Client's non-compliance.

4.5 Confidentiality. This Section 4.5 sets out the terms for identification of information which is considered confidential and proprietary by CTS, and restrictions against use and disclosure of such Confidential Information (as defined herein) by Client.

(a) Definition. The term "Confidential Information" means all proprietary, confidential or otherwise non-public information that is disclosed by one Party (the "Disclosing Party") to the other Party, its affiliates, suppliers, and licensors (the "Receiving Party"), and includes, among other things (i) any and all non-public information relating to Products provided by CTS, any Client-related information and financial information, source and executable code, flow charts, drawings, techniques, specifications, development and marketing plans, strategies, forecasts, and sales and marketing materials; and (ii) the terms of this MCA.

(b) Use and Disclosure Restrictions. The Receiving Party may not use the Confidential Information of the Disclosing Party except in the ordinary course of performance as necessary to provide the services set forth in the MCA and SOWs in connection herewith.

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(c) Proprietary Legends. The Receiving Party may not remove, obscure, or alter any proprietary legend relating to the Disclosing Party's rights on or from any form of Confidential Information of CTS without the prior written consent of the Disclosing Party, except as expressly authorized in a SOW.

(d) Return of Confidential Information. Upon written request of the Disclosing Party, and upon any expiration or earlier termination of this MCA, the Receiving Party will promptly return to the Disclosing Party any and all of the Disclosing Party's Confidential Information in its care, custody or control, including all copies and records thereof. The Receiving Party will not withhold the return of Confidential Information for any reason, including as a result of a dispute between the Parties, regardless of the subject of the dispute.

(f) Injunctive Relief. The Receiving Party acknowledges that a violation of the Disclosing Party's confidential information as described in Section 4 of this MCA will cause the Disclosing Party immediate and irreparable harm. In the event of a breach of Section 4 by the Receiving Party or any third party, Disclosing Party may seek, in addition to any and all other remedies under this Agreement or available at law, an injunction, specific performance, or other appropriate relief, including liquidated damages, loss or profits, enterprise value, business disruption, or harm to reputation.

5. ALLOCATION OF RISK

5.1 EXCLUSION OF CERTAIN DAMAGES. CTS IS NOT LIABLE TO CLIENT, ITS AFFILIATES, THIRD PARTY VENDORS, OR ITS LICENSORS, FOR CONSEQUENTIAL DAMAGES, INCLUDING SPECIAL, INDIRECT, INCIDENTAL, OR PUNITIVE DAMAGES, ARISING OUT OF (OR RELATING TO) ANY PRODUCT OR RIGHTS OF CTS, AS WELL AS THOSE ARISING UNDER OR RELATED TO THIS MCA OR STATEMENTS OF WORK, INCLUDING CTS'S PERFORMANCE OR PROVISION OF PRODUCT UNDER ANY LEGAL THEORY OR FACTUAL BASIS, WHETHER ALLEGED TO BE BASED UPON STRICT LIABILITY, NEGLIGENCE, GROSS NEGLIGENCE, OR OTHERWISE, EVEN IF CTS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. AS USED IN THIS MCA. "CONSEQUENTIAL DAMAGES" INCLUDES, WITHOUT LIMITATION, LOST PROFITS, LOST COMPUTER USAGE, INTERRUPTION OF BUSINESS OR LOSS OF USE OF CLIENT DATA.

5.2 THIRD PARTY SERVICES. IN ADDITION TO AND WITHOUT LIMITING SECTION 5.1, CTS, ITS MEMBERS, EMPLOYEES, AGENTS, DIRECTORS, AND/OR REPRESENTATIVES, MAKE NO WARRANTIES, EXPRESS OR IMPLIED, CONCERNING THE PRODUCTS AND SERVICES PROVIDED BY THIRD PARTY VENDORS TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW. FURTHER, CTS, ITS MEMBERS, EMPLOYEES, AGENTS, DIRECTORS, AND/OR REPRESENTATIVES ARE NOT LIABLE FOR ANY LOSSES, INJURIES, OR DAMAGE OF WHATEVER KIND OR NATURE, RESULTING FROM OR ARISING OUT OF ANY MISTAKES, ERRORS, OMISSIONS, DELAYS, INTERRUPTIONS OR OTHERWISE RELATED TO, IN CONNECTION WITH OR ARISING FROM THIRD PARTY SERVER DATA STORAGE, DUPLICATION, ARCHIVING, FILTERING, FIREWALL, THIRD PARTY CO-LOCATION, EQUIPMENT, SOFTWARE, OR HARDWARE, OR OTHER SERVICE, SEEN OR UNFORESEEN, (COLLECTIVELY, "CLOUD SERVICES") AND WHETHER OR NOT CAUSED BY INTENTIONAL OR UNLAWFUL ACTIVITY INCLUDING HACKING, RANSOM, VIRUS OR SECURITY BREACHES, OR FOR THE ACTS OR OMISSIONS OF ANY THIRD PARTY VENDOR, CONTRACTOR, CHANNEL PARTNER, LICENSOR, LICENSEE, OR ANY OTHER PARTY. CLIENT FULLY AND FOREVER RELEASES AND DISCHARGES CTS AND THE CTS RELEASE PARTIES (AS DEFINED IN SECTION 1.4), AND HEREBY COVENANTS NOT TO SUE CTS OR THE CTS RELEASE PARTIES, FROM OR FOR ANY AND ALL INJURIES, LOSSES, DAMAGES, CLAIMS (INCLUDING NEGLIGENCE CLAIMS), DEMANDS, LAWSUITS, EXPENSES, AND ANY OTHER LIABILITY OF ANY KIND, OF OR TO CLIENT, ITS PROPERTY, CLIENT'S CUSTOMERS, EMPLOYEES, SUPPLIERS OR ANY OTHER PERSON, DIRECTLY OR INDIRECTLY ARISING OUT OF OR IN CONNECTION WITH SERVICES PROVIDED BY THIRD PARTY VENDORS.

5.3 LIMITATION OF LIABILITY. CTS'S ENTIRE LIABILITY FOR ANY CLAIM, SERIES OF CLAIMS, OR FOR ANY DAMAGES RELATED IN ANY WAY TO ANY PRODUCT OR RIGHTS OF CTS, AS WELL AS THOSE ARISING UNDER OR RELATED TO THIS MCA OR STATEMENTS OF WORK, INCLUDING CTS'S PERFORMANCE OR PROVISION OF PRODUCT UNDER ANY LEGAL THEORY OR FACTUAL BASIS, WHETHER ALLEGED TO BE BASED UPON STRICT LIABILITY, NEGLIGENCE, GROSS NEGLIGENCE, OR OTHERWISE, IS LIMITED TO CLIENT'S DIRECT CLAIMS AGAINST CTS AND ANY THIRD PARTIES' CLAIMS FOR DIRECT DAMAGES ASSERTED AGAINST CLIENT FOR WHICH CLIENT ATTEMPTS TO COLLECT FROM CTS, SEEKS ANY CONTRIBUTION FROM CTS, OR ASSERTS THAT CTS IS LIABLE IN WHOLE OR IN PART TO CLIENT, OR THAT CTS IS LIABLE TO CLIENT OR FOR ANY THIRD PARTY CLAIMS. THE TOTAL LIABILITY FOR ANY DIRECT DAMAGES ARISING OUT OF OR RELATING TO THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT CLIENT PAID TO CTS UNDER THIS AGREEMENT IN THE _____ PERIOD IMMEDIATELY PRECEDING THE FACTS OR CIRCUMSTANCES GIVINIG RISE TO THE LAST CLAIM OF DAMAGE. THIS PROVISION IS INDEPENDENT OF ANY OTHER LIMITATION OF LIABILITY AND REFLECTS A SEPARATE ALLOCATION OF RISK FROM PROVISIONS SPECIFYING OR LIMITING A PARTY'S REMEDIES.

5.4 Indemnification and Duties.

(a) If Client, its Affiliates, or any of its respective employees, agents, vendors, or suppliers, is faced with a legal claim by a third party arising out of CTS's actual or alleged gross negligence, negligence, willful misconduct, violation of law, or failure to meet the security obligations required by the MCA, or a legal claim alleging patent, trade secret, or copyright infringement, then Client must forward notice of the legal claim to CTS within three (3) business days of receipt of the claim.

(b) If CTS, its Affiliates, or any of its respective employees, agents, vendors, channel partners, contractors, licensees, licensors, or suppliers is faced with a legal claim by a third party arising out of Client's actual or alleged gross negligence, negligence, willful misconduct, violation of law, failure to meet the security obligations required by the Agreement, and/or violation of Client's agreement with its clients, customers or end users, then Client shall at all times indemnify and hold harmless CTS, its successors and assigns and any of its officers, directors, employees representatives, and/or agents, and their heirs, executors, administrators, successors and assigns or each of them against and from the first dollar against any and all third party claims, including any claims in respect of any liability resulting from services provided by third parties, any and all claims, damages, liabilities, costs and expenses, including the cost of defending the claim (including reasonable

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attorney's fees), and any damages award, fine or other amount that is imposed on CTS in a final non-appealable judgment as a result of the claim. Client's obligations under this subsection include claims arising out of the acts or omissions of Client's employees, any other person to whom Client has given access to the Product, and any person who gains access to the Product as a result of Client's failure to use reasonable security precautions, even if the acts or omissions of such persons were not authorized by Client, including unlawful acts of data intruders.

5.5 Client Reimbursement of Legal Fees for Third Party Discovery. In the event CTS, its Affiliates, or the CTS Release Parties (as defined in Section 1.4) are required to respond to discovery requests, including but not limited to subpoenas, document production, interrogatories, depositions, or other legal processes, arising from any dispute, claim, or proceeding between Client and a third party to which CTS is not a party (a "Third Party Dispute"), Client shall promptly reimburse CTS for all reasonable costs and expenses incurred, including but not limited to attorneys' fees, expert fees, and administrative costs. Client's reimbursement obligation applies regardless of whether the Third Party Dispute involves Services, Goods, or data provided under this MCA or any Statement of Work. CTS's assistance in responding to such discovery requests shall be subject to a mutually agreeable Discovery Services Agreement, as provided in Section 9.10, and Client shall advance all associated costs unless otherwise agreed to in writing by the Parties.

5.6 Additional Protections.

(a) CTS SHALL NOT BE LIABLE FOR ANY UNLAWFUL OR UNAUTHORIZED ACCESS, DAMAGE, LOSS ENCRYPTION OF CLIENT DATA, OR INTRUSION TO CLIENT DATA, ENCRYPTION OF CUSTOMER DATA OR INTRUSION TO CUSTOMER DATA, OR LOSS, THEFT, MISAPPROPRIATION, OR UNAUTHORIZED TRANSFER OF FUNDS, MONIES, FINANCIAL ASSETS, OR INSTRUMENTS (INCLUDING DIGITAL CURRENCIES AND ELECTRONIC PAYMENTS), NOR SHALL CTS BE LIABLE FOR ANY UNLAWFUL OR UNAUTHORIZED ACCESS, DAMAGE, LOSS, ENCRYPTION OF DATA, OR INTRUSION TO ANY DATA OF CLIENT'S CUSTOMERS OR CLIENTS, ANY DATA OF ANY ENTITY OR PERSON SERVICED BY CLIENT, AND/OR ANY ENTITY OR PERSON TO WHOM CLIENT OTHERWISE OWES A DUTY OF CARE, WHETHER SUCH DUTY OF CARE ARISES PURSUANT TO ANY CONTRACT OR AS A MATTER OF APPLICABLE LAW. CLIENT SHALL BE SOLELY RESPONSIBLE FOR DETERMINING WHAT APPLICABLE COMPLIANCE STANDARDS, IF ANY, IT MUST OR SHOULD ADHERE TO OR MAINTAIN FOR ITSELF, ITS CUSTOMERS OR CLIENTS, OR OTHER THIRD PARTIES, INCLUDING BUT NOT LIMITED TO DATA SECURITY, COMPLIANCE, STORAGE, BACKUP, RETENTION AND RESTORATION FOR ANYONE TO WHOM CLIENT IS RESPONSIBLE AND/OR OTHERWISE OWES A DUTY OF CARE, INCLUDING BUT NOT LIMITED TO DATA SECURITY, COMPLIANCE, STORAGE, BACKUP, RETENTION AND RESTORATION.

(b) Client will hold harmless and not initiate any claim, lawsuit, court action, or other legal proceeding or demand against CTS or any of the CTS Release Parties, nor join or assist in the prosecution of any claim for money or other damages which anyone may have, on account of injuries, losses, or damages sustained by Client, its customers, employees or suppliers, other parties, or any such person's property in connection with any services provided by third party vendors.

(c) CTS shall not be liable for any inability of CTS, Client or Client's customers or clients to access, maintain, recover or restore any of Client Data, including (but not limited to) any inability as a result of force majeure, acts of God and nature, war, terrorism, bankruptcy, insolvency or shutdown of any business of Client, Client's customer or client, Client's vendors, or CTS's vendor or vendors, channel partners, licensees or licensors, VOIP service providers, or agents, except as otherwise required by law. For purposes of this section, "vendor" or "vendors" includes, but is not limited to, vendors storing Client Data or the data of Client's customers or clients in the "cloud", such as offsite storage facilities.

(d) In the event of the insolvency, liquidation, or restructuring of Client, Client agrees for any continuation of Product that CTS may provide, in its sole discretion, that CTS shall be considered, for purposes of applicable state and federal law, including federal bankruptcy law, as a "critical vendor," and CTS shall be paid immediately for any outstanding pre-filing Invoices that are outstanding. Additionally, in the event of the insolvency, liquidation, or restructuring of the Client, Client shall waive any and all rights to bring any avoidance action, actions for clawback of amounts paid/transfers made, actions for preferential transfer/treatment, and actions for fraudulent transfer, whether such actions arise under state or federal law, including (but not limited to) federal bankruptcy law.

(e) Each and every payment under this MCA shall be considered (and is hereby acknowledged by the parties as) a contemporaneous exchange for new value.

(f) CTS makes no representations or warranties, express or implied, in regard to compliance with any applicable United States federal or state privacy laws or regulations, or any international or foreign privacy laws or regulations, including without limitation the GDPR (General Data Protection Regulation) as enacted by the European Parliament and the Council of the European Union, Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016, or the United Kingdom's General Data Protection Regulation.

(g) CTS shall not be responsible for the unauthorized or authorized use of any devices, artificial intelligence software, applications, or hardware, including the use thereof by third parties, including minors, by Client and third parties, including Client's customer, which results in the willful or inadvertent violation of any foreign, international, U.S. state or U.S. federal data and privacy laws, or social media laws that results in damages or fines, or associated fees incurred by Client and third parties, including Client's customer.

6. INSURANCE.

6.1 CTS Insurance. CTS will provide and maintain during its rendition of the Services and sale of Product: (a) worker's compensation and related insurance as prescribed by the law of the state applicable to the employees performing such Services; (b) employer's liability insurance with limits statutorily required and at least one million dollars ($1,000,000) for each occurrence; (c) commercial general liability insurance (including products liability) with one million dollars ($1,000,000) per occurrence combined single limit and one million dollars ($1,000,000) in the aggregate, including coverage for the use of subcontractors, products liability and completed operations, and not containing an

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exclusion for explosion, collapse and underground coverage; and (d) Technology Errors & Omissions insurance covering the effects of errors and omissions in the performance of professional services, as well as cyber insurance type coverages with limits in the amount of two million dollars ($2,000,000) for each occurrence and in the aggregate.

6.2 Client Insurance**.** Due to the complexity and severity of the exposures created by the use of computers, Client shall consult with a qualified risk manager to evaluate its exposures, unless otherwise agreed by the Parties in writing. Client shall carry, at a minimum, the following insurance policies:

(a) Commercial general liability insurance. Client shall maintain coverage with limits no less than one million dollars ($1,000,000) per occurrence combined single limit and one million dollars ($1,000,000) in the aggregate, including coverage for contractually assumed liability as contained herein.

(b) Property insurance. Client shall maintain property insurance with a coverage extension for electronic data. The computer equipment policy will pay for loss or damage caused by or resulting from an accident to computer equipment. Computer equipment means covered property that is electronic computer or other data processing equipment, including media and peripherals used in conjunction with such equipment, including loss of income. Alternatively, the requirements set forth in subsections (a) & (b) can be combined into a Business Owners Policy (BOP).

(c) Cyber and privacy insurance. Client shall procure and maintain, at its own expense, cyber insurance with minimum limits of one million dollars ($1,000,000) per occurrence and in the aggregate, including the following coverages:

1. Ransomware Coverage. Costs related to ransomware attacks, including ransom payments, negotiator, data restoration, and system recovery.
2. Legal Fees and Forensic Investigation Coverage. Expenses for legal services, including attorneys' fees, and forensic analysis to investigate and remediate cyber incidents.
3. Cyber Crime, Social Engineering, and Reverse Social Engineering Coverage. Losses from fraudulent activities, including funds transfer fraud, phishing, social engineering, and reverse social engineering schemes.
4. Business Interruption Coverages. Losses from business interruption, contingent business interruption, system failure business interruption, and voluntary shutdowns necessitated by a cyber incident.
5. Extra Expense Coverage. Additional costs incurred to minimize or mitigate business interruption.
6. Breach Notification, Credit Monitoring, and Crisis Management Expenses. Costs for notifying affected parties, providing credit monitoring, and managing public relations or crisis response.
7. Information Privacy and Network Security Liability. Liability for breaches of personal or sensitive information and network security failures.
8. Media Liability Coverage. Liability for claims arising from digital content, such as defamation or privacy violations.
9. Reputational Harm Coverage. Losses due to reputational damage caused by a cyber incident.
10. Regulatory Fines and Penalties Coverage. Costs for fines, penalties, and legal expenses related to regulatory investigations or actions following a cyber incident.
11. Data Restoration and System Recovery Costs. Expenses to restore or recreate data and systems damaged or lost due to a cyber incident, beyond ransomware or forensic costs.
12. Extortion Costs. Expenses related to cyber extortion threats, including but not limited to ransomware.
13. Cyberterrorism Coverage. Losses from cyber incidents classified as acts of cyberterrorism.
14. Any other cyber and privacy coverage deemed prudent by a qualified risk manager to address Client's specific cyber risks.

6.3 Client's Insurance. The policies shall be endorsed, where allowed by the Client's insurance carrier naming CTS as additional insured and shall contain a provision that such policies are primary and non-contributory to any insurance carried by CTS. Client's insurance policies shall contain an endorsement providing that they may not be cancelled without first providing CTS with thirty (30) days written advance notice of cancellation or non-renewal. Client shall deliver to CTS such thirty (30) days written advance notice of cancellation or non-renewal of the Client's insurance policies. Upon request, Client shall provide CTS with a certificate of insurance and all applicable endorsements for any insurance policies referenced in section 6.2.

7. SERVICE-SPECIFIC TERMS.

7.1 All Necessary Rights. If, as part of its Services, CTS is required to use, copy or modify any third party hardware, software or other technology provided or licensed to Client, then prior to CTS's performance of such Services, Client will acquire all rights necessary for CTS to perform such Services and shall indemnify CTS for any claims arising therefrom.

7.2 Independent Contractor. Nothing in this MCA will be construed to make either Party an employer, employee, agent or partner of the other, and this MCA will not be construed to create rights, express or implied, on behalf of or for the use of any Party other than CTS and Client. All of the Services performed by CTS will be performed as an independent contractor. CTS will perform such Services under the general direction of Client, but CTS will have sole discretion to determine the manner, method and means of performing such Services subject to the provisions of this MCA and any applicable SOW. Neither Party will have any authority to make any contract in the name of, or otherwise to bind the other Party. CTS will be responsible for, and will pay, all unemployment, social security and other payroll taxes, and all worker's compensation claims, worker's compensation insurance premiums and other insurance premiums, with respect to CTS and CTS's employees.

7.3 Offered Assistance. Client shall not unreasonably reject solutions offered by CTS when offered assistance relating to services contained in the Statement of Work.

7.4 Administrative Passwords. For security purposes, Client agrees that access to the administrative passwords (the "Passwords") is limited to CTS. Should Client request access to the Passwords, Client agrees to sign an agreement which provides for, among other things, the release from any liability for loss or damage to Client's IT infrastructure, including but not limited to Client's data or data of Client's customer or client, arising out of transfer of the Passwords to Client.

7.5 Onsite Staffing. Onsite staff are subject to normal occurring absences, including but not limited to sick leave, vacation, jury duty, and other federal or state-protected leaves. CTS will make best efforts to provide coverage during extended absences, but such substitutions are subject to availability.

7.6 Disclaimer of Implied Warranties.

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(a) CTS MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO ITS SERVICES OR GOODS, INCLUDING ANY (i) WARRANTY OF MERCHANTABILITY; AND (ii) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE; WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE, OR OTHERWISE.

(b) FOR THE AVOIDANCE OF DOUBT, CTS MAKES NO REPRESENTATIONS OR WARRANTIES WITH RESPECT TO ANY THIRD PARTY PRODUCT, INCLUDING ANY (i) WARRANTY OF MERCHANTABILITY; (ii) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE; (iii) WARRANTY OF TITLE; OR (iv) WARRANTY AGAINST INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OF A THIRD PARTY; WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE.

(c) THE FOREGOING LIMITATION OF WARRANTIES SHALL IN NO WAY LIMIT OR IMPAIR ANY WARRANTIES RELATED TO HARDWARE OR SOFTWARE FROM THE SUPPLIER/DEVELOPER/MANUFACTURER OF SUCH HARDWARE OR SOFTWARE, TO THE EXTENT SUCH WARRANTIES ARE TRANSFERRED TO CLIENT.

8. ALTERNATIVE DISPUTE RESOLUTION.

8.1 MEDIATION. THE PARTIES SHALL RESOLVE ANY DISPUTE, CONTROVERSY, SUIT, OR CLAIM ARISING OUT OF A MATERIAL BREACH OR RELATING TO THE PRODUCT AND/OR THIS MCA, OR THE BREACH, TERMINATION OR INVALIDITY HEREOF (EACH, A "DISPUTE"), UNDER THE PROVISIONS OF THIS SECTION. THE PROCEDURES SET FORTH IN SECTIONS 8 SHALL BE THE EXCLUSIVE MECHANISM FOR RESOLVING ANY DISPUTE THAT MAY ARISE FROM TIME TO TIME. THE PARTIES SHALL COOPERATE WITH ONE ANOTHER IN SCHEDULING THE CERTIFIED MEDIATION BY A MEDIATOR ON A COURT APPROVED PANEL OR AS OTHERWISE MUTUALLY SELECTED BY THE PARTIES. ALL MEDIATION SHALL BE BY VIDEO CONFERENCES, UNLESS OTHERWISE AGREED UPON BY THE PARTIES IN WRITING. THE MEDIATION SHALL BE CONDUCTED IN THE STATE OF CALIFORNIA. IF THE PARTIES CANNOT RESOLVE ANY DISPUTE FOR ANY REASON, INCLUDING, BUT NOT LIMITED TO, THE FAILURE OF EITHER PARTY TO AGREE TO ENTER INTO A SETTLEMENT CONFERENCE OR AGREE TO ANY SETTLEMENT PROPOSED BY THE MEDIATOR, EITHER PARTY MAY CHOOSE LITIGATION.

8.2 GOVERNING FORUM AND LAW. THIS MCA IS GOVERNED BY THE LAWS AND THE COURT OF THE STATE OF CALIFORNIA, EXCEPT AS TO CONFLICTS OF LAW, WHICH IN ALL CASES SHALL CAUSE TO BE SELECTED THE LAWS OF THE STATE OF CALIFORNIA. ALL DISPUTES UNDER THIS MCA SHALL BE RESOLVED IN ACCORDANCE WITH SECTION 8.1. IN THE EVENT THAT LITIGATION SHALL OCCUR, THE PARTIES AGREE TO SUBMIT TO THE EXCLUSIVE JURISDICTION OF THE COURTS OF THE STATE OF CALIFORNIA, INCLUDING THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF CALIFORNIA, AND THE PARTIES AGREE TO ACCEPT ALL SERVICE OF PROCESS RELATED TO SUITS AND CLAIMS COMMENCED IN THE STATE AND FEDERAL COURTS OF CALIFORNIA AND HEREBY WAIVE ANY SERVICE OF PROCESS OR VENUE DEFENSES OTHERWISE AVAILABLE TO IT.

8.3 COLLECTIONS. PROVIDED HOWEVER, THAT NOTWITHSTANDING ANYTHING TO THE CONTRARY IN SECTIONS 8.1 AND 8.2, CTS, IN ITS SOLE DISCRETION, MAY BEGIN COLLECTIONS ADMINISTRATIVELY OR IN A COURT OF COMPETENT JURISDICTION WITHOUT FIRST PROCEEDING TO MEDIATION FOR FAILURE OF CLIENT TO PAY FOR ANY FEES RELATED TO CTS'S PROVISIONS OF ANY GOODS AND SERVICES OR LIQUIDATED DAMAGES THAT MAY BE TRIGGERED AND DUE, OR FEES ESCALATED UPON EARLY TERMINATION OR MATERIAL BREACH OF THE MCA BY CLIENT.

9. MISCELLANEOUS/OTHER PROVISIONS.

9.1 Severability, No Recovery of Fees. Should any provision of this MCA be invalid, or unenforceable, the remainder of the provisions will remain in full force and effect.

9.2 Notices. Unless otherwise provided, notices to the Parties will be in writing to the address indicated above and deemed effective when received by U.S. mail by first class, express mail, or by electronic means.

9.3 Verification. Upon CTS's written request, Client will provide CTS with a certification signed by an officer of Client verifying that Product is being used pursuant to the terms of this MCA, including (without limitation) the licensed capacity of the Product. CTS may, at its expense, audit Client's use of Product to confirm Client's compliance with this MCA. Any such audit will be conducted during regular business hours at Client's facilities and will not unreasonably interfere with Client's business activities. If an audit reveals that Client has underpaid Fees to CTS, Client will pay such underpaid Fees. If the underpaid Fees exceed five percent (5%) of Fees paid, then Client will also pay CTS's reasonable costs of conducting the audit.

9.4 Assignment. Client may not assign this MCA or any rights granted in this MCA to any third party, including by Change of Control as defined in section 9.12 herein, except with the prior written consent of CTS. CTS may assign, in its sole discretion, all or any portion of this MCA to provide more reasonable and competent equipment, software, or services to Client.

9.5 No Waivers. Failure of a Party to require performance by the other Party under this MCA will not affect the right of such Party to require performance in the future. A waiver by a Party of any breach of any term of this MCA will not be construed as a waiver of any continuing or succeeding breach.

9.6 Force Majeure. Any delay or failure of either Party to perform any obligation under this MCA caused by federal, state or municipal government orders restricting mobility, setting curfews or requiring shelter in place, labor disputes, acts of terrorism, cyber-espionage or hacking, storms or natural disasters, emergency, diseases, epidemics, pandemics, quarantines, riots, protests, electro-magnetic pulses, biohazards, or other causes beyond the reasonable control of such Party (a "Force Majeure Event") will not be deemed a breach of this MCA. In the event of power failure or internet, satellite or loss of customer or utilities due to a Force Majeure Event or any other event beyond the control of either Party or a third party vendor or of agent of either CTS or Client, such Party shall not be liable for the loss of network connectivity, internet connectivity or primary internet service that results in the Client's inability to access data, third party services, VOIP, or satellite services. Further, neither Party is required to seek a writ of habeas corpus in the event of a government order restricting the other Party's ability to perform.

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9.7. Entire Agreement. This MCA, together with each SOW, constitutes the entire agreement between Client and CTS, and supersedes any prior or contemporaneous negotiations or agreements, whether oral or written, concerning this subject matter. This MCA and each SOW, may be modified only by a mutually- signed writing between Client and CTS.

9.8 Export Controls. Client will cooperate with CTS as reasonably necessary to permit CTS to comply with the laws and regulations of the United States and all other relevant countries relating to the control of exports ("Export Laws"). Client may not import, export or re-export, directly or indirectly, including via remote access, any part of the Product into or to any country for which a validated license is required for such import, export or re-export under applicable Export Laws without first obtaining such validated license.

9.9 Referencing. Client agrees that CTS, and any Affiliates of CTS, may refer to Client as a Client of CTS, both internally and in externally-published media, to include (but not be limited to) use of Client name, logo, and the fact of the relationship in promotional materials, although Client may cancel the above-described referencing rights upon thirty (30) days' prior written notice to CTS. Client also agrees to instruct appropriate personnel within its organization that Client has agreed to receive and participate in calls, from time to time, with potential clients of CTS who wish to evaluate the technical specifications of Product.

9.10 Litigation Holds. Any and all discovery, (including electronic data) that Client determines to voluntarily produce or is required or compelled to produce pursuant to process or court order in suits, claims, proceedings or disputes with third parties shall be at Client's sole expense and in a manner in form and substance compliant with applicable law, process or court order. CTS's assistance with such discovery and the provision of Products and Services in connection therewith, shall be subject to a separate services agreement (a "Discovery Services Agreement") mutually agreeable to CTS and Client. In no event shall CTS be required under any such Discovery Services Agreement to advance costs, fees or expenses; any such costs, fees, and expenses shall be disbursed by Client in advance, unless otherwise agreed to in writing by the Parties.

9.11 Non-disparagement. Neither Party shall, directly or indirectly, make or authorize the making of any statement that disparages or creates any material negative inference with respect to the other Party's respective officers, directors, affiliates, personnel, products or related companies, by words, actions or other communications, or by any omission to speak, act or otherwise communicate.

9.12 Change of Control. In the event of an acquisition or other change in control of Client, this MCA, all statements of work, and orders either attached hereto as an exhibit or incorporated herein by reference, shall remain in full force and effect. "Change in Control" means, for any person, either (a) any sale, exchange, transfer, conveyance or termination of any equity or ownership interests in Client, or any corporate, limited liability company or partnership reorganization, restructure, merger, acquisition, transfer of assets, consolidation or adjustment with respect to Client, in each case if the persons currently in control of Client would no longer have such control after such event, or (b) any other change in the direct or indirect control of, or the ability or right to control, a majority of the voting shares of any class of securities or ownership rights in Client or in the right or the power to control the election of the board of directors or other managing body of Client, in each case, if the persons currently in control of Client would no longer have such control after such event. If Client fails to notify CTS in writing at least sixty (60) days prior to any Change in Control, unless otherwise agreed upon by Client and CTS mutually in writing, the balance of payments remaining under the MCA and applicable Statements of Work through the expiration of their respective terms shall be immediately due and payable by Client, and, regardless of whether such notice is given, any and all SOWs either attached hereto as an exhibit or incorporated herein by reference remain in full force and effect. In addition, Client shall be liable to CTS and reimburse CTS for the costs of transition, including migration of data and recovery of hardware at CTS's standard hourly rates, as full and complete liquidated damages as set forth in Section 2.

9.13 Litigation**.** In the event of litigation or threatened litigation between Client and a third party, the scope of this MCA referenced in Section 1.1 shall not include assistance by CTS to preserve documents, including electronically stored information ("ESI"), as may be requested by counsel or as ordered by a court of competent jurisdiction.

9.14 Limitation of Liability for Device and Desktop Misuse and Unidentified Devices. CTS, its Affiliates, and the CTS Release Parties (as defined in Section 1.4) shall not be liable for any claims, demands, damages, liabilities, costs, or expenses (including attorneys' fees) brought by or on behalf of Client's employees, independent contractors, or any third parties arising from or related to the use of any devices, desktops, software, or systems (collectively, "Client Systems") provided or managed by CTS under this MCA, where such use is outside the scope of their employment, independent contractor agreement, or the authorized purposes set forth in this MCA or any applicable SOW. This limitation applies to all claims, whether based on contract, tort, negligence, strict liability, or any other legal theory, and includes, but is not limited to, claims for data breaches, loss of data, property damage, or personal injury resulting from unauthorized or improper use of Client Systems. Additionally, CTS, its Affiliates, and the CTS Release Parties shall not be liable for any claims, demands, damages, liabilities, costs, or expenses (including attorneys' fees) arising from or related to devices or systems (collectively, "Unidentified Devices") not disclosed in writing by Client to CTS, whether or not such devices access or interact with Client Systems managed by CTS, including but not limited to data breaches or losses caused by Unidentified Devices or for any failure of Unidentified Devices to block or prevent any data breaches or losses. Client shall be solely responsible for identifying and disclosing all devices accessing its network to CTS in writing, and CTS's obligations under this MCA extend only to Client Systems identified in the applicable SOW.

9.15 EULA. Portions of the Services may require Client, its customer, or their respective users, to accept the terms of one or more third party end user license agreements ("EULAs"). If the acceptance of a EULA is required to provide the Services to Client, then Client hereby grants CTS permission and Client's authorization as Client's agent to accept the EULA on Client's behalf. EULAs may contain service levels, warranties, liability limitations, or other terms that are different than those contained in this Agreement. Client agrees to be bound by the terms of such EULAs as contractually required and will look only to the applicable third party provider for the enforcement of the terms of such EULAs. If, while providing the Services, CTS is required to comply with a third party EULA and the third party EULA is modified or amended, CTS reserves the right to modify or amend any applicable SOW with Client to ensure its continued compliance with the terms of the third party EULA. Client agrees to defend, hold harmless and indemnify CTS against Client violation of any of the terms and conditions included in any subject EULA.

9.16 Use of Artificial Intelligence. CTS expressly disclaims all liability in respect of Client or Client's customer's or

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third party actions taken or not taken based on the use of artificial intelligence technology ("A.I. Technology"), unless CTS offers A.I. Technology created, maintained and provided solely by CTS as a Service in a Statement of Work.

9.17 Attorneys Fees. Each party shall observe the "American Rule" and bear its own respective costs, expenses, experts, and attorneys' fees.

9.18 Survival. Sections 1, 2, 4, 5, 6, 7, 8 and 9 will survive the termination or expiration of this MCA.

This MCA is effective only upon execution by CTS and Client. Each of the Parties represents and warrants that the person who executes this Agreement on behalf of such Party has been duly authorized on behalf of such Party to execute this Agreement on behalf of such Party and, in the case of an entity, that such authority has been validly obtained in accordance with the articles of incorporation and/or bylaws (or other organizational documents) of such Party, and the laws of the state of its organization for such Party.

CTS

Signature:_____

Name: _____

Title: _____

Date: _____

California Pacific Charter Schools

Signature: _____

Name: _____

Title: _____

Date: _____

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Comprehensive Technology Support Service

This Statement of Work or ("SOW") is entered into by and between Charter Tech Services ("CTS") and California Pacific Charter Schools (the "Client") and is effective as of the last signature below. This SOW is governed by and incorporated into the Master Client Agreement dated 7/1/2026 ("Agreement") between CTS and Client and shall remain in full force and effect until terminated pursuant to the Agreement or specified herein.

Service rendered under this Agreement may include but are not limited to:

1. Strategic Planning & Innovation
    a. Participate in recurring meetings with school administration to review service quality, response times, and discuss upcoming projects
    b. Evaluate emerging technologies for educational use
    c. Align IT initiatives with school goals and operational plans
2. Device Management
    a. Perform asset management, including inventory tagging, secure asset tracking, and planning of long-term equipment needs
    b. Deploy and maintain student, teacher, and staff devices (e.g., Chromebooks, iPads, desktops)
3. Infrastructure Management
    a. Maintain network infrastructure
    b. Ensure reliable internet connectivity and bandwidth allocation
    c. Manage servers, storage systems, and cloud services
    d. Manage communications platforms for students, teachers and staff
4. Software & Systems Support
    a. Install, configure, and update educational software and productivity tools
    b. Provide support for classroom technologies (e.g., smartboards, projectors, etc.)
5. Help Desk & Technical Support
    a. Provide a help desk for administrators, staff, students and parents
    b. Provide onsite technicians to proactively handle routine tech support, repair requests and equipment deployment
    c. Track support requests via a ticketing system whereby requests are received by phone, email, and in-person, including case management for 3rd party support needs
    d. Provide escalation resources as needed for complex IT needs and additional onsite assistance (subject to availability) for board meetings, special events, and times of higher need
6. Hardware and Software Procurement
    a. Leverage existing relationships with industry leading suppliers and manufacturers
    b. Compile requirements, research solutions, and reconcile options with client budget
    c. Execute purchasing agreements, provide logistics, and manage deployment

Total Cost: $11,025 per month
Full-time equivalent staff: 1
Onsite time: 5 days per week

Terms of Service:

The Services will begin on the date signed and the term of the Service will be 12 months from this date. The trial period and renewals shall occur per Section 2 of the Agreement. Services will be billed for in advance at the beginning of each month.

Excluded Services:

Services rendered under this Agreement do not include:

- The cost of any Software, Licensing, or Software Renewal or Upgrade Fees of any kind.
- The cost of any parts, equipment, or shipping charges of any kind.
- Parts, equipment or software not covered by vendor/manufacturer warranty or support.
- The cost of any 3rd Party Vendor or Manufacturer Support or Incident Fees of any kind.
- Failure due to building modifications, power failures or other adverse environmental conditions or factors. Service and repair made necessary by the alteration or modification of equipment other than that authorized by CTS, including alterations, software installations or modifications of equipment made by Client's employees or anyone other than CTS.
- Maintenance of Application software packages, whether acquired from CTS or any other source.
- The cost of remediating a cyber-attack and/or ransomware.
- Website design and maintenance.
- Custom application programming.
- On-premises wiring.

California Pacific Charter Schools

Name: _____ Signature: _____

Title: _____ Date: _____

CTS

Name: _____ Signature: _____

Title: _____ Date: _____

Coversheet

Approval of UKG Service Agreement (Renewal)

Section: VIII. Business/Financial Services
Item: D. Approval of UKG Service Agreement (Renewal)
Purpose: Vote
Submitted by: Shannon Green
Related Material: UKG Quote 2026-27.pdf

BACKGROUND:

California Pacific Charter Schools ("CalPac") uses UKG as its single-platform solution for HR, payroll, benefits administration, document management, and recruitment.

Key capabilities include:

- Full SACS coding at the employee level, enabling clean payroll exports that import efficiently into Sage Intacct.
- Customized reporting, including automated STRS submission files.
- Integrated onboarding, document management, and workflows across all three schools.

CalPac has used UKG since 2023 and the system has become an integral part of daily HR and payroll operations across all three schools. This item renews the agreement for a one-year term of July 1, 2026-June 30, 2027.

Fiscal Impact:
The renewal rate per employee per month increases from $20.84 to $21.88, an approximately 5% increase. The contract minimum is 100 employees, resulting in a minimum of $26,258.39. However, CalPac averages 130 employees per month and additional employees are billed at $21.88 per employee per month.
Additional fees may also apply if off-cycle payroll processing is required.

Estimated annual costs are as follows:
$26,258.39: Base contract (100 employees)
$7,876.80: Estimated Overage (approx. 30 additional employees × $21.88 × 12 months)

$5,864.81 Estimated Miscellaneous Additional Fees
= $40,000.00: Estimated annual costs total

RECOMMENDATION:

It is recommended the Board approve the UKG Contract (Renewal) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-27 school year, as presented.

HR, Pay, & Workforce Management

RENEWAL ORDER FORM

Quote#: Q-418070

Date:24 Apr, 2026

Customer Legal Name:
California Pacific Charter Schools (CalPac)

Customer Legal Address:
940 South Coast Drive #185, Costa Mesa, CA 92626 USA

Ship To: California Pacific Charter Schools (CalPac)
940 South Coast Drive #185
Costa Mesa, CA 92626 USA

Bill To: California Pacific Charter Schools (CalPac)
940 South Coast Drive #185
Costa Mesa, CA 92626 USA

Bill To Contact:

Payment Terms: Net 30 Days
Customer PO Number:
Renewal Term: 12 months
Billing Frequency: Quarterly
Billing Type: Advance

Currency:USD
Solution ID: 6193947

Contract Summary

Contract Period Start Date: 7/1/2026 12:00:00 AM
Contract Period End Date: 6/30/2027 12:00:00 AM

Total Minimum Price: USD 26,258.39

The Total Minimum Price is the total billable amount (pre-tax) for the contract period listed above.

Subscription Services

Subscription Services	Monthly Minimum Quantity	Employee Type	Subscription Fee Per Employee Per Month	Start Date
UKG READY TIME AND SCHEDULING UKG READY INTEGRATION HUB UKG READY ATTESTATION UKG READY ACCRUALS MANAGER UKG READY TIME **UKG READY PAYROLL** UKG READY PAYROLL SERVICES WITH SMARTCHECK **UKG READY LEARNING** **UKG READY COMPENSATION** **GREAT PLACE TO WORK CERTIFICATION - ASSESS TIER** **UKG READY ACA MANAGER** **UKG READY PEOPLE INSIGHTS** **UKG READY HR** **UKG READY LEAVE** **UKG READY PERFORMANCE** **UKG READY BENEFITS** **UKG READY RECRUITING**	100	Payroll Employees	USD 21.88	July 1, 2026

California Pacific Charter Schools (CalPac)		**UKG Inc.**	
Signature:	_____	Signature:	_____
Name:	_____	Name:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

The monthly price on this Order has been rounded to two decimal places for display purposes. As many as eight decimal places may be present in the actual price. Due to the rounding calculations, the actual price may not display as expected when displayed on your Order. Nonetheless, the actual price on your invoice is the true and binding total for this Order for purposes of amounts owed for the term. If you are tax exempt, please email a copy of your “Tax Exempt Certificate” to TaxExemption@ukg.com along with the quote number otherwise this order is subject to applicable taxes. The actual tax amount to be paid by Customer will be shown on Customer’s invoice.

Coversheet

Approval of Instructure, Inc

Section: VIII. Business/Financial Services
Item: E. Approval of Instructure, Inc
Purpose: Vote
Submitted by: Christine Feher
Related Material: Instructure 26-27 SY.pdf

BACKGROUND:

Parchment by Infrastructure provides digital credentialing and records management solutions that support the secure and efficient handling of student documents. For the 2026–27 school year, California Pacific Charter Schools will continue and expand its partnership with Parchment.

Current services include Parchment's Diploma and Transcript solution, which enables staff to securely send and receive student credentials, including transcripts and diplomas, from a single platform in just a few clicks.

Beginning in 2026–27, CalPac will also implement two additional Parchment solutions. Parchment District Transfer will centralize, manage, and track school requests for student transfer records, providing secure document exchange and greater accountability throughout the records transfer process.

Parchment Digital Records Management will allow staff to scan, upload, store, and manage student and staff records in a centralized digital repository. The system provides secure online access, role-based permissions, searchable records, and audit trails to support records retention requirements and FERPA compliance.

RECOMMENDATION:

It is recommended the Board approve the three-year contract with Instructure, Inc for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-27, 2027-28, and 2028-29 school year, as presented.

Instructure.

Instructure, Inc.
6330 South 3000 East, Suite 700
Salt Lake City, UT 84121
United States

Order Form

Order: Q-592977-1
Date: 2026-06-04
Order Valid Through: 2026-06-30

Order Form for California Pacific Charter School

Bill to Information

Entity Name: California Pacific Charter School
Address: 940 South Coast Drive
City: Costa Mesa

State/Province: California

Zip/Postal Code: 92626

Country: United States

Ship to Information

Entity Name: California Pacific Charter School
Address: 940 South Coast Drive
City: Costa Mesa

State/Province: California

Zip/Postal Code: 92626

Country: United States

Billing Contact

Name: Daisy Carlos

Email: dcarlos@cal-pacs.org

Phone: 949-688-7798

Shipping Contact

Name: Danielle Carbonetta

Email: dcarbonetta@cal-pacs.org

Phone: +1 855 225 7227

In Process

Billing Information

Billing Frequency: Annual Upfront

Billing Frequency Term: Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Payment Terms: Net 30

Year 1								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S3	Scribbles - Implementation Services - ScribCapture	2026-07-01	2027-06-30	Non-Recurring	Per Each	1	USD 0.00	USD 0.00
S5	Scribbles - Implementation Services - ScribOnline	2026-07-01	2027-06-30	Non-Recurring	Per Each	1	USD 339.61	USD 339.61
S7	Scribbles - Implementation Services - ScribTransfer Subscription	2026-07-01	2027-06-30	Non-Recurring	Per Each	1	USD 339.60	USD 339.60
S2	ScribCapture	2026-07-01	2027-06-30	Recurring	Enrollment	1	USD 1,134.00	USD 1,134.00
S4	ScribOnline	2026-07-01	2027-06-30	Recurring	Enrollment	1	USD 2,835.00	USD 2,835.00
S6	ScribTransfer Subscription	2026-07-01	2027-06-30	Recurring	Enrollment	1	USD 2,268.00	USD 2,268.00

Year 2								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S2	ScribCapture	2027-07-01	2028-06-30	Recurring	Enrollment	1	USD 1,190.70	USD 1,190.70
S4	ScribOnline	2027-07-01	2028-06-30	Recurring	Enrollment	1	USD 2,976.75	USD 2,976.75
S6	ScribTransfer Subscription	2027-07-01	2028-06-30	Recurring	Enrollment	1	USD 2,381.40	USD 2,381.40

Year 3								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S2	ScribCapture	2028-07-01	2029-06-30	Recurring	Enrollment	1	USD 1,250.24	USD 1,250.24
S4	ScribOnline	2028-07-01	2029-06-30	Recurring	Enrollment	1	USD 3,125.59	USD 3,125.59
S6	ScribTransfer Subscription	2028-07-01	2029-06-30	Recurring	Enrollment	1	USD 2,500.47	USD 2,500.47

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 6,237.00	USD 679.21	USD 6,916.21
Year 2	USD 6,548.85	USD 0.00	USD 6,548.85
Year 3	USD 6,876.30	USD 0.00	USD 6,876.30
Total	**USD 19,662.15**	**USD 679.21**	**USD 20,341.36**

Products	Description	Qty
Scribbles - Implementation Services - ScribCapture	A dedicated implementation team will guide you through the setup of your purchased service/s from Kickoff through configuration, testing, training and launch. Applicable documentation will be provided.	1.00
Scribbles - Implementation Services - ScribOnline	A dedicated implementation team will guide you through the setup of your purchased service/s from Kickoff through configuration, testing, training and launch. Applicable documentation will be provided.	1.00
Scribbles - Implementation Services - ScribTransfer Subscription	A dedicated implementation team will guide you through the setup of your purchased service/s from Kickoff through configuration, testing, training and launch. Applicable documentation will be provided.	1.00

In Process

Quote Special Terms

Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12-month duration at an annual price increase of **5%** unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

Non-Recurring Expiration: Unless otherwise stated in an applicable Statement of Work or this Order Form, Non-Recurring Products and 3rd Party Products must be completed within 12 months beginning on the later of the last date of signature or the Initial Start Date specified in this Order Form.

Overages: The annual subscription fee is non-refundable, and any credential requests included within the subscription must be used within each annual period of the Term. If the cumulative number of credential requests during an annual period exceeds the subscription's credential request limit, Customer will be charged an overage fee for each additional credential request at the rates specified in the applicable Order Form ("Overage Fee"). Overage Fees will be invoiced by Instructure monthly in arrears for the remainder of the then-current subscription period.

Pricing: Unless otherwise expressly specified in the Order Form, after the first twelve (12) months of the Agreement, Instructure, in its sole discretion, may increase the fees payable for Services under this Agreement annually. Instructure will provide at least sixty (60) days advance notice of such fees increase, which will be effective as of the date in such notice.

Terms and Conditions

Governing Terms: This Order Form shall be governed by the Master Terms and Conditions which can be found here: https://www.instructure.com/policies/mastertermsconditions

Product Supplement Terms: Product Specific Supplements which can be found here: https://www.instructure.com/policies/product-supplements, govern the use of the applicable product and/or feature offerings listed in this Order Form and/or utilized by Customer, and are incorporated into the Master Terms and Conditions.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No): No	Check here if your company is exempt from US state sales tax:
If Yes, please enter PO Number:	*Please email all US state sales tax exemption certifications to ar@instructure.com*

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

California Pacific Charter School		**Instructure, Inc. (USA/CAN)**	
Signature:		Signature:	
Name:	Daisy Carlos	Name:	
Title:		Title:	
Date:		Date:	

In Process

docusign

Certificate Of Completion

Envelope Id: F346032C-EC73-816D-81E1-C07BDE35BE1F
Status: Sent
Subject: Instructure - California Pacific Charter School Contract for Signature
Source Envelope:
Document Pages: 3
Signatures: 0
Certificate Pages: 4
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-07:00) Mountain Time (US & Canada)

Envelope Originator:
Kathryn Corp
6330 S 3000 E Ste 700
Salt Lake City, UT 84121
kathryn.corp@instructure.com
IP Address: 209.112.107.133

Record Tracking

Status: Original
6/4/2026 3:32:28 PM
Holder: Kathryn Corp
kathryn.corp@instructure.com
Location: DocuSign

Signer Events	Signature	Timestamp
Daisy Carlos dcarlos@cal-pacs.org Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 6/4/2026 4:09:13 PM ID: de388abc-494f-425a-9323-e3e3f7223af4		Sent: 6/4/2026 3:32:30 PM Viewed: 6/4/2026 4:09:13 PM
Deal CLM orders@instructure.com Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign		

In Process

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	6/4/2026 3:32:30 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Parties agreed to: Daisy Carlos

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Instructure, Inc. (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the Ã¦I agreeÃ† button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign Ã´Withdraw ConsentÃ¶ form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Instructure, Inc.:
You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: ashley@instructure.com

To advise Instructure, Inc. of your new e-mail address
To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at ashley@instructure.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..
In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.
To request paper copies from Instructure, Inc.
To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to ashley@instructure.com and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.
To withdraw your consent with Instructure, Inc.
To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
ii. send us an e-mail to ashley@instructure.com and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000Â¬ or WindowsXPÂ¬
Browsers (for SENDERS):	Internet Explorer 6.0Â¬ or above
Browsers (for SIGNERS):	Internet Explorer 6.0Â¬, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Ã² Allow per session cookies Ã² Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection

** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.
Acknowledging your access and consent to receive materials electronically
To confirm to us that you can access this information electronically, which will be similar to

In Process

other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the Ã¦I agreeÃ† button below.
By checking the Ã¦I AgreeÃ† box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC RECORD AND SIGNATURE DISCLOSURES document; and

- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and

- Until or unless I notify Instructure, Inc. as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Instructure, Inc. during the course of my relationship with you.

In Process

Coversheet

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

Section: IX. Personnel Services
Item: A. Approval of a One-Time Bonus - Employee Longevity Recognition Stipend
Purpose: Vote
Submitted by:
Related Material:
CPCS BUS One-Time Discretionary Staff Longevity Bonus 6-2026.docx.pdf
CPCS Resolution One-Time Discretionary Bonuses Longevity Recognition 6-2026.docx.pdf
2026 One Time Bonus Longevity Report.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: **Date:** June 9, 2026

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

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

Item: Approval of One-Time Bonus - Employee Longevity Recognition

Background: Staff recommend a one-time discretionary bonus for employees that recognizes and supports retention of highly qualified and effective educators and support staff. CalPac staff continue to provide the highest level of professional services and academic support. The one-time discretionary bonus presented will recognize employees for their loyalty and longevity in years of service with CalPac.

The bonus would be issued as follows:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication and years of service:

   a. Employees must be a minimum 0.60 Full Time Equivalency ("FTE") to be eligible for the purposes of this bonus.
      - After five (5) years of service, $1,000.00
      - After ten (10) years of service $2,500.00
      - After fifteen (15) years of service $5,000.00
      - After twenty (20) years of service $7,500.00
      - After twenty-five (25) years of service $10,0000.00
      - After thirty (30) years of service $12,500.00

   b. As this is the initial year of the longevity bonus, eligible employees will receive the cumulative bonus amount for each service threshold completed (i.e. an employee who

completes their fifteenth (15) year of service at CalPac will receive the five, ten, and fifteen year bonus amounts.)

2. Employees must have completed at least 75% of each of the work year calendars as of the current June board meeting in order to be eligible for a full discretionary bonus under this Resolution.

3. Bonuses shall be paid to eligible employees no later than Friday, June 26, 2026, subject to any related payroll deductions.

4. Vendors or contractors are excluded from eligibility for this bonus.

Staff have reviewed the budget for 2025-2026 and future projected years and have determined that sufficient funds exist to provide this limited-term, one time discretionary bonus to recognize longevity.

It is recommended the Board approve the bonus as outlined in the attached Resolution.

Fiscal Impact: $20,500

California Pacific Charter - Los Angeles (#1751) $9,225.00

California Pacific Charter - San Diego (#1758) $6,765.00

California Pacific Charter - Sonoma (#2037) $4,510.00

** Total fiscal impact will be the bonus amount plus any related CalSTRS benefit or payroll fees, as applicable for eligible employees.*

RESOLUTION OF THE BOARD OF DIRECTORS OF CALIFORNIA PACIFIC CHARTER SCHOOLS

"One-Time Discretionary Bonuses to Staff - Longevity Recognition"

June 9, 2026

The Board of Directors ("Board") of California Pacific Charter Schools ("CalPac"), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, the Board recognizes the value of retaining experienced and dedicated employees; and

WHEREAS, long-term staff members contribute to the continuity, institutional knowledge, and overall success of CalPac's educational mission; and

WHEREAS, acknowledging and rewarding years of service with a longevity stipend promotes employee morale and demonstrates CalPac's commitment to honoring staff contributions; and

WHEREAS, providing service recognition in the form of a longevity stipend is a key strategy to reduce employee turnover and maintain high-quality operations across school sites;

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes a one-time longevity recognition bonus to be awarded to classified and certificated employees who meet designated thresholds of continuous service with CalPac as follows:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication and years of service:

    a. Employees must be a minimum 0.60 Full Time Equivalency ("FTE") to be eligible for the purposes of this bonus.
        - After five (5) years of service, $1,000.00
        - After ten (10) years of service $2,500.00
        - After fifteen (15) years of service $5,000.00
        - After twenty (20) years of service $7,500.00
        - After twenty-five (25) years of service $10,0000.00
        - After thirty (30) years of service $12,500.00

2. Employees must have completed at least 75% of each of the work year calendars as of the current June board meeting in order to be eligible for a full discretionary bonus under this Resolution.

3. Bonuses shall be paid to eligible employees no later than Friday, June 26, 2026, subject to any related payroll deductions.

4. Vendors or contractors are excluded from eligibility for this bonus.

Bonuses are provided on a one-time non-precedent setting basis in gratitude and recognition of the dedicated work of CalPac staff as of the end of the 2025-2026 school year and in anticipation of the valuable work to be completed going forward.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Superintendent hereby is authorized to certify this resolution.

* * *

By: _____
Christine Feher, Superintendent

					6/30/2026		June 2026
Employee Id	**First Name**	**Last Name**	**Jobs (HR)(1)**	**Date Seniority**	**Yrs of Service**	**Years/Months**	**OTB 2026**
A02Y	Jennifer	Byus	School Counselor	05/17/2011	15.13	15 years 1 months	$5,000.00
A06R	DANIELLE	CARBONETTA	Assistant Director Guidance, Admissions, and Records	08/01/2016	9.92	9 years 10 months	$2,500.00
A0WG	SHANNON	GREEN	Director Fiscal Services	12/04/2020	5.57	5 years 6 months	$1,000.00
A0WL	Brittany	Van Kirk	Speech and Language Pathology Assistant	01/04/2021	5.49	5 years 5 months	$1,000.00
A0YF	TYLER	PHIPPS	Assistant Director of High School Student Engagement	07/01/2021	5.00	4 years 11 months	$1,000.00
A0XA	Marla	Malfavon	Education Specialist	08/01/2021	4.92	4 years 10 months	$1,000.00
A0Z9	GARRETT	CARRINGTON	Online Teacher (6-12)	08/01/2021	4.92	4 years 10 months	$1,000.00
A0Y7	PATRICE	AGUILAR	Online Teacher (TK-5)	08/01/2021	4.92	4 years 10 months	$1,000.00
A107	Erin	Speakman	Online Teacher (6-12)	08/16/2021	4.87	4 years 10 months	$1,000.00
A102	ELENA	HOFFMAN	Online Teacher (TK-5)	08/16/2021	4.87	4 years 10 months	$1,000.00
A101	JANE	WILLSON	Admissions Specialist	08/17/2021	4.87	4 years 10 months	$1,000.00
A119	LAUREL	COLTON	Lead Tutor	09/01/2021	4.83	4 years 9 months	$1,000.00
A11H	AIMARA	VAZQUEZ	Special Education Instructional Assistant	09/07/2021	4.81	4 years 9 months	$1,000.00
A11U	Cherie	Watson	Special Education Instructional Assistant	09/23/2021	4.77	4 years 9 months	$1,000.00
A120	JILL	TANNER	Accounting Manager	10/04/2021	4.74	4 years 8 months	$1,000.00

Yrs of Serv	Long OTB	EE count	Total
5	$1,000.00	13	$13,000.00
10	$2,500.00	1	$2,500.00
15	$5,000.00	1	$5,000.00
20	$7,500.00		
25	$10,000.00		
30	$12,500.00		
		Total	$20,500.00

Coversheet

Approval of 2026-2027 Revised Salary Schedules

Section: IX. Personnel Services
Item: B. Approval of 2026-2027 Revised Salary Schedules
Purpose: Vote
Submitted by:
Related Material: CPCS BUS Revised Staff Salary Schedules 2026-2027.docx.pdf
2026-2027 Classified Plan 06-09-26.pdf
2026-2027 Classified Salary Schedule 06-09-26.pdf
2026-2027 Classified Administrative Salary Schedule 06-09-26.pdf
2026-2027 Certificated Substitute Salary Schedule 06-09-26.pdf
2026-2027 Certificated Salary Schedule 06-09-26.pdf
2026-2027 Certificated Specialist Salary Schedule 06-09-26.pdf
2026-2027 Certificated Administrative Salary Schedule 06-09-26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: **Date:** June 9, 2026

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

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

Item: Approval of Revised Staff Salary Schedules for 2026-2027

Background:
On May 12, 2026, the Board approved the 2026-2027 Strategic Staffing Plan including all staff salary schedules for the new school year. The schedules approved included a 2% COLA. In anticipation of the increases in school funding outlined in the State budget for the 2026-2027 fiscal year, the administrative team has reviewed the schools' budgets and determined that it is reasonable and beneficial to increase the COLA an additional 2.31% for a total of 4.31%.

Classified Salary Schedule
Classified Administrative Salary Schedule
Certificated Substitute Salary Schedule
Certificated Salary Schedule
Certificated Specialist Salary Schedule
Certificated Administrative Salary Schedule

It is recommended the Board approve the revised salary schedules with the total 4.31% COLA as presented.

Fiscal Impact: June 2026 Amended COLA from 2% to a total 4.31%

Fiscal Impact:	**June 2026 Amended 4.31% COLA**	May 2026 Approval 2.00% COLA	Difference

California Pacific Charter - Los Angeles (#1751)	**$6,705,100.78**	$6,586,765.83	$118,334.95
California Pacific Charter - San Diego (#1758)	**$5,066,076.15**	$4,976,667.52	$89,408.63
California Pacific Charter - Sonoma (#2037)	**$3,129,047.03**	$3,073,824.05	$55,222.98
Total	**$14,900,223.96**	$14,637,257.40	$262,966.56

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Classified Position Plan 2026-2027

ADMINISTRATIVE SUPPORT

Classification Title	Grade
Communications and Community Specialist	18
Community Engagement and Events Technician	16
Computer Support Technician	14
Executive Assistant	26
Office Clerk	1

FISCAL OPERATIONS

Classification Title	Grade
Accounting Manager	29
Payroll and Benefits Specialist	24
Special Education Data & Compliance Specialist	24

GUIDANCE, ADMISSIONS, AND RECORDS

Classification Title	Grade
Admissions and Records Technician	10
Admissions and Records Specialist	13
Guidance and Records Specialist	16
Registrar	16
Registrar and Data Analyst	18
Lead Registrar and Systems Analyst	21
Student Services Support Specialist	12

PARAEDUCATOR

Classification Title	Grade
Lead Tutor	10
School Engagement Liaison - Bilingual	8

Special Education Instructional Assistant	8
Special Education Instructional Assistant - Special Assign	9
Tutor/Instructional Assistant	5

STUDENT HEALTH SERVICES

Classification Title	**Grade**
Certified Occupational Therapy Assistant	20
Occupational Therapist	40
Speech and Language Pathology Assistant	20

Education Stipend:

Effective 7/1/19 classified personnel in possession of an educationally related advanced degree from an accredited college or university will receive an annual stipend.

Bachelor's	$1,000.00
Master's	$2,000.00

Maximum of $2,000/year

Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

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

Board Approval: 5/9/23

Revised: 10/10/23

Board Approved: 05/14/24

Board Approved: 05/13/25, 5% internal alignment adjustment and 1% COLA effective 07/01/25

Board Approved: 05/12/26, 2% COLA effective 07/01/25

Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26

	% Increase	104.31%											
STEP	1			2			3			4			
Grade	H	M	A	H	M	A	H	M	A	H	M	A	H
STEP	1			2			3			4			
Grade	H	M	A	H	M	A	H	M	A	H	M	A	H
1	$21.68	$3,757.87	$45,094.40	$22.33	$3,870.60	$46,447.23	$23.00	$3,986.72	$47,840.65	$23.69	$4,106.32	$49,275.87	$24.40
2	$22.22	$3,851.81	$46,221.76	$22.89	$3,967.37	$47,608.41	$23.58	$4,086.39	$49,036.67	$24.28	$4,208.98	$50,507.77	$25.01
3	$22.78	$3,948.11	$47,377.30	$23.46	$4,066.55	$48,798.62	$24.16	$4,188.55	$50,262.58	$24.89	$4,314.20	$51,770.46	$25.64
4	$23.35	$4,046.81	$48,561.74	$24.05	$4,168.22	$50,018.59	$24.77	$4,293.26	$51,519.15	$25.51	$4,422.06	$53,064.72	$26.28
5	$23.93	$4,147.98	$49,775.78	$24.65	$4,272.42	$51,269.05	$25.39	$4,400.59	$52,807.13	$26.15	$4,532.61	$54,391.34	$26.93
6	$24.53	$4,251.68	$51,020.17	$25.26	$4,379.23	$52,550.78	$26.02	$4,510.61	$54,127.30	$26.80	$4,645.93	$55,751.12	$27.61
7	$25.14	$4,357.97	$52,295.68	$25.90	$4,488.71	$53,864.55	$26.67	$4,623.37	$55,480.49	$27.47	$4,762.08	$57,144.90	$28.30
8	$25.77	$4,466.92	$53,603.07	$26.54	$4,600.93	$55,211.16	$27.34	$4,738.96	$56,867.50	$28.16	$4,881.13	$58,573.52	$29.01
9	$26.41	$4,578.60	$54,943.15	$27.21	$4,715.95	$56,591.44	$28.02	$4,857.43	$58,289.19	$28.86	$5,003.16	$60,037.86	$29.73
10	$27.08	$4,693.06	$56,316.73	$27.89	$4,833.85	$58,006.23	$28.72	$4,978.87	$59,746.41	$29.59	$5,128.23	$61,538.81	$30.47
11	$27.75	$4,810.39	$57,724.64	$28.58	$4,954.70	$59,456.38	$29.44	$5,103.34	$61,240.08	$30.33	$5,256.44	$63,077.28	$31.24
12	$28.45	$4,930.65	$59,167.76	$29.30	$5,078.57	$60,942.79	$30.18	$5,230.92	$62,771.08	$31.08	$5,387.85	$64,654.21	$32.02
13	$29.16	$5,053.91	$60,646.95	$30.03	$5,205.53	$62,466.36	$30.93	$5,361.70	$64,340.35	$31.86	$5,522.55	$66,270.56	$32.82
14	$29.89	$5,180.26	$62,163.13	$30.78	$5,335.67	$64,028.02	$31.71	$5,495.74	$65,948.86	$32.66	$5,660.61	$67,927.33	$33.64
15	$30.63	$5,309.77	$63,717.21	$31.55	$5,469.06	$65,628.72	$32.50	$5,633.13	$67,597.58	$33.47	$5,802.13	$69,625.51	$34.48
16	$31.40	$5,442.51	$65,310.14	$32.34	$5,605.79	$67,269.44	$33.31	$5,773.96	$69,287.52	$34.31	$5,947.18	$71,366.15	$35.34
17	$32.18	$5,578.57	$66,942.89	$33.15	$5,745.93	$68,951.18	$34.14	$5,918.31	$71,019.71	$35.17	$6,095.86	$73,150.30	$36.22
18	$32.99	$5,718.04	$68,616.46	$33.98	$5,889.58	$70,674.96	$35.00	$6,066.27	$72,795.21	$36.05	$6,248.26	$74,979.06	$37.13
19	$33.81	$5,860.99	$70,331.87	$34.83	$6,036.82	$72,441.83	$35.87	$6,217.92	$74,615.09	$36.95	$6,404.46	$76,853.54	$38.06
20	$34.66	$6,007.51	$72,090.17	$35.70	$6,187.74	$74,252.88	$36.77	$6,373.37	$76,480.46	$37.87	$6,564.57	$78,774.88	$39.01
21	$35.53	$6,157.70	$73,892.43	$36.59	$6,342.43	$76,109.20	$37.69	$6,532.71	$78,392.47	$38.82	$6,728.69	$80,744.25	$39.98
22	$36.41	$6,311.64	$75,739.74	$37.51	$6,500.99	$78,011.93	$38.63	$6,696.02	$80,352.29	$39.79	$6,896.90	$82,762.85	$40.98
23	$37.32	$6,469.44	$77,633.23	$38.44	$6,663.52	$79,962.23	$39.60	$6,863.42	$82,361.09	$40.78	$7,069.33	$84,831.93	$42.01
24	$38.26	$6,631.17	$79,574.06	$39.40	$6,830.11	$81,961.28	$40.59	$7,035.01	$84,420.12	$41.80	$7,246.06	$86,952.72	$43.06
25	$39.21	$6,796.95	$81,563.41	$40.39	$7,000.86	$84,010.31	$41.60	$7,210.89	$86,530.62	$42.85	$7,427.21	$89,126.54	$44.13
26	$40.19	$6,966.87	$83,602.50	$41.40	$7,175.88	$86,110.57	$42.64	$7,391.16	$88,693.89	$43.92	$7,612.89	$91,354.71	$45.24
27	$41.20	$7,141.05	$85,692.56	$42.43	$7,355.28	$88,263.34	$43.71	$7,575.94	$90,911.24	$45.02	$7,803.21	$93,638.57	$46.37
28	$42.23	$7,319.57	$87,834.87	$43.50	$7,539.16	$90,469.92	$44.80	$7,765.33	$93,184.02	$46.14	$7,998.29	$95,979.54	$47.53
29	$43.28	$7,502.56	$90,030.74	$44.58	$7,727.64	$92,731.67	$45.92	$7,959.47	$95,513.62	$47.30	$8,198.25	$98,379.03	$48.72
30	$44.37	$7,690.13	$92,281.51	$45.70	$7,920.83	$95,049.96	$47.07	$8,158.45	$97,901.46	$48.48	$8,403.21	$100,838.50	$49.93
31	$45.48	$7,882.38	$94,588.55	$46.84	$8,118.85	$97,426.21	$48.24	$8,362.42	$100,348.99	$49.69	$8,613.29	$103,359.46	$51.18
32	$46.61	$8,079.44	$96,953.27	$48.01	$8,321.82	$99,861.86	$49.45	$8,571.48	$102,857.72	$50.93	$8,828.62	$105,943.45	$52.46
33	$47.78	$8,281.42	$99,377.10	$49.21	$8,529.87	$102,358.41	$50.69	$8,785.76	$105,429.16	$52.21	$9,049.34	$108,592.04	$53.77
34	$48.97	$8,488.46	$101,861.52	$50.44	$8,743.11	$104,917.37	$51.95	$9,005.41	$108,064.89	$53.51	$9,275.57	$111,306.84	$55.12
35	$50.20	$8,700.67	$104,408.06	$51.70	$8,961.69	$107,540.30	$53.25	$9,230.54	$110,766.51	$54.85	$9,507.46	$114,089.51	$56.50
36	$51.45	$8,918.19	$107,018.26	$52.99	$9,185.73	$110,228.81	$54.58	$9,461.31	$113,535.68	$56.22	$9,745.15	$116,941.75	$57.91
37	$52.74	$9,141.14	$109,693.72	$54.32	$9,415.38	$112,984.53	$55.95	$9,697.84	$116,374.07	$57.63	$9,988.77	$119,865.29	$59.36
38	$54.06	$9,369.67	$112,436.06	$55.68	$9,650.76	$115,809.15	$57.35	$9,940.28	$119,283.42	$59.07	$10,238.49	$122,861.92	$60.84
39	$55.41	$9,603.91	$115,246.97	$57.07	$9,892.03	$118,704.37	$58.78	$10,188.79	$122,265.51	$60.54	$10,494.46	$125,933.47	$62.36
40	$56.79	$9,844.01	$118,128.14	$58.50	$10,139.33	$121,671.98	$60.25	$10,443.51	$125,322.14	$62.06	$10,756.82	$129,081.81	$63.92
	Step Factor	1.03											
	Grade Factor	1.025											

STEP	5		6			7			8			9	
Grade	M	A	H	M	A	H	M	A	H	M	A	H	M
STEP	5		6			7			8			9	
Grade	M	A	H	M	A	H	M	A	H	M	A	H	M
1	$4,229.51	$50,754.14	$ 25.13	$ 4,356.40	$ 52,276.77	$ 25.89	$ 4,487.09	$ 53,845.07	$ 26.66	$ 4,621.70	$ 55,460.42	$ 27.46	$ 4,760.35
2	$4,335.25	$52,023.00	$ 25.76	$ 4,465.31	$ 53,583.69	$ 26.53	$ 4,599.27	$ 55,191.20	$ 27.33	$ 4,737.24	$ 56,846.93	$ 28.15	$ 4,879.36
3	$4,443.63	$53,323.57	$ 26.41	$ 4,576.94	$ 54,923.28	$ 27.20	$ 4,714.25	$ 56,570.98	$ 28.01	$ 4,855.68	$ 58,268.11	$ 28.85	$ 5,001.35
4	$4,554.72	$54,656.66	$ 27.07	$ 4,691.36	$ 56,296.36	$ 27.88	$ 4,832.10	$ 57,985.25	$ 28.71	$ 4,977.07	$ 59,724.81	$ 29.58	$ 5,126.38
5	$4,668.59	$56,023.08	$ 27.74	$ 4,808.65	$ 57,703.77	$ 28.57	$ 4,952.91	$ 59,434.88	$ 29.43	$ 5,101.49	$ 61,217.93	$ 30.31	$ 5,254.54
6	$4,785.30	$57,423.66	$ 28.44	$ 4,928.86	$ 59,146.37	$ 29.29	$ 5,076.73	$ 60,920.76	$ 30.17	$ 5,229.03	$ 62,748.38	$ 31.07	$ 5,385.90
7	$4,904.94	$58,859.25	$ 29.15	$ 5,052.09	$ 60,625.02	$ 30.02	$ 5,203.65	$ 62,443.78	$ 30.92	$ 5,359.76	$ 64,317.09	$ 31.85	$ 5,520.55
8	$5,027.56	$60,330.73	$ 29.88	$ 5,178.39	$ 62,140.65	$ 30.77	$ 5,333.74	$ 64,004.87	$ 31.69	$ 5,493.75	$ 65,925.02	$ 32.65	$ 5,658.56
9	$5,153.25	$61,839.00	$ 30.62	$ 5,307.85	$ 63,694.17	$ 31.54	$ 5,467.08	$ 65,604.99	$ 32.49	$ 5,631.10	$ 67,573.14	$ 33.46	$ 5,800.03
10	$5,282.08	$63,384.97	$ 31.39	$ 5,440.54	$ 65,286.52	$ 32.33	$ 5,603.76	$ 67,245.12	$ 33.30	$ 5,771.87	$ 69,262.47	$ 34.30	$ 5,945.03
11	$5,414.13	$64,969.60	$ 32.17	$ 5,576.56	$ 66,918.68	$ 33.14	$ 5,743.85	$ 68,926.24	$ 34.13	$ 5,916.17	$ 70,994.03	$ 35.16	$ 6,093.65
12	$5,549.49	$66,593.84	$ 32.98	$ 5,715.97	$ 68,591.65	$ 33.97	$ 5,887.45	$ 70,649.40	$ 34.99	$ 6,064.07	$ 72,768.88	$ 36.03	$ 6,246.00
13	$5,688.22	$68,258.68	$ 33.80	$ 5,858.87	$ 70,306.44	$ 34.82	$ 6,034.64	$ 72,415.64	$ 35.86	$ 6,215.68	$ 74,588.10	$ 36.94	$ 6,402.15
14	$5,830.43	$69,965.15	$ 34.65	$ 6,005.34	$ 72,064.10	$ 35.69	$ 6,185.50	$ 74,226.03	$ 36.76	$ 6,371.07	$ 76,452.81	$ 37.86	$ 6,562.20
15	$5,976.19	$71,714.28	$ 35.51	$ 6,155.48	$ 73,865.71	$ 36.58	$ 6,340.14	$ 76,081.68	$ 37.68	$ 6,530.34	$ 78,364.13	$ 38.81	$ 6,726.25
16	$6,125.59	$73,507.13	$ 36.40	$ 6,309.36	$ 75,712.35	$ 37.49	$ 6,498.64	$ 77,983.72	$ 38.62	$ 6,693.60	$ 80,323.23	$ 39.78	$ 6,894.41
17	$6,278.73	$75,344.81	$ 37.31	$ 6,467.10	$ 77,605.16	$ 38.43	$ 6,661.11	$ 79,933.31	$ 39.58	$ 6,860.94	$ 82,331.31	$ 40.77	$ 7,066.77
18	$6,435.70	$77,228.43	$ 38.24	$ 6,628.77	$ 79,545.29	$ 39.39	$ 6,827.64	$ 81,931.64	$ 40.57	$ 7,032.47	$ 84,389.59	$ 41.79	$ 7,243.44
19	$6,596.60	$79,159.14	$ 39.20	$ 6,794.49	$ 81,533.92	$ 40.37	$ 6,998.33	$ 83,979.94	$ 41.59	$ 7,208.28	$ 86,499.33	$ 42.83	$ 7,424.53
20	$6,761.51	$81,138.12	$ 40.18	$ 6,964.36	$ 83,572.27	$ 41.38	$ 7,173.29	$ 86,079.43	$ 42.63	$ 7,388.48	$ 88,661.82	$ 43.90	$ 7,610.14
21	$6,930.55	$83,166.58	$ 41.18	$ 7,138.46	$ 85,661.57	$ 42.42	$ 7,352.62	$ 88,231.42	$ 43.69	$ 7,573.20	$ 90,878.36	$ 45.00	$ 7,800.39
22	$7,103.81	$85,245.74	$ 42.21	$ 7,316.93	$ 87,803.11	$ 43.48	$ 7,536.43	$ 90,437.21	$ 44.78	$ 7,762.53	$ 93,150.32	$ 46.13	$ 7,995.40
23	$7,281.41	$87,376.88	$ 43.27	$ 7,499.85	$ 89,998.19	$ 44.57	$ 7,724.84	$ 92,698.14	$ 45.90	$ 7,956.59	$ 95,479.08	$ 47.28	$ 8,195.29
24	$7,463.44	$89,561.31	$ 44.35	$ 7,687.35	$ 92,248.14	$ 45.68	$ 7,917.97	$ 95,015.59	$ 47.05	$ 8,155.50	$ 97,866.06	$ 48.46	$ 8,400.17
25	$7,650.03	$91,800.34	$ 45.46	$ 7,879.53	$ 94,554.35	$ 46.82	$ 8,115.91	$ 97,390.98	$ 48.23	$ 8,359.39	$ 100,312.71	$ 49.67	$ 8,610.17
26	$7,841.28	$94,095.35	$ 46.60	$ 8,076.52	$ 96,918.21	$ 47.99	$ 8,318.81	$ 99,825.75	$ 49.43	$ 8,568.38	$ 102,820.53	$ 50.92	$ 8,825.43
27	$8,037.31	$96,447.73	$ 47.76	$ 8,278.43	$ 99,341.16	$ 49.19	$ 8,526.78	$ 102,321.40	$ 50.67	$ 8,782.59	$ 105,391.04	$ 52.19	$ 9,046.06
28	$8,238.24	$98,858.92	$ 48.95	$ 8,485.39	$ 101,824.69	$ 50.42	$ 8,739.95	$ 104,879.43	$ 51.94	$ 9,002.15	$ 108,025.81	$ 53.49	$ 9,272.22
29	$8,444.20	$101,330.40	$ 50.18	$ 8,697.53	$ 104,370.31	$ 51.68	$ 8,958.45	$ 107,501.42	$ 53.23	$ 9,227.21	$ 110,726.46	$ 54.83	$ 9,504.02
30	$8,655.30	$103,863.66	$ 51.43	$ 8,914.96	$ 106,979.57	$ 52.98	$ 9,182.41	$ 110,188.95	$ 54.56	$ 9,457.89	$ 113,494.62	$ 56.20	$ 9,741.62
31	$8,871.69	$106,460.25	$ 52.72	$ 9,137.84	$ 109,654.06	$ 54.30	$ 9,411.97	$ 112,943.68	$ 55.93	$ 9,694.33	$ 116,331.99	$ 57.61	$ 9,985.16
32	$9,093.48	$109,121.75	$ 54.04	$ 9,366.28	$ 112,395.41	$ 55.66	$ 9,647.27	$ 115,767.27	$ 57.33	$ 9,936.69	$ 119,240.29	$ 59.05	$ 10,234.79
33	$9,320.82	$111,849.80	$ 55.39	$ 9,600.44	$ 115,205.29	$ 57.05	$ 9,888.45	$ 118,661.45	$ 58.76	$ 10,185.11	$ 122,221.29	$ 60.52	$ 10,490.66
34	$9,553.84	$114,646.04	$ 56.77	$ 9,840.45	$ 118,085.42	$ 58.47	$ 10,135.67	$ 121,627.99	$ 60.23	$ 10,439.74	$ 125,276.83	$ 62.04	$ 10,752.93
35	$9,792.68	$117,512.19	$ 58.19	$ 10,086.46	$ 121,037.56	$ 59.94	$ 10,389.06	$ 124,668.69	$ 61.73	$ 10,700.73	$ 128,408.75	$ 63.59	$ 11,021.75
36	$10,037.50	$120,450.00	$ 59.65	$ 10,338.62	$ 124,063.50	$ 61.44	$ 10,648.78	$ 127,785.40	$ 63.28	$ 10,968.25	$ 131,618.97	$ 65.18	$ 11,297.29
37	$10,288.44	$123,461.25	$ 61.14	$ 10,597.09	$ 127,165.09	$ 62.97	$ 10,915.00	$ 130,980.04	$ 64.86	$ 11,242.45	$ 134,909.44	$ 66.81	$ 11,579.73
38	$10,545.65	$126,547.78	$ 62.67	$ 10,862.02	$ 130,344.21	$ 64.55	$ 11,187.88	$ 134,254.54	$ 66.48	$ 11,523.51	$ 138,282.18	$ 68.48	$ 11,869.22
39	$10,809.29	$129,711.47	$ 64.23	$ 11,133.57	$ 133,602.82	$ 66.16	$ 11,467.58	$ 137,610.90	$ 68.14	$ 11,811.60	$ 141,739.23	$ 70.19	$ 12,165.95
40	$11,079.52	$132,954.26	$ 65.84	$ 11,411.91	$ 136,942.89	$ 67.81	$ 11,754.26	$ 141,051.18	$ 69.85	$ 12,106.89	$ 145,282.71	$ 71.94	$ 12,470.10

STEP		10			STEP
Grade	A	H	M	A	Grade
STEP		10			STEP
Grade	A	H	M	A	Grade
1	$ 57,124.24	$ 28.29	$ 4,903.16	$ 58,837.96	1
2	$ 58,552.34	$ 28.99	$ 5,025.74	$ 60,308.91	2
3	$ 60,016.15	$ 29.72	$ 5,151.39	$ 61,816.64	3
4	$ 61,516.56	$ 30.46	$ 5,280.17	$ 63,362.05	4
5	$ 63,054.47	$ 31.22	$ 5,412.18	$ 64,946.10	5
6	$ 64,630.83	$ 32.00	$ 5,547.48	$ 66,569.76	6
7	$ 66,246.60	$ 32.80	$ 5,686.17	$ 68,234.00	7
8	$ 67,902.77	$ 33.62	$ 5,828.32	$ 69,939.85	8
9	$ 69,600.34	$ 34.47	$ 5,974.03	$ 71,688.35	9
10	$ 71,340.34	$ 35.33	$ 6,123.38	$ 73,480.55	10
11	$ 73,123.85	$ 36.21	$ 6,276.46	$ 75,317.57	11
12	$ 74,951.95	$ 37.12	$ 6,433.38	$ 77,200.51	12
13	$ 76,825.75	$ 38.04	$ 6,594.21	$ 79,130.52	13
14	$ 78,746.39	$ 38.99	$ 6,759.07	$ 81,108.78	14
15	$ 80,715.05	$ 39.97	$ 6,928.04	$ 83,136.50	15
16	$ 82,732.93	$ 40.97	$ 7,101.24	$ 85,214.92	16
17	$ 84,801.25	$ 41.99	$ 7,278.77	$ 87,345.29	17
18	$ 86,921.28	$ 43.04	$ 7,460.74	$ 89,528.92	18
19	$ 89,094.31	$ 44.12	$ 7,647.26	$ 91,767.14	19
20	$ 91,321.67	$ 45.22	$ 7,838.44	$ 94,061.32	20
21	$ 93,604.71	$ 46.35	$ 8,034.40	$ 96,412.85	21
22	$ 95,944.83	$ 47.51	$ 8,235.26	$ 98,823.18	22
23	$ 98,343.45	$ 48.70	$ 8,441.15	$ 101,293.76	23
24	$ 100,802.04	$ 49.92	$ 8,652.17	$ 103,826.10	24
25	$ 103,322.09	$ 51.16	$ 8,868.48	$ 106,421.75	25
26	$ 105,905.14	$ 52.44	$ 9,090.19	$ 109,082.30	26
27	$ 108,552.77	$ 53.75	$ 9,317.45	$ 111,809.35	27
28	$ 111,266.59	$ 55.10	$ 9,550.38	$ 114,604.59	28
29	$ 114,048.25	$ 56.48	$ 9,789.14	$ 117,469.70	29
30	$ 116,899.46	$ 57.89	$ 10,033.87	$ 120,406.44	30
31	$ 119,821.95	$ 59.33	$ 10,284.72	$ 123,416.61	31
32	$ 122,817.50	$ 60.82	$ 10,541.84	$ 126,502.02	32
33	$ 125,887.93	$ 62.34	$ 10,805.38	$ 129,664.57	33
34	$ 129,035.13	$ 63.90	$ 11,075.52	$ 132,906.19	34
35	$ 132,261.01	$ 65.49	$ 11,352.40	$ 136,228.84	35
36	$ 135,567.53	$ 67.13	$ 11,636.21	$ 139,634.56	36
37	$ 138,956.72	$ 68.81	$ 11,927.12	$ 143,125.42	37
38	$ 142,430.64	$ 70.53	$ 12,225.30	$ 146,703.56	38
39	$ 145,991.41	$ 72.29	$ 12,530.93	$ 150,371.15	39
40	$ 149,641.19	$ 74.10	$ 12,844.20	$ 154,130.43	40

	% Increase	104.31%											
STEP	**1**			**2**			**3**			**4**			
Grade	**H**	**M**	**A**	**H**	**M**	**A**	**H**	**M**	**A**	**H**	**M**	**A**	**H**
	The annual amounts listed reflect a full time, 12 month position.												
	Board Approval: 5/9/23												
	Board Approval: 6/13/23, 5% COLA effective 7/1/23												
	Board Approved: 05/14/24												
	Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25												
	Board Approval: 05/13/25, 5% internal alignment adjustment and 1% COLA effective 07/01/25												
	Board Approval: 05/12/26, 2% COLA effective 7/1/26												
	Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26												

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Classified Administrative Salary Schedule

12 Month-260/261 Days

Coordinator	1	2	3	4	5	6	7	8
1.025	$ 123,712.16	$ 126,804.96	$ 129,975.09	$ 133,224.47	$ 136,555.08	$ 139,968.95	$ 143,468.18	$ 147,054.88
Daily	$ 475.82	$ 487.71	$ 499.90	$ 512.40	$ 525.21	$ 538.34	$ 551.80	$ 565.60
Hourly	$ 59.48	$ 60.96	$ 62.49	$ 64.05	$ 65.65	$ 67.29	$ 68.98	$ 70.70
Assistant Director	1	2	3	4	5	6	7	8
1.025	$136,949.36	$140,373.10	$143,882.42	$147,479.48	$151,166.47	$154,945.63	$158,819.27	$162,789.75
Daily	$526.73	$539.90	$553.39	$567.23	$581.41	$595.94	$610.84	$626.11
Hourly	$65.84	$67.49	$69.17	$70.90	$72.68	$74.49	$76.36	$78.26
Director	1	2	3	4	5	6	7	8
1.025	$151,602.94	$155,393.02	$159,277.84	$163,259.79	$167,341.28	$171,524.81	$175,812.93	$180,208.26
Daily	$583.09	$597.67	$612.61	$627.92	$643.62	$659.71	$676.20	$693.11
Hourly	$72.89	$74.71	$76.58	$78.49	$80.45	$82.46	$84.53	$86.64
Step Factor	1.025							

Effective 7/1/19 management personnel in possesion of an educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of $3,500. Employees serving in positions that are 60% FTE or greater are eligible for the education

The Classified Manager is compensated for a total of 261 days as follows:

261	Total compensated days
18	Holidays
18	Vacation days
243	Work days

Board Approval: 5/9/23								
Board Approval: 6/13/23, 3% COLA effective 7/1/23								
Board Approved: 05/14/24								
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25								
Board Approval: 05/13/25, 1% COLA effective 07/01/25								
Board Approval: 05/12/26, 2% COLA effective 07/01/25								
Board Approval: 05/12/26, 2% COLA effective 7/1/26								
Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26								



CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Salary Schedule - Substitute Teacher

	Hourly	Daily Rate	1/2 day	
30 day sub permit	$43.01	$344.08	$172.04	90% of step 1 of certificated schedule
30 day sub permit after 30 days	$43.97	$351.76	$175.88	92% of step 1
Credentialed substitute teacher	$44.92	$359.36	$179.68	94% of step 1
Credentialed substitute teacher after 30 days	$47.79	$382.32	$191.16	Step 1 of certificated schedule
Credentialed Education Specialist	$47.28	$378.24	$189.12	94% of step 1 Education Specialist
Credentialed Education Specialist after 30 days	$50.30	$402.40	$201.20	Step 1 of Education Specialist
Board Approval: 5/9/23				
Board Approval: 6/13/23, 5% COLA effective 7/1/23				
Board Approved: 05/14/24				
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25				
Board Approval: 05/13/25, 1% COLA effective 07/01/25				
Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26				

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Certificated Salary Schedule

Online Teacher/School Social Worker/School Counselor						
Years of Service	Hourly Rate	Daily Rate	185	190	200	205
1	$ 47.79	$ 382.32	$ 70,729.20	$ 72,640.80	$ 76,464.00	$ 78,375.60
2	$ 48.98	$ 391.84	$ 72,490.40	$ 74,449.60	$ 78,368.00	$ 80,327.20
3	$ 50.20	$ 401.60	$ 74,296.00	$ 76,304.00	$ 80,320.00	$ 82,328.00
4	$ 51.46	$ 411.68	$ 76,160.80	$ 78,219.20	$ 82,336.00	$ 84,394.40
5	$ 52.75	$ 422.00	$ 78,070.00	$ 80,180.00	$ 84,400.00	$ 86,510.00
6	$ 54.07	$ 432.56	$ 80,023.60	$ 82,186.40	$ 86,512.00	$ 88,674.80
7	$ 55.42	$ 443.36	$ 82,021.60	$ 84,238.40	$ 88,672.00	$ 90,888.80
8	$ 56.81	$ 454.48	$ 84,078.80	$ 86,351.20	$ 90,896.00	$ 93,168.40
9	$ 58.23	$ 465.84	$ 86,180.40	$ 88,509.60	$ 93,168.00	$ 95,497.20
10	$ 59.69	$ 477.52	$ 88,341.20	$ 90,728.80	$ 95,504.00	$ 97,891.60
11	$ 61.18	$ 489.44	$ 90,546.40	$ 92,993.60	$ 97,888.00	$100,335.20
12	$ 62.71	$ 501.68	$ 92,810.80	$ 95,319.20	$100,336.00	$102,844.40
13	$ 64.28	$ 514.24	$ 95,134.40	$ 97,705.60	$102,848.00	$105,419.20
14	$ 65.89	$ 527.12	$ 97,517.20	$100,152.80	$105,424.00	$108,059.60
15	$ 67.54	$ 540.32	$ 99,959.20	$102,660.80	$108,064.00	$110,765.60
16	$ 69.23	$ 553.84	$102,460.40	$105,229.60	$110,768.00	$113,537.20
17	$ 70.96	$ 567.68	$105,020.80	$107,859.20	$113,536.00	$116,374.40
18	$ 72.73	$ 581.84	$107,640.40	$110,549.60	$116,368.00	$119,277.20
19	$ 74.55	$ 596.40	$110,334.00	$113,316.00	$119,280.00	$122,262.00
20	$ 76.41	$ 611.28	$113,086.80	$116,143.20	$122,256.00	$125,312.40
21	$ 78.32	$ 626.56	$115,913.60	$119,046.40	$125,312.00	$128,444.80
22	$ 80.28	$ 642.24	$118,814.40	$122,025.60	$128,448.00	$131,659.20
23	$ 82.29	$ 658.32	$121,789.20	$125,080.80	$131,664.00	$134,955.60
24	$ 84.35	$ 674.80	$124,838.00	$128,212.00	$134,960.00	$138,334.00
25	$ 86.46	$ 691.68	$127,960.80	$131,419.20	$138,336.00	$141,794.40
Step Factor	1.025					

Education Specialist				
Years of Service	Hourly Rate	Daily Rate	185	190
1	$ 50.30	$ 402.40	$74,444.00	$76,456.00
2	$ 51.56	$ 412.48	$76,308.80	$78,371.20
3	$ 52.85	$ 422.80	$78,218.00	$80,332.00
4	$ 54.17	$ 433.36	$80,171.60	$82,338.40
5	$ 55.52	$ 444.16	$82,169.60	$84,390.40
6	$ 56.91	$ 455.28	$84,226.80	$86,503.20
7	$ 58.33	$ 466.64	$86,328.40	$88,661.60
8	$ 59.79	$ 478.32	$88,489.20	$90,880.80
9	$ 61.28	$ 490.24	$90,694.40	$93,145.60
10	$ 62.81	$ 502.48	$92,958.80	$95,471.20
11	$ 64.38	$ 515.04	$95,282.40	$97,857.60
12	$ 65.99	$ 527.92	$97,665.20	$100,304.80
13	$ 67.64	$ 541.12	$100,107.20	$102,812.80
14	$ 69.33	$ 554.64	$102,608.40	$105,381.60
15	$ 71.06	$ 568.48	$105,168.80	$108,011.20
16	$ 72.84	$ 582.72	$107,803.20	$110,716.80
17	$ 74.66	$ 597.28	$110,496.80	$113,483.20
18	$ 76.53	$ 612.24	$113,264.40	$116,325.60
19	$ 78.44	$ 627.52	$116,091.20	$119,228.80
20	$ 80.40	$ 643.20	$118,992.00	$122,208.00
21	$ 82.41	$ 659.28	$121,966.80	$125,263.20
22	$ 84.47	$ 675.76	$125,015.60	$128,394.40
23	$ 86.58	$ 692.64	$128,138.40	$131,601.60
24	$ 88.74	$ 709.92	$131,335.20	$134,884.80
25	$ 90.96	$ 727.68	$134,620.80	$138,259.20
Step Factor	1.025			

Step Placement:

Initial salary step placement is based on up to 7 years of related teaching experience.

Higher step placement may be approved by the Director and confirmed by the Board of Directors for shortage areas.

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

Education Stipend:	
Effective 7/1/19 certificated personnel in possession of a educationally related advanced degree	
from an accredited college or university will receive an annual stipend.	
Master's	$2,000.00
Master's + Doctorate	$3,500.00
Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.	
Effective 7/1/21 certificated personnel in possession of a National Board Certification may receive an annual stipend equivalent to $2,000	
Employees already receiving a Master's degree stipend will not be eligible for the National Board Certification stipend.	

Professional Development:
Staff will be compensated using step 5 of the certificated salary schedule for their attendance at management
directed staff development or training days outside of their regular work year calendar.

Board Approval: 5/9/23
Board Approval: 6/13/23, 5% COLA effective 7/1/23
Board Approved: 05/14/24
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25
Board Approval: 05/13/25, 1% COLA effective 7/1/25
Board Approval: 05/12/26, 2% COLA effective 7/1/26
Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Certificated Specialist Salary Schedule

	Speech Language Pathologist			School Psychologist		
	Hourly	Daily	Annual Days 185	Hourly	Daily	Annual Days 200
1	$62.76	$502.08	$92,884.80	$70.75	$566.00	$113,200.00
2	$64.33	$514.64	$95,208.40	$72.52	$580.16	$116,032.00
3	$65.94	$527.52	$97,591.20	$74.33	$594.64	$118,928.00
4	$67.59	$540.72	$100,033.20	$76.19	$609.52	$121,904.00
5	$69.28	$554.24	$102,534.40	$78.09	$624.72	$124,944.00
6	$71.01	$568.08	$105,094.80	$80.04	$640.32	$128,064.00
7	$72.79	$582.32	$107,729.20	$82.04	$656.32	$131,264.00
8	$74.61	$596.88	$110,422.80	$84.09	$672.72	$134,544.00
9	$76.48	$611.84	$113,190.40	$86.19	$689.52	$137,904.00
10	$78.39	$627.12	$116,017.20	$88.34	$706.72	$141,344.00
11	$80.35	$642.80	$118,918.00	$90.55	$724.40	$144,880.00
12	$82.36	$658.88	$121,892.80	$92.81	$742.48	$148,496.00
Step Factor	1.025			1.025		

Educational Stipend:

Effective 7/1/19 certificated specialist personnel in possession of a educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of $3,500.
Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

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

Board Approval: 5/9/23

Board Approval: 6/13/23, 5% COLA effective 7/1/23					
Board Approved: 05/14/24					
Board Revise 8/13/24: Program Specialist from 200 to 205 day calendar					
Remove School Psychologist Internship					
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25					
Board Approval: 05/13/25, 1% COLA effective 07/01/25					
Board Approval: 05/12/26, 2% COLA effective 7/1/26					
Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26					

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Certificated Administrative Salary Schedule

220 Work days

Coordinator/Program Specialist	1	2	3	4	5	6	7	8
1.025	$ 123,712.16	$ 126,804.96	$ 129,975.09	$ 133,224.47	$ 136,555.08	$ 139,968.95	$ 143,468.18	$ 147,054.88
Daily	$ 562.33	$ 576.39	$ 590.80	$ 605.57	$ 620.70	$ 636.22	$ 652.13	$ 668.43
Hourly	$ 70.29	$ 72.05	$ 73.85	$ 75.70	$ 77.59	$ 79.53	$ 81.52	$ 83.55
Assistant Director	1	2	3	4	5	6	7	8
1.025	$136,949.36	$140,373.10	$143,882.42	$147,479.48	$151,166.47	$154,945.63	$158,819.27	$162,789.75
Daily	$622.50	$638.06	$654.01	$670.36	$687.12	$704.30	$721.91	$739.95
Hourly	$77.81	$79.76	$81.75	$83.80	$85.89	$88.04	$90.24	$92.49
Director	1	2	3	4	5	6	7	8
1.025	$151,602.94	$155,393.02	$159,277.84	$163,259.79	$167,341.28	$171,524.81	$175,812.93	$180,208.26
Daily	$689.10	$706.33	$723.99	$742.09	$760.64	$779.66	$799.15	$819.13
Hourly	$86.14	$88.29	$90.50	$92.76	$95.08	$97.46	$99.89	$102.39
Assistant Superintendent	1	2	3	4	5	6	7	8
1.025	$170,932.32	$175,205.63	$179,585.77	$184,075.41	$188,677.30	$193,394.23	$198,229.08	$203,184.81
Daily	$776.97	$796.39	$816.30	$836.71	$857.62	$879.06	$901.04	$923.57
Hourly	$97.12	$99.55	$102.04	$104.59	$107.20	$109.88	$112.63	$115.45
Superintendent	1	2	3	4	5	6	7	8
1.025	$192,726.19	$197,544.34	$202,482.95	$207,545.03	$212,733.65	$218,051.99	$223,503.29	$229,090.87
Daily	$876.03	$897.93	$920.38	$943.39	$966.97	$991.15	$1,015.92	$1,041.32
Hourly	$109.50	$112.24	$115.05	$117.92	$120.87	$123.89	$126.99	$130.17
Step Factor	1.025							

Educational Stipend:

Effective 7/1/19 management personnel in possesion of an educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of $3,500.
Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

Board Approval: 5/9/23
Board Approval: 6/13/23, 3% COLA effective 7/1/23

Board Approved: 05/14/24								
Board Approval: 12/10/24, 3.5 % COLA effective 1/1/25								
Board Approval: 05/13/25, 1% COLA effective 07/01/25								
Board Approval: 05/12/26, 2% COLA effective 07/01/25								
Board Approval: 05/12/26, 2% COLA effective 7/1/26								
Board Approval: 06/09/26, approve revised increase to total 4.31% COLA effective 07/01/26								

Coversheet

Approval of Property and Casualty Insurance Policies (Renewal)

Section: IX. Personnel Services
Item: C. Approval of Property and Casualty Insurance Policies (Renewal)
Purpose: Vote
Submitted by:
Related Material: BUS - P&C Insurance Renewal 2026-2027.docx.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: **Date:** June 9, 2026

	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 2026-2027 fiscal year

Background:

As the School's insurance broker, IMA 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, 2026.

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2026-2027 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: $125,917*
The total premium reflects an 18% increase from 2025-2026 due to increases in CalPac enrollment, staffing, our ex-mod rating for workers' compensation, and general inflationary pressure on the California school insurance marketplace.

California Pacific Charter - Los Angeles (Acton-Agua Dulce #1751)	$56,662.65
California Pacific Charter - San Diego (Warner #1758)	$42,811.78
California Pacific Charter - Sonoma (Guerneville #2037)	$26,442.57

**Actual split allocation may differ pending approval of 2026-2027 Adopted Budget.*

Coversheet

First Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits

Section: X. Policy Development
Item: A. First Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits
Purpose: Discuss
Submitted by: Christine Feher
Related Material:
9250 - CPCS Remuneration, Reimbursement and Other Benefits_redline_06.09.26.pdf

BACKGROUND:

The Board will review the current policy language regarding monthly Board member remuneration to ensure alignment with organizational practices, governance expectations, and applicable legal requirements. This discussion item provides an opportunity for the Board to evaluate the existing compensation structure, consider comparative information from similar organizations, and discuss whether any future revisions or adjustments may be appropriate.

RECOMMENDATION:

This item is for discussion only.

BOARD POLICIES AND PROCEDURES 9250-CPCS

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Compensation
Each member of the Board of Directors (Board) may receive a monthly compensation of $700~~600~~.00.

On an annual basis, the Board may increase the compensation of Board members in an amount that the Board determines is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation by resolution based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the non-profit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Student Board members, if any, shall receive no compensation for meetings attended.

Reimbursement of Expenses
Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the non-profit corporation. Expenses for travel, business meals, or other authorized purposes shall be in accordance with policies established for the non-profit corporation personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the non-profit corporation's interests; attendance at the non-profit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the non-profit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the non-profit corporation.
Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent/CEO or designee before the expense is incurred.

Coversheet

Adopted Budget 2026-2027, First Reading

Section:	XI. Public Hearings
Item:	A. Adopted Budget 2026-2027, First Reading
Purpose:	Discuss
Submitted by:	
Related Material:	2026-27 Adopted Budget_CPC-Los Angeles.pdf 2026-27 Adopted Budget_CPC-San Diego.pdf 2026-27 Adopted Budget_CPC-Sonoma.pdf 2026-27 Budget Overview for Parents_CPC-Los Angeles.pdf 2026-27 Budget Overview for Parents_CPC-San Diego.pdf 2026-27 Budget Overview for Parents_CPC-Sonoma.pdf

ADOPTED BUDGET

2026-2027

California Pacific Charter Schools
LOS ANGELES

California Pacific Charter Schools

2026-27 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 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 Schools' ("CalPac") 2026-27 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2025-26 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.

2026-27 Governor's May Revision Highlights

The Governor's May Revision, released in May 2026, reflects a meaningfully improved fiscal outlook compared to the January budget proposal. Stronger-than-expected state tax revenues (coming in approximately $16.5 billion above January estimates) have eliminated the projected deficit and triggered a significant increase in the constitutional Proposition 98 Funding Guarantee for K-14 education. The May Revision includes a substantially larger Local Control Funding Formula (LCFF) cost-of-living (COLA) increase and a major increase in Special Education funding.

The Legislature will hold hearings on the May Revision before adopting a balanced budget by the June 15 constitutional deadline. It is important to note that final funding allocations may still differ from these proposals, and detailed trailer bill language continues to be finalized. CalPac will closely monitor budget adoption developments and subsequent trailer bills for final funding determinations.

Key Highlights from the May Revision:

- LCFF "Super-COLA": Estimated at a 4.31% increase through the statutory COLA and an additional "super-COLA" augmentation (an increase from the January budget projection).
- Special Education Base Funding Increase: Estimated base funding rate of $1,340 per ADA (an increase from the January projection).
- Larger Discretionary Block Grant: A proposed Student Support and Professional Development Block Grant, increasing the initial $2.8 billion proposal to $5 billion, increasing the estimated per ADA funding rate from $512 to $915.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Paid Pregnancy Disability Leave Mandate: Beginning in 2026-27, all schools (including charter schools) would be required to provide up to 14 weeks of paid pregnancy disability leave. No dedicated funding is provided; the administration has characterized the cost as "absorbable" within the LCFF super-COLA.
- Charter School Accountability Provisions (Trailer Bill): The May Revision Omnibus Education Budget Trailer Bill includes significant new requirements for charter schools, including expanded annual audit requirements, enhanced authorizer oversight duties, new vendor contract approval policies (to be effective July 1, 2027), and additional nonclassroom-based (NCB) specific reporting and documentation standards. CalPac will closely monitor the finalization of this trailer bill language, as these provisions will have direct operational and compliance implications beginning in 2026-27 and 2027-28.

2026-27 Annual Budget Financial Highlights

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

- CPC-SD: Projected surplus of $105,904, with an ending fund balance of $2,260,923, representing a healthy 35.95% of annual expenditures.
- CPC-LA: Projected surplus of $53,709, with an ending fund balance of $3,330,061, representing a healthy 39.12% of annual expenditures.
- CPC-SO: Projected surplus of $9,990, with an ending fund balance of $1,128,745, representing a healthy 28.31% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, 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 2026-27, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. 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.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

The attendance ratio is an estimate based on historical data. It is important to note that this ratio is not calculated solely on a per-pupil basis; it also accounts for "partial-year" students. Because not every student represents 1.0 Full-Time Equivalent (FTE) due to mid-year entries or exits, their proportional attendance is factored into the aggregate ADA ratio.

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-SD				
Enrollment	343	363	375	376
Total Charter ADA	321.62	345.95	351.16	356.43
Attendance Ratio	93.76%	95.30%	93.64%	94.80%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-LA				
Enrollment	459	481	497	500
Total Charter ADA	446.91	459.56	466.46	473.47
Attendance Ratio	96.94%	95.54%	93.86%	94.69%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter - Sonoma				
Enrollment	238	243	248	250
Total Charter ADA	228.66	230.84	234.30	237.81
Attendance Ratio	96.08%	95.00%	94.48%	95.12%

2026-27 Annual Budget Revenue

General Purpose Entitlement-LCFF Revenue is the primary funding source for all three schools. LCFF revenues have been calculated using the FCMAT LCFF Calculator and the 4.31% COLA derived from the Dartboard (the Department of Finance's multi-year fiscal forecasting tool). It is important to note that this COLA is not yet final; actual rates may vary once the Budget Act and trailer bills are adopted. CalPac will revise revenue projections accordingly as the state budget process is completed.

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

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 – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$56,676	$77,920	$39,695
Title I	84,489	112,744	48,481
Title II	12,137	15,730	6,743
Title IV	10,000	10,000	10,000

State Revenue –

- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for CTEIG funding for the 2026-27 school year to support the CTE program. These are estimated revenues pending grant approval and will be updated once awards are confirmed. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2026-27. The schools will ensure alignment with needs assessments and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *California State Lottery (Lottery - Non-Prop 20 and Lottery Prop 20)* – Budgeted at $190 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 $21.31 per ADA for Grades K-8 and $60.48 per ADA for Grades 9-12, per the latest state rates.
- *Proposition 28 - Arts & Music in Schools (Prop 28 AMS)* – Revenues have been updated based on the most recent state allocations. The 2026-27 budget includes carryover from prior-year funds, which may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* – Reflects the planned 2026-27 expenditures from this multi-year grant, which is available for use through June 30, 2029.
- *Other State Revenue* – Reflects CAASPP and ELPAC testing allocations, which are received based on state assessment participation.
- *New Discretionary Block Grant* proposed in the May Revision has not been included in this budget, as final award amounts have not yet been determined. Revenue and expenditure projections will be updated upon confirmation of allocations.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Other State Revenue – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
CTEIG	$135,000	$180,000	$85,000
LREBG	102,332	140,029	56,370
Lottery - Non-Prop 20	65,731	87,316	43,860
Lottery - Prop 20	28,368	37,684	18,929
MBG	11,434	16,660	9,443
Prop 28 (AMS)	56,230	77,322	36,619
State Special Education	438,205	612,366	315,115
SSPDBG	95,175	130,851	66,658
Other State Revenue	500	750	200

Local Revenue –

- County Treasury interest revenue is projected at $15,000 for CPC-SD and $2,000 for CPC-SO, based on current daily cash balances and prevailing yield rates.
- All three schools participate in the reimbursement-based DHCS Medi-Cal Billing Option program. Revenue estimates are grounded in prior-year reimbursement trends and currently estimated at $40,000 for CPC-SD, $50,000 for CPC-LA, and $35,000 for CPC-SO, though actual receipts may vary.
- JP Morgan Chase end-of-day sweep interest automatically invests idle cash balances overnight to generate short-term interest income. Annual revenue is projected at $10,000 for CPC-SD and $12,000 for CPC-LA for 2026-27.
- Other local revenue includes credit card cash back incentives.

2026-27 Annual Budget Expenditures

Salaries and Benefits –

- The 2026-27 Strategic Staffing Plan was reviewed and approved by the Board in May 2026. The plan outlines staffing levels, salary schedules, and benefit structures for the upcoming school year. Amendments to the Strategic Staffing Plan were reviewed and approved by the Board in June 2026. Additional details are available in the related Board meeting materials.
- The following new positions have been added across all three CalPac schools for 2026-27:
  - 1 - Community Engagement and Events Technician
  - 1 - MTSS and Intervention Coordinator
  - 1 - Online Teacher
  - 2 - Special Education Instructional Assistants
  - 1 - Speech-Language Pathology Assistant



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- In alignment with the State's direction that the 4.31% LCFF super-COLA is intended to absorb the cost of the Paid Pregnancy Disability Leave Mandate, CalPac has budgeted expenditures to reflect this new obligation. Actual costs will vary based on utilization and will be monitored and adjusted throughout the year.

Books and Supplies –

- Approved Textbooks and Core Curricula Materials expenditures are projected to decrease in 2026-27 across all three schools. CalPac is transitioning from purchasing pre-printed materials through Bright Thinker to printing curriculum materials in-house.
- Materials and Supplies expenditures are projected to increase across all three schools in 2026-27, reflecting additional budget capacity for teachers to explore new educational apps and platforms. This allocation is contingent on available funds and may be adjusted pending final State budget determinations.
- Noncapitalized Equipment expenditures consist primarily of computers and related technology for students, teachers, and staff, purchased based on assessed needs at each school. Despite rising computer costs, a decrease is projected in 2026-27 compared to 2025-26, as that year included a one-time investment in replacing old computers.

Services and Other Operating Expenditures –

- Subagreements for Services include special education vendors serving high-needs students, including occupational therapy, behavior support, and nonpublic school (NPS) and residential placements. These agreements have been reviewed and updated in collaboration with the CalPac Special Education Department to ensure appropriate support. Variances in this expense group are related to individual student placement needs, including new placements, students exiting placements, and the transition of some services to in-house staff.
- Travel and Conferences expenditures are projected to decrease in 2026-27 compared to 2025-26, which included elevated costs due to an all-staff, in-person professional development event as well as expanded professional development opportunities. Expenditures in 2026-27 are expected to return to typical levels.
- Dues and Memberships expenditures are projected to increase in 2026-27, driven primarily by a significant increase in the California Charter Schools Association (CCSA) membership fee, as well as expanded Association of California School Administrators (ACSA) memberships to support additional administrators.
- Legal expenditures are projected to increase in 2026-27 for CPC-SD and CPC-LA to ensure adequate coverage for unforeseen legal needs. CPC-SO is projected to decrease, as 2025-26 included a nonrecurring legal matter not expected to continue into 2026-27. All legal expenditures will be monitored and adjusted throughout the year.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Per-pupil spending rates for the 2026-27 Annual Budget are as follows:

- CPC-SD: $17,327 per pupil
- CPC-LA: $17,698 per pupil
- CPC-SO: $16,410 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for 2026-27 and the following two fiscal years.

2027-28 and 2028-29 Key Assumptions:

- The LCFF COLA projections for 2027-28 and 2028-29, as derived from the latest Dartboard projections, are 3.30% and 3.09%, respectively. CalPac acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, CalPac anticipates maintaining a balanced budget for the next two fiscal years. Management will continue to closely monitor the official Statutory COLA as it becomes available.
- The 2027-28 and 2028-29 projections include modest ADA increases of approximately 1.5% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2027-28: $22.01 (Grades K-8), $62.48 (Grades 9-12)
  - 2028-29: $22.69 (Grades K-8), $64.41 (Grades 9-12)
- California State Lottery Revenue (per ADA):
  These rates are assumed to remain flat for both years, consistent with the current Dartboard.
  - Non-Proposition 20: $190
  - Proposition 20: $82
- Federal revenue for 2027-28 and 2028-29 includes Title I, II, and IV funds and Federal Special Education revenues, projected to remain relatively steady based on current allocation trends.
- State Special Education revenues are projected to remain relatively steady based on current allocation trends for 2027-28 and 2028-29.
- LREBG funds for 2027-28 are estimated at $125,072 for CPC-SD, $171,146 for CPC-LA, and $68,897 for CPC-SO. All remaining LREBG funds must be fully expended by the end of the 2027-28 fiscal year.
- CTEIG revenues for 2027-28 and 2028-29 reflect estimated annual grant applications, projected at $141,100 for CPC-SD, $186,750 for CPC-LA, and $87,150 for CPC-SO in 2027-28, and $146,200 for CPC-SD, $193,500 for CPC-LA, and $90,300 for CPC-SO in 2028-29. Funding is subject to state approval and requires a 2:1 local-to-state match.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Prop 28 AMS revenues for 2027-28 are estimated at $57,077 for CPC-SD, $78,483 for CPC-LA, and $37,168 for CPC-SO, and for 2028-29 at $57,933 for CPC-SD, $79,662 for CPC-LA, and $37,725 for CPC-SO. These estimates include carryover portions from prior-year funds.
- SSPDBG revenues for 2027-28 are estimated at $51,248 for CPC-SD, $70,458 for CPC-LA, and $35,893 for CPC-SO. These funds are available for use through June 30, 2029.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2027-28: 1 Teacher (in addition to positions added in 2026-27)
  - 2028-29: No additional positions projected at this time.
- Other Services and Operating Expenditures:
  - Subagreements for Services in 2028-29 are expected to decrease for CPC-SO, as a high-cost placement is expected to exit the program. CPC-SD and CPC-LA are expected to remain relatively steady.
  - Travel and Conferences expenditures for all three schools are expected to increase in 2027-28 to support the all-staff in-person professional development event, which CalPac holds every other year, contingent on availability of funds. Expenditures are expected to decrease again in 2028-29 as the event is not scheduled for that year.
  - Similarly, the Special Education Professional Development Collaborative follows an every-other-year cadence. Following an in-person event planned for 2026-27, expenditures are expected to decrease in 2027-28 for a virtual event, then increase again in 2028-29 when the event is expected to return to an in-person format, subject to available funds.
- To address ongoing inflationary pressures, a 6% increase to vendor contract renewals has been applied for both out-years. For select expenditure categories, such as insurance and healthcare costs, a 10% increase has been used.
- Vendors with a "per student" pricing model have been increased proportionally to the expected change in enrollment.

2026-27 Annual 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 Schools

2026-27 ADOPTED BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$2,260,923	$2,436,548	$2,587,466
Components of EFB			
Assigned for Special Education (3%)	$188,688	$195,275	$200,024
Assigned for Legal (4%)	$251,584	$260,366	$266,699
Assigned for Economic Uncertainty (5%)	$314,480	$325,458	$333,374
Cashflow Reserve	$1,506,171	$1,655,449	$1,787,369

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$3,330,061	$3,391,250	$3,470,085
Components of EFB			
Assigned for Special Education (4%)	$340,504	$353,200	$358,146
Assigned for Legal (4%)	$340,504	$353,200	$358,146
Assigned for Economic Uncertainty (5%)	$425,630	$441,501	$447,683
Cashflow Reserve	$2,223,423	$2,243,349	$2,306,110

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$1,128,745	$1,165,288	$1,225,626
Components of EFB			
Assigned for Special Education (4%)	$159,502	$164,243	$166,340
Assigned for Legal (4%)	$159,502	$164,243	$166,340
Assigned for Economic Uncertainty (5%)	$199,377	$205,304	$207,925
Cashflow Reserve	$610,364	$631,498	$685,021

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

2026-27 Adopted Budget Cash Flow

Cash flow remains strong across all three schools, with positive monthly cash balances projected throughout the 2026-27 fiscal year, as detailed on the Monthly Cash Forecast.

Days Cash on Hand is a key liquidity measure indicating the number of days a school can operate using existing reserves without additional revenue. A healthy benchmark for charter schools generally exceeds 90 days, providing a buffer against unforeseen financial challenges. CPC-SD and CPC-LA maintain more than 90 days of cash on hand in every month of 2026-27, reflecting strong liquidity positions. CPC-SO reflects a tighter liquidity position in the early months of the fiscal year, dipping briefly below 90 days in August and October due to front-loaded operational costs and the timing of state apportionments. Cash levels stabilize in subsequent months and remain sufficient throughout the year. Management continues to monitor CPC-SO's cash position closely.

No state deferrals are anticipated for the current year or future years, and no external borrowing is currently planned.

2026-27 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,660,012	$2,655,780	$1,183,501
Days of Cash on Hand	154	114	108

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2026-27 Adopted Budget
Enrollment & ADA

California Pacific Charter - Los Angeles (#1751)	CPC-LA 2026-27		CPC-LA 2027-28		CPC-LA 2028-29	
Attendance Ratio:	95.54%		93.86%		94.69%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	24	23.52	25	23.87	26	24.23
Kinder	31	30.38	33	30.84	33	31.30
Grade 1	31	30.38	33	30.84	33	31.30
Grade 2	31	30.00	32	30.45	33	30.91
Grade 3	26	21.84	24	22.17	24	22.50
Grade 4	20	17.42	19	17.68	19	17.95
Grade 5	15	14.73	16	14.95	16	15.17
Grade 6	27	26.72	29	27.12	29	27.53
Grade 7	38	37.24	40	37.80	40	38.37
Grade 8	34	33.39	36	33.89	36	34.40
Grade 9	35	33.52	36	34.02	36	34.53
Grade 10	50	47.76	52	48.48	52	49.21
Grade 11	67	63.06	68	64.01	69	64.97
Grade 12	52	49.60	54	50.34	54	51.10
TOTAL	481	459.56	497	466.46	500	473.47

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	143	136.12	147	138.17	149	140.24
Total 4-6 Enrollment	62	58.87	64	59.75	64	60.65
Total 7-8 Enrollment	72	70.63	76	71.69	76	72.77
Total 9-12 Enrollment	204	193.94	210	196.85	211	199.81
Total Enrollment/ADA	481	459.56	497	466.46	500	473.47

Unduplicated Pupil Percentage	67.46%	324	67.46%	335	67.46%	337
Percentage of ELL/LEP students	8.18%	39	8.18%	41	8.18%	41
Percentage of SPED Student	20.09%	97	20.09%	100	20.09%	100

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2026-27 Adopted Budget
Budget Summary

California Pacific Charter - Los Angeles (#1751)	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change	% Change
Enrollment	**459**	**481**	**22**	**4.79%**
Average Daily Attendance	**446.91**	**459.56**	**12.65**	**2.83%**
REVENUES				
General Purpose Revenue	6,512,283	7,002,289	490,006	7.52%
Federal Revenue	210,141	216,394	6,253	2.98%
Other State Revenue	979,760	1,282,978	303,218	30.95%
Other Local Revenue	82,541	64,640	(17,901)	-21.69%
TOTAL REVENUES	**7,784,724**	**8,566,301**	**781,577**	**10.04%**
EXPENDITURES				
Certificated Salaries	3,612,800	4,066,117	453,317	12.55%
Classified Salaries	902,936	1,072,205	169,269	18.75%
Employee Benefits	1,433,243	1,699,721	266,478	18.59%
Books and Supplies Expenditures	646,717	548,011	(98,707)	-15.26%
Other Services and Operating Expenditures	1,115,509	1,126,538	11,029	0.99%
Depreciation and Amortization	-	-	-	-
TOTAL EXPENDITURES	**7,711,206**	**8,512,592**	**801,386**	**10.39%**
NET INCREASE / (DECREASE)	**73,519**	**53,709**	**(19,809)**	**-26.94%**
BEGINNING BALANCE, RESERVES	**3,202,834**	**3,276,352**	**73,519**	**2.30%**
NET INCREASE / (DECREASE)	**73,519**	**53,709**	**(19,809)**	**-26.94%**
ENDING BALANCE	**3,276,352**	**3,330,061**	**53,709**	**1.64%**
ENDING BALANCE AS % OF EXPENDITURES	**42.49%**	**39.12%**	**-3.37%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2026-27 Adopted Budget
Multi-Year Projection

California Pacific Charter - Los Angeles (#1751)	2026-27	2027-28	2028-29
Enrollment	**481**	**497**	**500**
Average Daily Attendance	**459.56**	**466.46**	**473.47**
REVENUES			
8011 LCFF General Entitlement	6,695,315	6,989,741	7,318,217
8012 EPA Entitlement	91,912	93,292	94,694
8096 In-Lieu-Of Property Taxes	215,062	218,291	221,571
Total General Purpose Revenue	**7,002,289**	**7,301,324**	**7,634,482**
8181 Federal IDEA SpEd Revenue	72,401	78,520	82,090
8182 SpEd - Discretionary Grants	5,519	5,675	5,760
8290 Other Federal Revenue	138,474	140,403	142,363
Total Federal Revenue	**216,394**	**224,598**	**230,213**
8311 AB602 State SpEd Revenue	575,738	608,817	635,524
8550 Mandated Cost Reimbursements	16,660	17,446	18,255
8560 State Lottery Revenue	125,000	126,877	128,784
8590 Other State Revenue	565,580	547,498	320,594
Total Other State Revenue	**1,282,978**	**1,300,638**	**1,103,157**
8660 Treasury Interest Income	-	-	-
8662 Net Increase (Decrease) in Fair Value of Investments	12,000	12,000	12,000
8699 All Other Local Revenue	52,640	52,640	52,640
Total Other Local Revenue	**64,640**	**64,640**	**64,640**
TOTAL REVENUES	**8,566,301**	**8,891,200**	**9,032,492**
EXPENDITURES			
1000s Certificated Salaries	4,066,117	4,184,565	4,232,736
2000s Classified Salaries	1,072,205	1,103,439	1,116,141
3000s Employee Benefits	1,699,721	1,749,234	1,769,371
4000s Books and Supplies Expenditures	548,011	573,572	590,464
5000s Other Services and Operating Expenditures	1,126,538	1,219,201	1,244,945
7000s Depreciation and Amortization	-	-	-
TOTAL EXPENDITURES	**8,512,592**	**8,830,011**	**8,953,657**
NET INCREASE / (DECREASE)	**53,709**	**61,189**	**78,835**
BEGINNING BALANCE, RESERVES	**3,276,352**	**3,330,061**	**3,391,250**
NET INCREASE / (DECREASE)	**53,709**	**61,189**	**78,835**
ENDING BALANCE	**3,330,061**	**3,391,250**	**3,470,085**
ENDING BALANCE AS % OF EXPENDITURES	**39.12%**	**38.41%**	**38.76%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Los Angeles

2026-27 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		**2,572,773**	**3,023,592**	**2,621,751**	**2,539,951**	**2,696,076**	**2,745,606**	**2,797,363**	**2,886,479**	**2,673,587**	**2,933,454**	**2,823,771**	**2,807,653**		
Revenues															
General Purpose Revenue	$ 7,002,289	$ 334,766	$ 334,766	$ 625,556	$ 704,578	$ 602,578	$ 625,556	$ 602,578	$ 602,578	$ 731,556	$ 602,578	$ 602,578	$ -	$ 632,618	$ 7,002,289
Federal Revenue	216,394	-	-	-	4,719	15,000	-	25,000	-	99,274	-	-	-	72,401	216,394
Other State Revenue	1,282,978	5,698	34,484	39,042	93,322	78,732	62,072	93,322	62,072	93,322	62,072	62,072	513,702	83,067	1,282,978
Other Local Revenue	64,640	5,387	5,387	5,387	5,387	5,387	5,387	5,387	5,387	5,387	5,387	5,387	5,383	-	64,640
Total Revenues	**$ 8,566,301**	**$ 345,850**	**$ 374,637**	**$ 669,986**	**$ 808,006**	**$ 701,697**	**$ 693,015**	**$ 726,287**	**$ 670,037**	**$ 929,539**	**$ 670,037**	**$ 670,037**	**$ 519,085**	**$ 788,086**	**$ 8,566,301**
Expenditures															
Certificated Salaries	$ 4,066,117	$ 66,129	$ 406,649	$ 346,362	$ 347,109	$ 350,671	$ 346,140	$ 337,884	$ 502,848	$ 335,196	$ 336,255	$ 336,255	$ 312,778	$ 41,841	$ 4,066,117
Classified Salaries	1,072,205	48,445	60,318	77,845	91,706	91,011	88,961	87,321	152,589	92,861	97,335	97,335	82,477	4,001	1,072,205
Employee Benefits	1,699,721	79,459	152,162	143,232	150,622	142,612	139,074	148,252	155,375	145,068	147,440	143,309	130,748	22,368	1,699,721
Books and Supplies	548,011	94,525	47,474	58,008	7,489	16,343	2,859	1,865	6,186	31,016	101,089	11,654	11,654	157,849	548,011
Other Services and Operating	1,126,538	175,989	109,875	126,339	54,955	51,530	64,225	61,849	65,931	65,531	97,602	97,602	73,201	81,909	1,126,538
Total Expenditures	**$ 8,512,592**	**$ 464,547**	**$ 776,478**	**$ 751,786**	**$ 651,881**	**$ 652,167**	**$ 641,259**	**$ 637,171**	**$ 882,929**	**$ 669,672**	**$ 779,721**	**$ 686,155**	**$ 610,858**	**$ 307,968**	**$ 8,512,592**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash Not In Treasury														-
Cash with Fiscal Agents	$ 4,490													$ 4,490
Accounts Receivable	779,911	779,911												788,086
Prepaid Expenditures	315,050	116,400											82,250	116,400
Other Current Assets	63,350												28,538	34,812
Liabilities														
Accounts Payable	326,795	(326,795)												307,968
Unearned Revenues	245,245												(140,029)	105,216
Other Current Liabilities	88,222												(30,859)	57,363
Net Increases/Decreases		**$ 569,516**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (60,100)**	
		$ 3,023,592	**$ 2,621,751**	**$ 2,539,951**	**$ 2,696,076**	**$ 2,745,606**	**$ 2,797,363**	**$ 2,886,479**	**$ 2,673,587**	**$ 2,933,454**	**$ 2,823,771**	**$ 2,807,653**	**$ 2,655,780**	**ENDING CASH**
Days Cash on Hand		***130***	***112***	***109***	***116***	***118***	***120***	***124***	***115***	***126***	***121***	***120***	***114***	

ADOPTED BUDGET

2026-2027

California Pacific Charter Schools
SAN DIEGO

California Pacific Charter Schools

2026-27 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 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 Schools' ("CalPac") 2026-27 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2025-26 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.

2026-27 Governor's May Revision Highlights

The Governor's May Revision, released in May 2026, reflects a meaningfully improved fiscal outlook compared to the January budget proposal. Stronger-than-expected state tax revenues (coming in approximately $16.5 billion above January estimates) have eliminated the projected deficit and triggered a significant increase in the constitutional Proposition 98 Funding Guarantee for K-14 education. The May Revision includes a substantially larger Local Control Funding Formula (LCFF) cost-of-living (COLA) increase and a major increase in Special Education funding.

The Legislature will hold hearings on the May Revision before adopting a balanced budget by the June 15 constitutional deadline. It is important to note that final funding allocations may still differ from these proposals, and detailed trailer bill language continues to be finalized. CalPac will closely monitor budget adoption developments and subsequent trailer bills for final funding determinations.

Key Highlights from the May Revision:

- LCFF "Super-COLA": Estimated at a 4.31% increase through the statutory COLA and an additional "super-COLA" augmentation (an increase from the January budget projection).
- Special Education Base Funding Increase: Estimated base funding rate of $1,340 per ADA (an increase from the January projection).
- Larger Discretionary Block Grant: A proposed Student Support and Professional Development Block Grant, increasing the initial $2.8 billion proposal to $5 billion, increasing the estimated per ADA funding rate from $512 to $915.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Paid Pregnancy Disability Leave Mandate: Beginning in 2026-27, all schools (including charter schools) would be required to provide up to 14 weeks of paid pregnancy disability leave. No dedicated funding is provided; the administration has characterized the cost as "absorbable" within the LCFF super-COLA.
- Charter School Accountability Provisions (Trailer Bill): The May Revision Omnibus Education Budget Trailer Bill includes significant new requirements for charter schools, including expanded annual audit requirements, enhanced authorizer oversight duties, new vendor contract approval policies (to be effective July 1, 2027), and additional nonclassroom-based (NCB) specific reporting and documentation standards. CalPac will closely monitor the finalization of this trailer bill language, as these provisions will have direct operational and compliance implications beginning in 2026-27 and 2027-28.

2026-27 Annual Budget Financial Highlights

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

- CPC-SD: Projected surplus of $105,904, with an ending fund balance of $2,260,923, representing a healthy 35.95% of annual expenditures.
- CPC-LA: Projected surplus of $53,709, with an ending fund balance of $3,330,061, representing a healthy 39.12% of annual expenditures.
- CPC-SO: Projected surplus of $9,990, with an ending fund balance of $1,128,745, representing a healthy 28.31% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, 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 2026-27, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. 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.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

The attendance ratio is an estimate based on historical data. It is important to note that this ratio is not calculated solely on a per-pupil basis; it also accounts for "partial-year" students. Because not every student represents 1.0 Full-Time Equivalent (FTE) due to mid-year entries or exits, their proportional attendance is factored into the aggregate ADA ratio.

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-SD				
Enrollment	343	363	375	376
Total Charter ADA	321.62	345.95	351.16	356.43
Attendance Ratio	93.76%	95.30%	93.64%	94.80%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-LA				
Enrollment	459	481	497	500
Total Charter ADA	446.91	459.56	466.46	473.47
Attendance Ratio	96.94%	95.54%	93.86%	94.69%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter - Sonoma				
Enrollment	238	243	248	250
Total Charter ADA	228.66	230.84	234.30	237.81
Attendance Ratio	96.08%	95.00%	94.48%	95.12%

2026-27 Annual Budget Revenue

General Purpose Entitlement-LCFF Revenue is the primary funding source for all three schools. LCFF revenues have been calculated using the FCMAT LCFF Calculator and the 4.31% COLA derived from the Dartboard (the Department of Finance's multi-year fiscal forecasting tool). It is important to note that this COLA is not yet final; actual rates may vary once the Budget Act and trailer bills are adopted. CalPac will revise revenue projections accordingly as the state budget process is completed.

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

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 – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$56,676	$77,920	$39,695
Title I	84,489	112,744	48,481
Title II	12,137	15,730	6,743
Title IV	10,000	10,000	10,000

State Revenue –

- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for CTEIG funding for the 2026-27 school year to support the CTE program. These are estimated revenues pending grant approval and will be updated once awards are confirmed. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2026-27. The schools will ensure alignment with needs assessments and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *California State Lottery (Lottery - Non-Prop 20 and Lottery Prop 20)* – Budgeted at $190 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 $21.31 per ADA for Grades K-8 and $60.48 per ADA for Grades 9-12, per the latest state rates.
- *Proposition 28 - Arts & Music in Schools (Prop 28 AMS)* – Revenues have been updated based on the most recent state allocations. The 2026-27 budget includes carryover from prior-year funds, which may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* – Reflects the planned 2026-27 expenditures from this multi-year grant, which is available for use through June 30, 2029.
- *Other State Revenue* – Reflects CAASPP and ELPAC testing allocations, which are received based on state assessment participation.
- *New Discretionary Block Grant* proposed in the May Revision has not been included in this budget, as final award amounts have not yet been determined. Revenue and expenditure projections will be updated upon confirmation of allocations.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Other State Revenue – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
CTEIG	$135,000	$180,000	$85,000
LREBG	102,332	140,029	56,370
Lottery - Non-Prop 20	65,731	87,316	43,860
Lottery - Prop 20	28,368	37,684	18,929
MBG	11,434	16,660	9,443
Prop 28 (AMS)	56,230	77,322	36,619
State Special Education	438,205	612,366	315,115
SSPDBG	95,175	130,851	66,658
Other State Revenue	500	750	200

Local Revenue –

- County Treasury interest revenue is projected at $15,000 for CPC-SD and $2,000 for CPC-SO, based on current daily cash balances and prevailing yield rates.
- All three schools participate in the reimbursement-based DHCS Medi-Cal Billing Option program. Revenue estimates are grounded in prior-year reimbursement trends and currently estimated at $40,000 for CPC-SD, $50,000 for CPC-LA, and $35,000 for CPC-SO, though actual receipts may vary.
- JP Morgan Chase end-of-day sweep interest automatically invests idle cash balances overnight to generate short-term interest income. Annual revenue is projected at $10,000 for CPC-SD and $12,000 for CPC-LA for 2026-27.
- Other local revenue includes credit card cash back incentives.

2026-27 Annual Budget Expenditures

Salaries and Benefits –

- The 2026-27 Strategic Staffing Plan was reviewed and approved by the Board in May 2026. The plan outlines staffing levels, salary schedules, and benefit structures for the upcoming school year. Amendments to the Strategic Staffing Plan were reviewed and approved by the Board in June 2026. Additional details are available in the related Board meeting materials.
- The following new positions have been added across all three CalPac schools for 2026-27:
  - 1 - Community Engagement and Events Technician
  - 1 - MTSS and Intervention Coordinator
  - 1 - Online Teacher
  - 2 - Special Education Instructional Assistants
  - 1 - Speech-Language Pathology Assistant



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- In alignment with the State's direction that the 4.31% LCFF super-COLA is intended to absorb the cost of the Paid Pregnancy Disability Leave Mandate, CalPac has budgeted expenditures to reflect this new obligation. Actual costs will vary based on utilization and will be monitored and adjusted throughout the year.

Books and Supplies –

- Approved Textbooks and Core Curricula Materials expenditures are projected to decrease in 2026-27 across all three schools. CalPac is transitioning from purchasing pre-printed materials through Bright Thinker to printing curriculum materials in-house.
- Materials and Supplies expenditures are projected to increase across all three schools in 2026-27, reflecting additional budget capacity for teachers to explore new educational apps and platforms. This allocation is contingent on available funds and may be adjusted pending final State budget determinations.
- Noncapitalized Equipment expenditures consist primarily of computers and related technology for students, teachers, and staff, purchased based on assessed needs at each school. Despite rising computer costs, a decrease is projected in 2026-27 compared to 2025-26, as that year included a one-time investment in replacing old computers.

Services and Other Operating Expenditures –

- Subagreements for Services include special education vendors serving high-needs students, including occupational therapy, behavior support, and nonpublic school (NPS) and residential placements. These agreements have been reviewed and updated in collaboration with the CalPac Special Education Department to ensure appropriate support. Variances in this expense group are related to individual student placement needs, including new placements, students exiting placements, and the transition of some services to in-house staff.
- Travel and Conferences expenditures are projected to decrease in 2026-27 compared to 2025-26, which included elevated costs due to an all-staff, in-person professional development event as well as expanded professional development opportunities. Expenditures in 2026-27 are expected to return to typical levels.
- Dues and Memberships expenditures are projected to increase in 2026-27, driven primarily by a significant increase in the California Charter Schools Association (CCSA) membership fee, as well as expanded Association of California School Administrators (ACSA) memberships to support additional administrators.
- Legal expenditures are projected to increase in 2026-27 for CPC-SD and CPC-LA to ensure adequate coverage for unforeseen legal needs. CPC-SO is projected to decrease, as 2025-26 included a nonrecurring legal matter not expected to continue into 2026-27. All legal expenditures will be monitored and adjusted throughout the year.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Per-pupil spending rates for the 2026-27 Annual Budget are as follows:

- CPC-SD: $17,327 per pupil
- CPC-LA: $17,698 per pupil
- CPC-SO: $16,410 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for 2026-27 and the following two fiscal years.

2027-28 and 2028-29 Key Assumptions:

- The LCFF COLA projections for 2027-28 and 2028-29, as derived from the latest Dartboard projections, are 3.30% and 3.09%, respectively. CalPac acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, CalPac anticipates maintaining a balanced budget for the next two fiscal years. Management will continue to closely monitor the official Statutory COLA as it becomes available.
- The 2027-28 and 2028-29 projections include modest ADA increases of approximately 1.5% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2027-28: $22.01 (Grades K-8), $62.48 (Grades 9-12)
  - 2028-29: $22.69 (Grades K-8), $64.41 (Grades 9-12)
- California State Lottery Revenue (per ADA):
  These rates are assumed to remain flat for both years, consistent with the current Dartboard.
  - Non-Proposition 20: $190
  - Proposition 20: $82
- Federal revenue for 2027-28 and 2028-29 includes Title I, II, and IV funds and Federal Special Education revenues, projected to remain relatively steady based on current allocation trends.
- State Special Education revenues are projected to remain relatively steady based on current allocation trends for 2027-28 and 2028-29.
- LREBG funds for 2027-28 are estimated at $125,072 for CPC-SD, $171,146 for CPC-LA, and $68,897 for CPC-SO. All remaining LREBG funds must be fully expended by the end of the 2027-28 fiscal year.
- CTEIG revenues for 2027-28 and 2028-29 reflect estimated annual grant applications, projected at $141,100 for CPC-SD, $186,750 for CPC-LA, and $87,150 for CPC-SO in 2027-28, and $146,200 for CPC-SD, $193,500 for CPC-LA, and $90,300 for CPC-SO in 2028-29. Funding is subject to state approval and requires a 2:1 local-to-state match.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Prop 28 AMS revenues for 2027-28 are estimated at $57,077 for CPC-SD, $78,483 for CPC-LA, and $37,168 for CPC-SO, and for 2028-29 at $57,933 for CPC-SD, $79,662 for CPC-LA, and $37,725 for CPC-SO. These estimates include carryover portions from prior-year funds.
- SSPDBG revenues for 2027-28 are estimated at $51,248 for CPC-SD, $70,458 for CPC-LA, and $35,893 for CPC-SO. These funds are available for use through June 30, 2029.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2027-28: 1 Teacher (in addition to positions added in 2026-27)
  - 2028-29: No additional positions projected at this time.
- Other Services and Operating Expenditures:
  - Subagreements for Services in 2028-29 are expected to decrease for CPC-SO, as a high-cost placement is expected to exit the program. CPC-SD and CPC-LA are expected to remain relatively steady.
  - Travel and Conferences expenditures for all three schools are expected to increase in 2027-28 to support the all-staff in-person professional development event, which CalPac holds every other year, contingent on availability of funds. Expenditures are expected to decrease again in 2028-29 as the event is not scheduled for that year.
  - Similarly, the Special Education Professional Development Collaborative follows an every-other-year cadence. Following an in-person event planned for 2026-27, expenditures are expected to decrease in 2027-28 for a virtual event, then increase again in 2028-29 when the event is expected to return to an in-person format, subject to available funds.
- To address ongoing inflationary pressures, a 6% increase to vendor contract renewals has been applied for both out-years. For select expenditure categories, such as insurance and healthcare costs, a 10% increase has been used.
- Vendors with a “per student” pricing model have been increased proportionally to the expected change in enrollment.

2026-27 Annual 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 Schools

2026-27 ADOPTED BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$2,260,923	$2,436,548	$2,587,466
Components of EFB			
Assigned for Special Education (3%)	$188,688	$195,275	$200,024
Assigned for Legal (4%)	$251,584	$260,366	$266,699
Assigned for Economic Uncertainty (5%)	$314,480	$325,458	$333,374
Cashflow Reserve	$1,506,171	$1,655,449	$1,787,369

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$3,330,061	$3,391,250	$3,470,085
Components of EFB			
Assigned for Special Education (4%)	$340,504	$353,200	$358,146
Assigned for Legal (4%)	$340,504	$353,200	$358,146
Assigned for Economic Uncertainty (5%)	$425,630	$441,501	$447,683
Cashflow Reserve	$2,223,423	$2,243,349	$2,306,110

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$1,128,745	$1,165,288	$1,225,626
Components of EFB			
Assigned for Special Education (4%)	$159,502	$164,243	$166,340
Assigned for Legal (4%)	$159,502	$164,243	$166,340
Assigned for Economic Uncertainty (5%)	$199,377	$205,304	$207,925
Cashflow Reserve	$610,364	$631,498	$685,021

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

2026-27 Adopted Budget Cash Flow

Cash flow remains strong across all three schools, with positive monthly cash balances projected throughout the 2026-27 fiscal year, as detailed on the Monthly Cash Forecast.

Days Cash on Hand is a key liquidity measure indicating the number of days a school can operate using existing reserves without additional revenue. A healthy benchmark for charter schools generally exceeds 90 days, providing a buffer against unforeseen financial challenges. CPC-SD and CPC-LA maintain more than 90 days of cash on hand in every month of 2026-27, reflecting strong liquidity positions. CPC-SO reflects a tighter liquidity position in the early months of the fiscal year, dipping briefly below 90 days in August and October due to front-loaded operational costs and the timing of state apportionments. Cash levels stabilize in subsequent months and remain sufficient throughout the year. Management continues to monitor CPC-SO's cash position closely.

No state deferrals are anticipated for the current year or future years, and no external borrowing is currently planned.

2026-27 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,660,012	$2,655,780	$1,183,501
Days of Cash on Hand	154	114	108



2026-27 Adopted Budget
Enrollment & ADA

California Pacific Charter - San Diego (#1758)	CPC-SD		CPC-SD		CPC-SD	
	2026-27		2027-28		2028-29	
Attendance Ratio:	95.30%		93.64%		94.80%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	27	26.46	29	26.86	29	27.26
Kinder	33	32.34	35	32.83	35	33.32
Grade 1	28	27.44	30	27.85	30	28.27
Grade 2	14	13.69	15	13.90	15	14.11
Grade 3	18	14.45	16	14.67	16	14.89
Grade 4	17	13.90	15	14.11	15	14.32
Grade 5	23	21.96	24	22.29	24	22.62
Grade 6	16	15.70	17	15.94	17	16.18
Grade 7	26	25.52	28	25.90	28	26.29
Grade 8	24	23.43	25	23.78	25	24.14
Grade 9	25	24.10	26	24.46	26	24.83
Grade 10	37	35.18	38	35.71	38	36.25
Grade 11	44	42.05	45	42.68	46	43.32
Grade 12	31	29.73	32	30.18	32	30.63
TOTAL	363	345.95	375	351.16	376	356.43

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	120	114.38	125	116.11	125	117.85
Total 4-6 Enrollment	56	51.56	56	52.34	56	53.12
Total 7-8 Enrollment	50	48.95	53	49.68	53	50.43
Total 9-12 Enrollment	137	131.06	141	133.03	142	135.03
Total Enrollment/ADA	363	345.95	375	351.16	376	356.43

Unduplicated Pupil Percentage	65.89%	239	67.52%	253	67.50%	254
Percentage of ELL/LEP students	5.36%	19	5.36%	20	5.36%	20
Percentage of SPED Student	23.21%	84	23.21%	87	23.21%	87

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2026-27 Adopted Budget
Budget Summary

California Pacific Charter - San Diego (#1758)	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change	% Change
Enrollment	**343**	**363**	**20**	**5.83%**
Average Daily Attendance	**321.62**	**345.95**	**24.33**	**7.56%**
REVENUES				
General Purpose Revenue	4,575,257	5,232,461	657,204	14.36%
Federal Revenue	157,431	163,302	5,871	3.73%
Other State Revenue	748,830	932,974	184,144	24.59%
Other Local Revenue	94,022	66,760	(27,262)	-29.00%
TOTAL REVENUES	**5,575,541**	**6,395,497**	**819,957**	**14.71%**
EXPENDITURES				
Certificated Salaries	2,542,965	3,072,178	529,213	20.81%
Classified Salaries	626,054	810,111	184,057	29.40%
Employee Benefits	1,044,434	1,284,234	239,800	22.96%
Books and Supplies Expenditures	481,795	396,914	(84,880)	-17.62%
Other Services and Operating Expenditures	804,551	725,373	(79,178)	-9.84%
Depreciation and Amortization	784	784	-	-
TOTAL EXPENDITURES	**5,500,583**	**6,289,594**	**789,011**	**14.34%**
NET INCREASE / (DECREASE)	**74,958**	**105,904**	**30,946**	**41.28%**
BEGINNING BALANCE, RESERVES	**2,080,062**	**2,155,020**	**74,958**	**3.60%**
NET INCREASE / (DECREASE)	**74,958**	**105,904**	**30,946**	**41.28%**
ENDING BALANCE	**2,155,020**	**2,260,923**	**105,904**	**4.91%**
ENDING BALANCE AS % OF EXPENDITURES	**39.18%**	**35.95%**	**-3.23%**	



2026-27 Adopted Budget
Multi-Year Projection

California Pacific Charter - San Diego (#1758)	2026-27	2027-28	2028-29
Enrollment	**363**	**375**	**376**
Average Daily Attendance	**345.95**	**351.16**	**356.43**
REVENUES			
8011 LCFF General Entitlement	4,988,755	5,230,829	5,499,293
8012 EPA Entitlement	69,190	70,232	71,286
8096 In-Lieu-Of Property Taxes	174,516	177,144	179,802
Total General Purpose Revenue	**5,232,461**	**5,478,205**	**5,750,381**
8181 Federal IDEA SpEd Revenue	52,661	59,109	61,799
8182 SpEd - Discretionary Grants	4,015	4,319	4,384
8290 Other Federal Revenue	106,626	108,081	109,553
Total Federal Revenue	**163,302**	**171,509**	**175,736**
8311 AB602 State SpEd Revenue	411,564	455,418	475,544
8550 Mandated Cost Reimbursements	11,434	12,336	12,908
8560 State Lottery Revenue	94,098	95,515	96,949
8590 Other State Revenue	415,878	405,040	240,120
Total Other State Revenue	**932,974**	**968,309**	**825,521**
8660 Treasury Interest Income	15,000	15,000	15,000
8662 Net Increase (Decrease) in Fair Value of Investments	10,000	10,000	10,000
8699 All Other Local Revenue	41,760	41,760	41,760
Total Other Local Revenue	**66,760**	**66,760**	**66,760**
TOTAL REVENUES	**6,395,497**	**6,684,783**	**6,818,398**
EXPENDITURES			
1000s Certificated Salaries	3,072,178	3,161,671	3,234,000
2000s Classified Salaries	810,111	833,709	852,782
3000s Employee Benefits	1,284,234	1,321,644	1,351,879
4000s Books and Supplies Expenditures	396,914	402,944	419,338
5000s Other Services and Operating Expenditures	725,373	788,407	808,698
6000s Depreciation and Amortization	784	784	784
TOTAL EXPENDITURES	**6,289,594**	**6,509,159**	**6,667,481**
NET INCREASE / (DECREASE)	**105,904**	**175,625**	**150,917**
BEGINNING BALANCE, RESERVES	**2,155,020**	**2,260,923**	**2,436,548**
NET INCREASE / (DECREASE)	**105,904**	**175,625**	**150,917**
ENDING BALANCE	**2,260,923**	**2,436,548**	**2,587,466**
ENDING BALANCE AS % OF EXPENDITURES	**35.95%**	**37.43%**	**38.81%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - San Diego

2026-27 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		**2,159,471**	**2,444,415**	**2,098,884**	**2,039,482**	**2,162,478**	**2,167,322**	**2,242,241**	**2,278,964**	**2,287,519**	**2,450,458**	**2,381,371**	**2,371,113**		
Revenues															
General Purpose Revenue	$ 5,232,461	$ 249,438	$ 249,438	$ 466,285	$ 531,988	$ 448,988	$ 466,285	$ 448,988	$ 448,988	$ 552,285	$ 448,988	$ 448,988	$ 448,988	$ 22,813	$ 5,232,461
Federal Revenue	163,302	-	-	27,292	-	-	47,873	-	-	48,642	-	-	-	39,496	163,302
Other State Revenue	932,974	4,144	24,722	28,037	68,024	55,933	44,499	68,024	44,499	68,024	44,499	44,499	377,506	60,564	932,974
Other Local Revenue	66,760	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,567	-	66,760
Total Revenues	**$ 6,395,497**	**$ 259,144**	**$ 279,723**	**$ 527,177**	**$ 605,575**	**$ 510,484**	**$ 564,221**	**$ 522,575**	**$ 499,050**	**$ 674,514**	**$ 499,050**	**$ 499,050**	**$ 832,061**	**$ 122,873**	**$ 6,395,497**
Expenditures															
Certificated Salaries	$ 3,072,178	$ 52,287	$ 326,443	$ 272,648	$ 273,235	$ 276,039	$ 272,472	$ 265,974	$ 266,692	$ 263,858	$ 264,692	$ 264,692	$ 236,321	$ 36,825	$ 3,072,178
Classified Salaries	810,111	38,714	48,267	62,208	73,285	72,729	71,091	69,780	75,121	74,208	77,783	77,783	62,316	6,826	810,111
Employee Benefits	1,284,234	60,465	119,517	108,905	104,905	112,023	105,759	112,627	112,539	110,275	112,079	113,148	98,787	13,205	1,284,234
Books and Supplies	396,914	62,356	26,710	45,355	5,313	12,894	2,727	1,536	3,532	22,705	72,404	12,506	565	128,311	396,914
Other Services and Operating	725,373	147,290	104,317	97,462	25,841	31,956	37,252	35,936	32,611	40,529	41,179	41,179	41,179	48,642	725,373
Depreciation and Amortization	784												784	-	784
Other Outgo	-													-	-
Total Expenditures	**$ 6,289,594**	**$ 361,112**	**$ 625,254**	**$ 586,578**	**$ 482,579**	**$ 505,641**	**$ 489,301**	**$ 485,853**	**$ 490,495**	**$ 511,575**	**$ 568,137**	**$ 509,308**	**$ 439,952**	**$ 233,809**	**$ 6,289,594**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash Not In Treasury														
Cash with Fiscal Agents	$ 3,445													$ 3,445
Accounts Receivable	558,534	558,534												122,873
Prepaid Expenditures	154,039	85,360												68,679
Other Current Assets	46,575												28,236	18,339
Liabilities														
Accounts Payable	256,983	(256,983)												233,809
Unearned Revenues	157,054												(102,332)	54,722
Other Current Liabilities	46,184												(29,115)	17,069
Net Increases/Decreases		**$ 386,911**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (103,211)**	
		$ 2,444,415	**$ 2,098,884**	**$ 2,039,482**	**$ 2,162,478**	**$ 2,167,322**	**$ 2,242,241**	**$ 2,278,964**	**$ 2,287,519**	**$ 2,450,458**	**$ 2,381,371**	**$ 2,371,113**	**$ 2,660,012**	**ENDING CASH**
Days Cash on Hand		***142***	***122***	***118***	***125***	***126***	***130***	***132***	***133***	***142***	***138***	***138***	***154***	

ADOPTED BUDGET

2026-2027

California Pacific Charter Schools
SONOMA

California Pacific Charter Schools

2026-27 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 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 Schools' ("CalPac") 2026-27 Adopted Budget is built on the fiscal assumptions provided in the Governor's May Revision, along with the latest available data. The 2025-26 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.

2026-27 Governor's May Revision Highlights

The Governor's May Revision, released in May 2026, reflects a meaningfully improved fiscal outlook compared to the January budget proposal. Stronger-than-expected state tax revenues (coming in approximately $16.5 billion above January estimates) have eliminated the projected deficit and triggered a significant increase in the constitutional Proposition 98 Funding Guarantee for K-14 education. The May Revision includes a substantially larger Local Control Funding Formula (LCFF) cost-of-living (COLA) increase and a major increase in Special Education funding.

The Legislature will hold hearings on the May Revision before adopting a balanced budget by the June 15 constitutional deadline. It is important to note that final funding allocations may still differ from these proposals, and detailed trailer bill language continues to be finalized. CalPac will closely monitor budget adoption developments and subsequent trailer bills for final funding determinations.

Key Highlights from the May Revision:

- LCFF "Super-COLA": Estimated at a 4.31% increase through the statutory COLA and an additional "super-COLA" augmentation (an increase from the January budget projection).
- Special Education Base Funding Increase: Estimated base funding rate of $1,340 per ADA (an increase from the January projection).
- Larger Discretionary Block Grant: A proposed Student Support and Professional Development Block Grant, increasing the initial $2.8 billion proposal to $5 billion, increasing the estimated per ADA funding rate from $512 to $915.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Paid Pregnancy Disability Leave Mandate: Beginning in 2026-27, all schools (including charter schools) would be required to provide up to 14 weeks of paid pregnancy disability leave. No dedicated funding is provided; the administration has characterized the cost as "absorbable" within the LCFF super-COLA.
- Charter School Accountability Provisions (Trailer Bill): The May Revision Omnibus Education Budget Trailer Bill includes significant new requirements for charter schools, including expanded annual audit requirements, enhanced authorizer oversight duties, new vendor contract approval policies (to be effective July 1, 2027), and additional nonclassroom-based (NCB) specific reporting and documentation standards. CalPac will closely monitor the finalization of this trailer bill language, as these provisions will have direct operational and compliance implications beginning in 2026-27 and 2027-28.

2026-27 Annual Budget Financial Highlights

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

- CPC-SD: Projected surplus of $105,904, with an ending fund balance of $2,260,923, representing a healthy 35.95% of annual expenditures.
- CPC-LA: Projected surplus of $53,709, with an ending fund balance of $3,330,061, representing a healthy 39.12% of annual expenditures.
- CPC-SO: Projected surplus of $9,990, with an ending fund balance of $1,128,745, representing a healthy 28.31% of annual expenditures.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, 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 2026-27, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. 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.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

The attendance ratio is an estimate based on historical data. It is important to note that this ratio is not calculated solely on a per-pupil basis; it also accounts for "partial-year" students. Because not every student represents 1.0 Full-Time Equivalent (FTE) due to mid-year entries or exits, their proportional attendance is factored into the aggregate ADA ratio.

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-SD				
Enrollment	343	363	375	376
Total Charter ADA	321.62	345.95	351.16	356.43
Attendance Ratio	93.76%	95.30%	93.64%	94.80%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter-LA				
Enrollment	459	481	497	500
Total Charter ADA	446.91	459.56	466.46	473.47
Attendance Ratio	96.94%	95.54%	93.86%	94.69%

	2025-26 Funded	**2026-27 Adopted**	2027-28 Projected	2028-29 Projected
California Pacific Charter - Sonoma				
Enrollment	238	243	248	250
Total Charter ADA	228.66	230.84	234.30	237.81
Attendance Ratio	96.08%	95.00%	94.48%	95.12%

2026-27 Annual Budget Revenue

General Purpose Entitlement-LCFF Revenue is the primary funding source for all three schools. LCFF revenues have been calculated using the FCMAT LCFF Calculator and the 4.31% COLA derived from the Dartboard (the Department of Finance's multi-year fiscal forecasting tool). It is important to note that this COLA is not yet final; actual rates may vary once the Budget Act and trailer bills are adopted. CalPac will revise revenue projections accordingly as the state budget process is completed.

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

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 – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
Federal Special Education	$56,676	$77,920	$39,695
Title I	84,489	112,744	48,481
Title II	12,137	15,730	6,743
Title IV	10,000	10,000	10,000

State Revenue –

- *Career Technical Education Incentive Grant (CTEIG)* – All three schools plan to apply for CTEIG funding for the 2026-27 school year to support the CTE program. These are estimated revenues pending grant approval and will be updated once awards are confirmed. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2026-27. The schools will ensure alignment with needs assessments and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *California State Lottery (Lottery - Non-Prop 20 and Lottery Prop 20)* – Budgeted at $190 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 $21.31 per ADA for Grades K-8 and $60.48 per ADA for Grades 9-12, per the latest state rates.
- *Proposition 28 - Arts & Music in Schools (Prop 28 AMS)* – Revenues have been updated based on the most recent state allocations. The 2026-27 budget includes carryover from prior-year funds, which may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* – Reflects the planned 2026-27 expenditures from this multi-year grant, which is available for use through June 30, 2029.
- *Other State Revenue* – Reflects CAASPP and ELPAC testing allocations, which are received based on state assessment participation.
- *New Discretionary Block Grant* proposed in the May Revision has not been included in this budget, as final award amounts have not yet been determined. Revenue and expenditure projections will be updated upon confirmation of allocations.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Other State Revenue – 2026-27 Annual Budget:

	CPC-SD	CPC-LA	CPC-SO
CTEIG	$135,000	$180,000	$85,000
LREBG	102,332	140,029	56,370
Lottery - Non-Prop 20	65,731	87,316	43,860
Lottery - Prop 20	28,368	37,684	18,929
MBG	11,434	16,660	9,443
Prop 28 (AMS)	56,230	77,322	36,619
State Special Education	438,205	612,366	315,115
SSPDBG	95,175	130,851	66,658
Other State Revenue	500	750	200

Local Revenue –

- County Treasury interest revenue is projected at $15,000 for CPC-SD and $2,000 for CPC-SO, based on current daily cash balances and prevailing yield rates.
- All three schools participate in the reimbursement-based DHCS Medi-Cal Billing Option program. Revenue estimates are grounded in prior-year reimbursement trends and currently estimated at $40,000 for CPC-SD, $50,000 for CPC-LA, and $35,000 for CPC-SO, though actual receipts may vary.
- JP Morgan Chase end-of-day sweep interest automatically invests idle cash balances overnight to generate short-term interest income. Annual revenue is projected at $10,000 for CPC-SD and $12,000 for CPC-LA for 2026-27.
- Other local revenue includes credit card cash back incentives.

2026-27 Annual Budget Expenditures

Salaries and Benefits –

- The 2026-27 Strategic Staffing Plan was reviewed and approved by the Board in May 2026. The plan outlines staffing levels, salary schedules, and benefit structures for the upcoming school year. Amendments to the Strategic Staffing Plan were reviewed and approved by the Board in June 2026. Additional details are available in the related Board meeting materials.
- The following new positions have been added across all three CalPac schools for 2026-27:
  - 1 - Community Engagement and Events Technician
  - 1 - MTSS and Intervention Coordinator
  - 1 - Online Teacher
  - 2 - Special Education Instructional Assistants
  - 1 - Speech-Language Pathology Assistant



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- In alignment with the State's direction that the 4.31% LCFF super-COLA is intended to absorb the cost of the Paid Pregnancy Disability Leave Mandate, CalPac has budgeted expenditures to reflect this new obligation. Actual costs will vary based on utilization and will be monitored and adjusted throughout the year.

Books and Supplies –

- Approved Textbooks and Core Curricula Materials expenditures are projected to decrease in 2026-27 across all three schools. CalPac is transitioning from purchasing pre-printed materials through Bright Thinker to printing curriculum materials in-house.
- Materials and Supplies expenditures are projected to increase across all three schools in 2026-27, reflecting additional budget capacity for teachers to explore new educational apps and platforms. This allocation is contingent on available funds and may be adjusted pending final State budget determinations.
- Noncapitalized Equipment expenditures consist primarily of computers and related technology for students, teachers, and staff, purchased based on assessed needs at each school. Despite rising computer costs, a decrease is projected in 2026-27 compared to 2025-26, as that year included a one-time investment in replacing old computers.

Services and Other Operating Expenditures –

- Subagreements for Services include special education vendors serving high-needs students, including occupational therapy, behavior support, and nonpublic school (NPS) and residential placements. These agreements have been reviewed and updated in collaboration with the CalPac Special Education Department to ensure appropriate support. Variances in this expense group are related to individual student placement needs, including new placements, students exiting placements, and the transition of some services to in-house staff.
- Travel and Conferences expenditures are projected to decrease in 2026-27 compared to 2025-26, which included elevated costs due to an all-staff, in-person professional development event as well as expanded professional development opportunities. Expenditures in 2026-27 are expected to return to typical levels.
- Dues and Memberships expenditures are projected to increase in 2026-27, driven primarily by a significant increase in the California Charter Schools Association (CCSA) membership fee, as well as expanded Association of California School Administrators (ACSA) memberships to support additional administrators.
- Legal expenditures are projected to increase in 2026-27 for CPC-SD and CPC-LA to ensure adequate coverage for unforeseen legal needs. CPC-SO is projected to decrease, as 2025-26 included a nonrecurring legal matter not expected to continue into 2026-27. All legal expenditures will be monitored and adjusted throughout the year.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

Per-pupil spending rates for the 2026-27 Annual Budget are as follows:

- CPC-SD: $17,327 per pupil
- CPC-LA: $17,698 per pupil
- CPC-SO: $16,410 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for 2026-27 and the following two fiscal years.

2027-28 and 2028-29 Key Assumptions:

- The LCFF COLA projections for 2027-28 and 2028-29, as derived from the latest Dartboard projections, are 3.30% and 3.09%, respectively. CalPac acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, CalPac anticipates maintaining a balanced budget for the next two fiscal years. Management will continue to closely monitor the official Statutory COLA as it becomes available.
- The 2027-28 and 2028-29 projections include modest ADA increases of approximately 1.5% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2027-28: $22.01 (Grades K-8), $62.48 (Grades 9-12)
  - 2028-29: $22.69 (Grades K-8), $64.41 (Grades 9-12)
- California State Lottery Revenue (per ADA):
  These rates are assumed to remain flat for both years, consistent with the current Dartboard.
  - Non-Proposition 20: $190
  - Proposition 20: $82
- Federal revenue for 2027-28 and 2028-29 includes Title I, II, and IV funds and Federal Special Education revenues, projected to remain relatively steady based on current allocation trends.
- State Special Education revenues are projected to remain relatively steady based on current allocation trends for 2027-28 and 2028-29.
- LREBG funds for 2027-28 are estimated at $125,072 for CPC-SD, $171,146 for CPC-LA, and $68,897 for CPC-SO. All remaining LREBG funds must be fully expended by the end of the 2027-28 fiscal year.
- CTEIG revenues for 2027-28 and 2028-29 reflect estimated annual grant applications, projected at $141,100 for CPC-SD, $186,750 for CPC-LA, and $87,150 for CPC-SO in 2027-28, and $146,200 for CPC-SD, $193,500 for CPC-LA, and $90,300 for CPC-SO in 2028-29. Funding is subject to state approval and requires a 2:1 local-to-state match.



California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

- Prop 28 AMS revenues for 2027-28 are estimated at $57,077 for CPC-SD, $78,483 for CPC-LA, and $37,168 for CPC-SO, and for 2028-29 at $57,933 for CPC-SD, $79,662 for CPC-LA, and $37,725 for CPC-SO. These estimates include carryover portions from prior-year funds.
- SSPDBG revenues for 2027-28 are estimated at $51,248 for CPC-SD, $70,458 for CPC-LA, and $35,893 for CPC-SO. These funds are available for use through June 30, 2029.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2027-28: 1 Teacher (in addition to positions added in 2026-27)
  - 2028-29: No additional positions projected at this time.
- Other Services and Operating Expenditures:
  - Subagreements for Services in 2028-29 are expected to decrease for CPC-SO, as a high-cost placement is expected to exit the program. CPC-SD and CPC-LA are expected to remain relatively steady.
  - Travel and Conferences expenditures for all three schools are expected to increase in 2027-28 to support the all-staff in-person professional development event, which CalPac holds every other year, contingent on availability of funds. Expenditures are expected to decrease again in 2028-29 as the event is not scheduled for that year.
  - Similarly, the Special Education Professional Development Collaborative follows an every-other-year cadence. Following an in-person event planned for 2026-27, expenditures are expected to decrease in 2027-28 for a virtual event, then increase again in 2028-29 when the event is expected to return to an in-person format, subject to available funds.
- To address ongoing inflationary pressures, a 6% increase to vendor contract renewals has been applied for both out-years. For select expenditure categories, such as insurance and healthcare costs, a 10% increase has been used.
- Vendors with a “per student” pricing model have been increased proportionally to the expected change in enrollment.

2026-27 Annual 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 Schools

2026-27 ADOPTED BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$2,260,923	$2,436,548	$2,587,466
Components of EFB			
Assigned for Special Education (3%)	$188,688	$195,275	$200,024
Assigned for Legal (4%)	$251,584	$260,366	$266,699
Assigned for Economic Uncertainty (5%)	$314,480	$325,458	$333,374
Cashflow Reserve	$1,506,171	$1,655,449	$1,787,369

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$3,330,061	$3,391,250	$3,470,085
Components of EFB			
Assigned for Special Education (4%)	$340,504	$353,200	$358,146
Assigned for Legal (4%)	$340,504	$353,200	$358,146
Assigned for Economic Uncertainty (5%)	$425,630	$441,501	$447,683
Cashflow Reserve	$2,223,423	$2,243,349	$2,306,110

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2026-27	2027-28	2028-29
Ending Fund Balance (EFB)	$1,128,745	$1,165,288	$1,225,626
Components of EFB			
Assigned for Special Education (4%)	$159,502	$164,243	$166,340
Assigned for Legal (4%)	$159,502	$164,243	$166,340
Assigned for Economic Uncertainty (5%)	$199,377	$205,304	$207,925
Cashflow Reserve	$610,364	$631,498	$685,021

California Pacific Charter Schools

2026-27 ADOPTED BUDGET NARRATIVE

2026-27 Adopted Budget Cash Flow

Cash flow remains strong across all three schools, with positive monthly cash balances projected throughout the 2026-27 fiscal year, as detailed on the Monthly Cash Forecast.

Days Cash on Hand is a key liquidity measure indicating the number of days a school can operate using existing reserves without additional revenue. A healthy benchmark for charter schools generally exceeds 90 days, providing a buffer against unforeseen financial challenges. CPC-SD and CPC-LA maintain more than 90 days of cash on hand in every month of 2026-27, reflecting strong liquidity positions. CPC-SO reflects a tighter liquidity position in the early months of the fiscal year, dipping briefly below 90 days in August and October due to front-loaded operational costs and the timing of state apportionments. Cash levels stabilize in subsequent months and remain sufficient throughout the year. Management continues to monitor CPC-SO's cash position closely.

No state deferrals are anticipated for the current year or future years, and no external borrowing is currently planned.

2026-27 Adopted Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$2,660,012	$2,655,780	$1,183,501
Days of Cash on Hand	154	114	108



2026-27 Adopted Budget
Enrollment & ADA

California Pacific Charter - Sonoma (#2037)	CPC-SO		CPC-SO		CPC-SO	
	2026-27		2027-28		2028-29	
Attendance Ratio:	95.00%		94.48%		95.12%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	5	4.90	4	4.97	5	5.04
Kinder	9	8.82	9	8.95	10	9.08
Grade 1	14	13.72	12	13.93	15	14.14
Grade 2	3	2.98	5	3.02	3	3.07
Grade 3	12	10.58	14	10.74	11	10.90
Grade 4	14	12.85	17	13.04	14	13.24
Grade 5	10	8.72	11	8.85	9	8.98
Grade 6	17	16.84	20	17.09	18	17.35
Grade 7	11	10.91	13	11.07	12	11.24
Grade 8	22	21.77	23	22.10	24	22.43
Grade 9	33	31.05	32	31.52	34	31.99
Grade 10	37	35.11	35	35.64	38	36.17
Grade 11	33	30.11	32	30.56	33	31.02
Grade 12	23	22.48	21	22.82	24	23.16
TOTAL	243	230.84	248	234.30	250	237.81

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	43	41.00	44	41.61	44	42.23
Total 4-6 Enrollment	41	38.41	48	38.98	41	39.57
Total 7-8 Enrollment	33	32.68	36	33.17	36	33.67
Total 9-12 Enrollment	126	118.75	120	120.54	129	122.34
Total Enrollment/ADA	243	230.84	248	234.30	250	237.81

Unduplicated Pupil Percentage	55.88%	136	55.88%	139	55.88%	140
Percentage of ELL/LEP students	1.32%	3	1.32%	3	1.32%	3
Percentage of SPED Student	19.74%	48	19.74%	49	19.74%	49

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2026-27 Adopted Budget
Budget Summary

California Pacific Charter - Sonoma (#2037)	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change	% Change
Enrollment	**238**	**243**	**5**	**2.10%**
Average Daily Attendance	**228.66**	**230.84**	**2.18**	**0.95%**
REVENUES				
General Purpose Revenue	3,081,324	3,222,318	140,994	4.58%
Federal Revenue	98,542	104,919	6,377	6.47%
Other State Revenue	530,345	632,193	101,849	19.20%
Other Local Revenue	56,214	38,100	(18,114)	-32.22%
TOTAL REVENUES	**3,766,425**	**3,997,530**	**231,106**	**6.14%**
EXPENDITURES				
Certificated Salaries	1,697,709	1,897,521	199,812	11.77%
Classified Salaries	417,370	500,362	82,993	19.88%
Employee Benefits	696,497	793,203	96,706	13.88%
Books and Supplies Expenditures	307,608	222,464	(85,144)	-27.68%
Other Services and Operating Expenditures	597,609	573,989	(23,620)	-3.95%
Depreciation and Amortization	-	-	-	-
TOTAL EXPENDITURES	**3,716,793**	**3,987,540**	**270,747**	**7.28%**
NET INCREASE / (DECREASE)	**49,632**	**9,990**	**(39,641)**	**-79.87%**
BEGINNING BALANCE, RESERVES	**1,069,122**	**1,118,754**	**49,632**	**4.64%**
NET INCREASE / (DECREASE)	**49,632**	**9,990**	**(39,641)**	**-79.87%**
ENDING BALANCE	**1,118,754**	**1,128,745**	**9,990**	**0.89%**
ENDING BALANCE AS % OF EXPENDITURES	**30.10%**	**28.31%**	**-1.79%**	



2026-27 Adopted Budget
Multi-Year Projection

California Pacific Charter - Sonoma (#2037)	2026-27	2027-28	2028-29
Enrollment	**243**	**248**	**250**
Average Daily Attendance	**230.84**	**234.30**	**237.81**
REVENUES			
8011 LCFF General Entitlement	1,539,314	1,646,500	1,769,277
8012 EPA Entitlement	46,168	46,860	47,562
8096 In-Lieu-Of Property Taxes	1,636,836	1,672,241	1,705,856
Total General Purpose Revenue	**3,222,318**	**3,365,601**	**3,522,695**
8181 Federal IDEA SpEd Revenue	36,883	39,441	41,233
8182 SpEd - Discretionary Grants	2,812	2,839	2,882
8290 Other Federal Revenue	65,224	66,052	66,892
Total Federal Revenue	**104,919**	**108,332**	**111,007**
8311 AB602 State SpEd Revenue	296,456	307,724	321,131
8550 Mandated Cost Reimbursements	9,443	9,779	10,232
8560 State Lottery Revenue	62,788	63,730	64,684
8590 Other State Revenue	263,506	249,354	150,997
Total Other State Revenue	**632,193**	**630,587**	**547,044**
8660 Treasury Interest Income	2,000	2,000	2,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-
8699 All Other Local Revenue	36,100	36,100	36,100
Total Other Local Revenue	**38,100**	**38,100**	**38,100**
TOTAL REVENUES	**3,997,530**	**4,142,620**	**4,218,846**
EXPENDITURES			
1000s Certificated Salaries	1,897,521	1,952,797	2,045,030
2000s Classified Salaries	500,362	514,938	539,259
3000s Employee Benefits	793,203	816,309	854,864
4000s Books and Supplies Expenditures	222,464	217,044	230,081
5000s Other Services and Operating Expenditures	573,989	604,989	489,274
7000s Depreciation and Amortization	-	-	-
TOTAL EXPENDITURES	**3,987,540**	**4,106,076**	**4,158,508**
NET INCREASE / (DECREASE)	**9,990**	**36,544**	**60,338**
BEGINNING BALANCE, RESERVES	**1,118,754**	**1,128,745**	**1,165,288**
NET INCREASE / (DECREASE)	**9,990**	**36,544**	**60,338**
ENDING BALANCE	**1,128,745**	**1,165,288**	**1,225,626**
ENDING BALANCE AS % OF EXPENDITURES	**28.31%**	**28.38%**	**29.47%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Sonoma

2026-27 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	**948,506**	**1,251,982**	**950,301**	**1,002,132**	**943,212**	**1,026,173**	**1,060,532**	**1,150,604**	**1,189,159**	**1,266,136**	**1,244,389**	**1,262,583**		
Revenues															
General Purpose Revenue	$ 3,222,318	$ 76,966	$ 76,966	$ 403,171	$ 201,811	$ 337,811	$ 329,789	$ 318,247	$ 318,247	$ 329,789	$ 318,247	$ 318,247	$ -	$ 193,026	$ 3,222,318
Federal Revenue	104,919	-	-	-	4,719	15,000	-	25,000	-	23,317	-	-	-	36,883	104,919
Other State Revenue	632,193	2,764	17,587	19,798	47,353	41,099	31,656	47,353	31,656	47,353	31,656	31,656	239,684	42,579	632,193
Other Local Revenue	38,100	3,175	3,175	3,175	3,175	3,175	3,175	3,175	3,175	3,175	3,175	3,175	3,175	-	38,100
Total Revenues	**$ 3,997,530**	**$ 82,905**	**$ 97,727**	**$ 426,144**	**$ 257,058**	**$ 397,085**	**$ 364,620**	**$ 393,775**	**$ 353,078**	**$ 403,634**	**$ 353,078**	**$ 353,078**	**$ 242,859**	**$ 272,487**	**$ 3,997,530**
Expenditures															
Certificated Salaries	$ 1,897,521	$ 32,517	$ 208,672	$ 168,162	$ 168,525	$ 170,254	$ 168,054	$ 164,046	$ 164,489	$ 162,741	$ 163,255	$ 163,255	$ 122,441	$ 41,110	$ 1,897,521
Classified Salaries	500,362	23,911	29,887	38,422	45,263	44,920	43,908	43,099	46,398	45,833	48,042	48,042	36,031	6,606	500,362
Employee Benefits	793,203	37,391	70,313	67,261	70,798	70,430	65,298	65,967	69,465	68,134	69,226	69,226	51,920	17,774	793,203
Books and Supplies	222,464	37,957	15,861	26,143	3,325	4,997	669	951	4,982	11,232	41,569	20,784	20,784	33,210	222,464
Other Services and Operating	573,989	86,975	74,675	74,325	28,067	23,524	52,332	29,640	29,190	38,717	52,733	33,578	33,578	16,655	573,989
Total Expenditures	**$ 3,987,540**	**$ 218,751**	**$ 399,408**	**$ 374,313**	**$ 315,978**	**$ 314,125**	**$ 330,261**	**$ 303,703**	**$ 314,524**	**$ 326,657**	**$ 374,825**	**$ 334,885**	**$ 264,754**	**$ 115,356**	**$ 3,987,540**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash Not In Treasury														
Cash with Fiscal Agents	$ 1,475													$ 1,475
Accounts Receivable	461,292	461,292												272,487
Prepaid Expenditures	156,096	99,189												56,907
Other Current Assets	20,651												13,475	7,176
Liabilities														
Accounts Payable	121,159	(121,159)												115,356
Unearned Revenues	115,347												(56,370)	58,977
Other Current Liabilities	22,670												(14,291)	8,379
Net Increases/Decreases		**$ 439,322**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (57,186)**	
		$ 1,251,982	**$ 950,301**	**$ 1,002,132**	**$ 943,212**	**$ 1,026,173**	**$ 1,060,532**	**$ 1,150,604**	**$ 1,189,159**	**$ 1,266,136**	**$ 1,244,389**	**$ 1,262,583**	**$ 1,183,501**	**ENDING CASH**
Days Cash on Hand		***115***	***87***	***92***	***86***	***94***	***97***	***105***	***109***	***116***	***114***	***116***	***108***	

2026-27 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:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$7,002,289
LCFF Supplemental & Concentration Grants	$1,252,944
All Other State Funds	$1,282,978
All Local Funds	$64,640
All federal funds	$216,394
Total Projected Revenue	$8,566,301

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$8,512,592
Total Budgeted Expenditures in the LCAP	$7,512,989
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,299,231
Expenditures not in the LCAP	$999,603

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,090,539.00
Actual Expenditures for High Needs Students in LCAP	$1,196,746.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$46,287
2025-26 Difference in Budgeted and Actual Expenditures	$106,207

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.

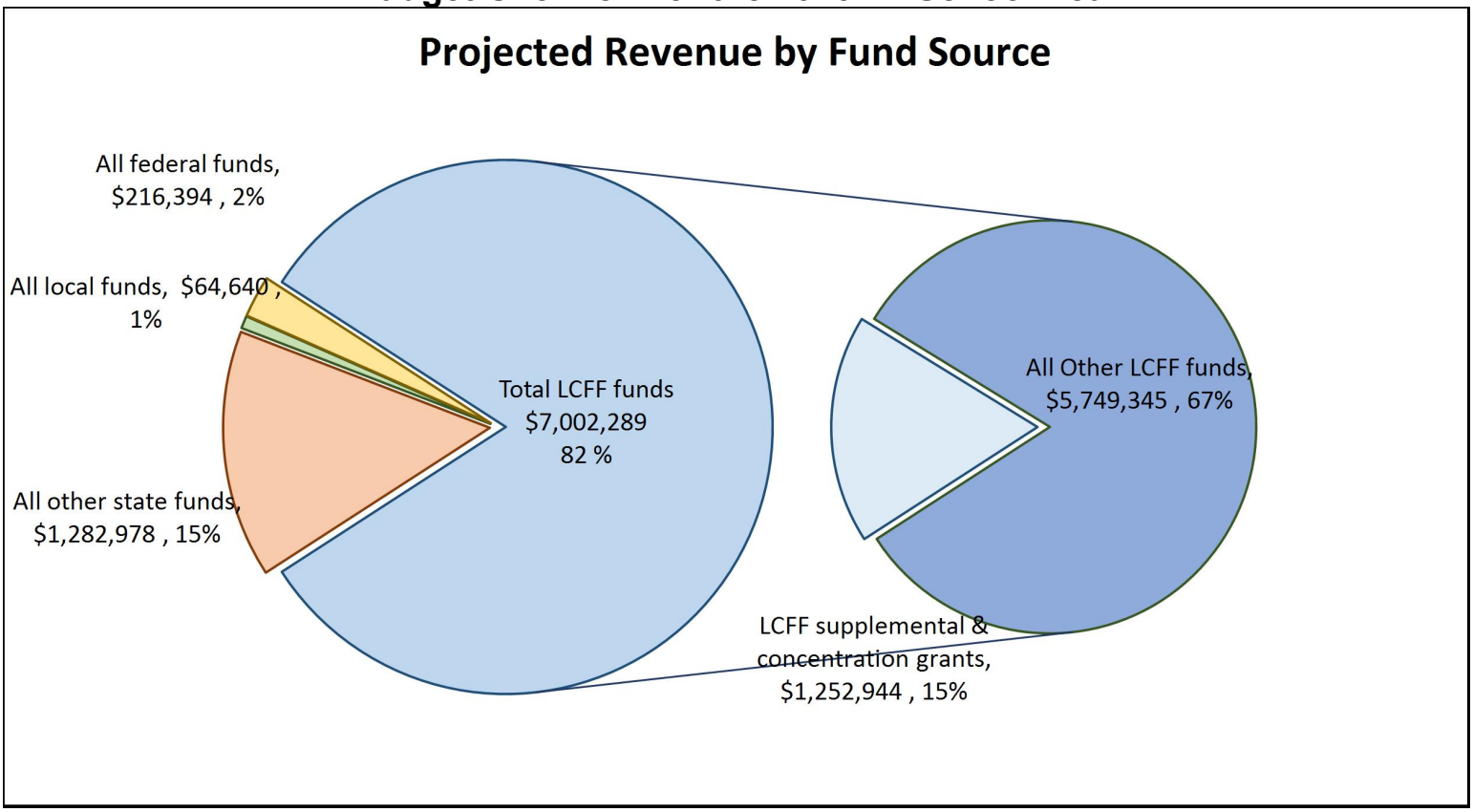
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles
CDS Code: 19-75309-0132654
School Year: 2026-27
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 2026-27 School Year

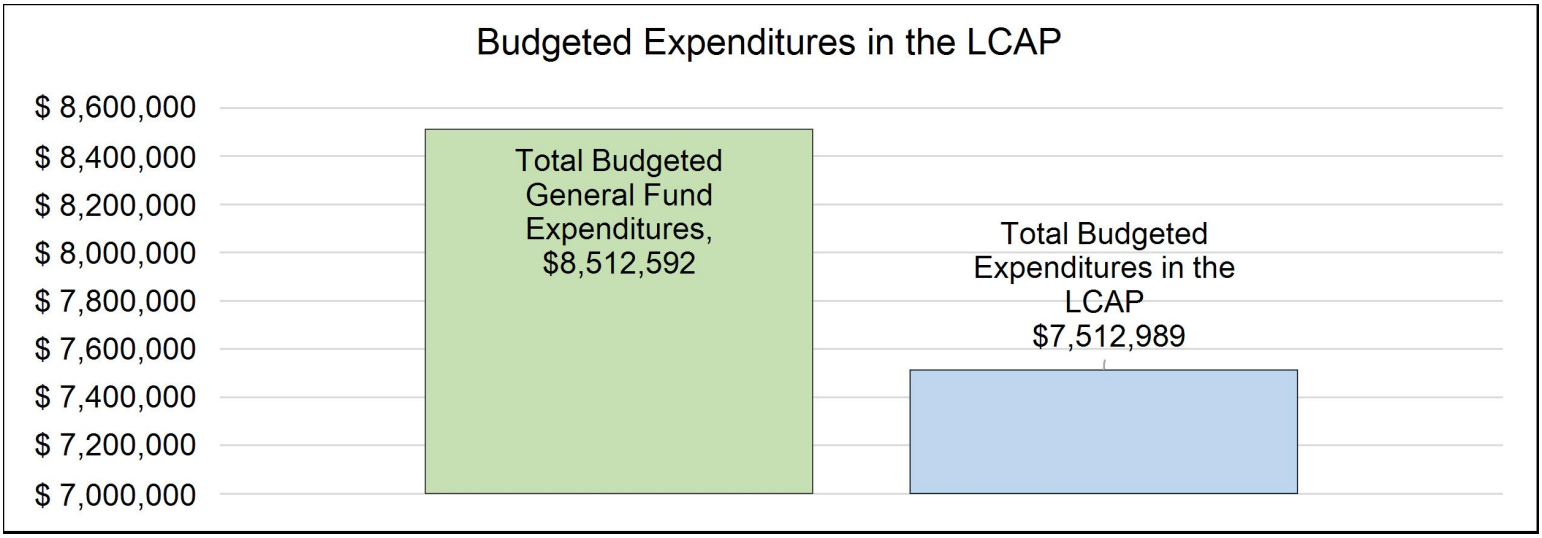


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is $8,566,301, of which $7,002,289 is Local Control Funding Formula (LCFF), $1,282,978 is other state funds, $64,640 is local funds, and $216,394 is federal funds. Of the $7,002,289 in LCFF Funds, $1,252,944 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 2026-27. 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 $8,512,592 for the 2026-27 school year. Of that amount, $7,512,989 is tied to actions/services in the LCAP and $999,603 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

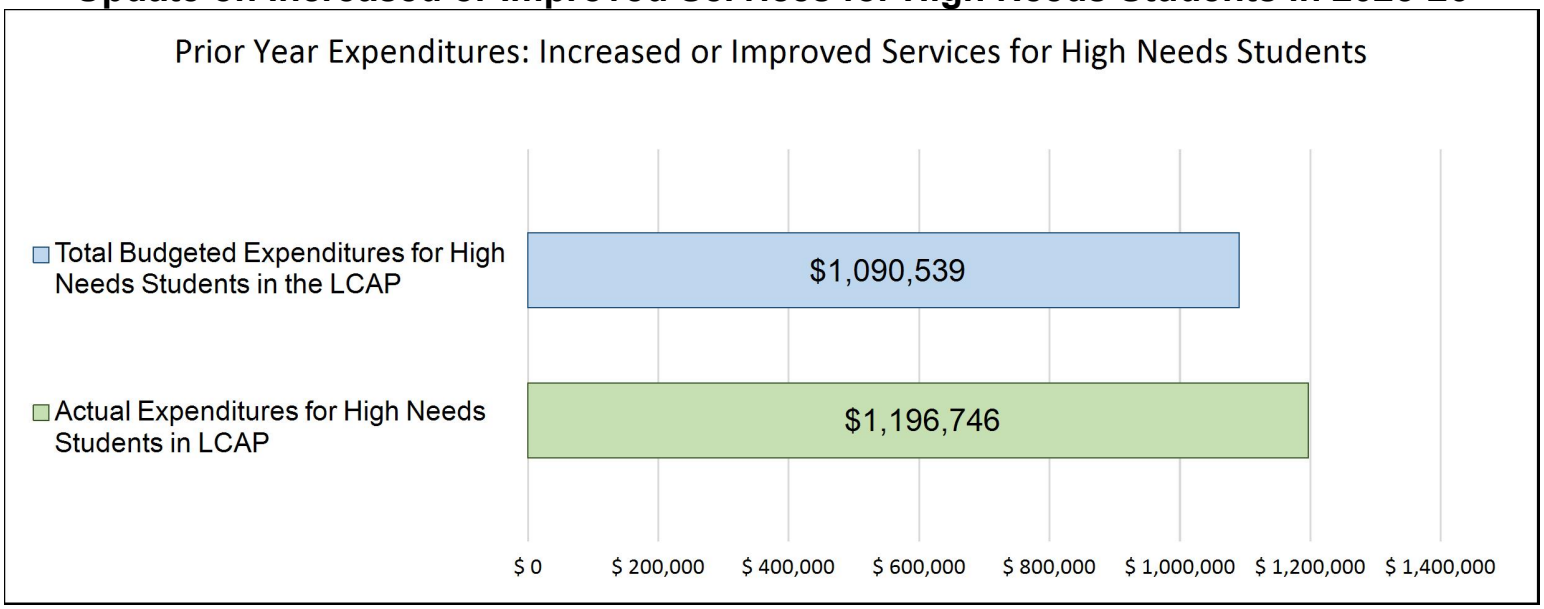
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Pacific Charter - Los Angeles is projecting it will receive $1,252,944 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 $1,299,231 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 2025-26



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 2025-26, California Pacific Charter - Los Angeles's LCAP budgeted $1,090,539.00 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent $1,196,746.00 for actions to increase or improve services for high needs students in 2025-26.

2026-27 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:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$5,232,461
LCFF Supplemental & Concentration Grants	$880,896
All Other State Funds	$932,974
All Local Funds	$66,760
All federal funds	$163,302
Total Projected Revenue	$6,395,497

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$6,289,594
Total Budgeted Expenditures in the LCAP	$5,538,814
Total Budgeted Expenditures for High Needs Students in the LCAP	$881,115
Expenditures not in the LCAP	$750,780

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$732,747.00
Actual Expenditures for High Needs Students in LCAP	$735,323

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$219
2025-26 Difference in Budgeted and Actual Expenditures	$2,576

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.

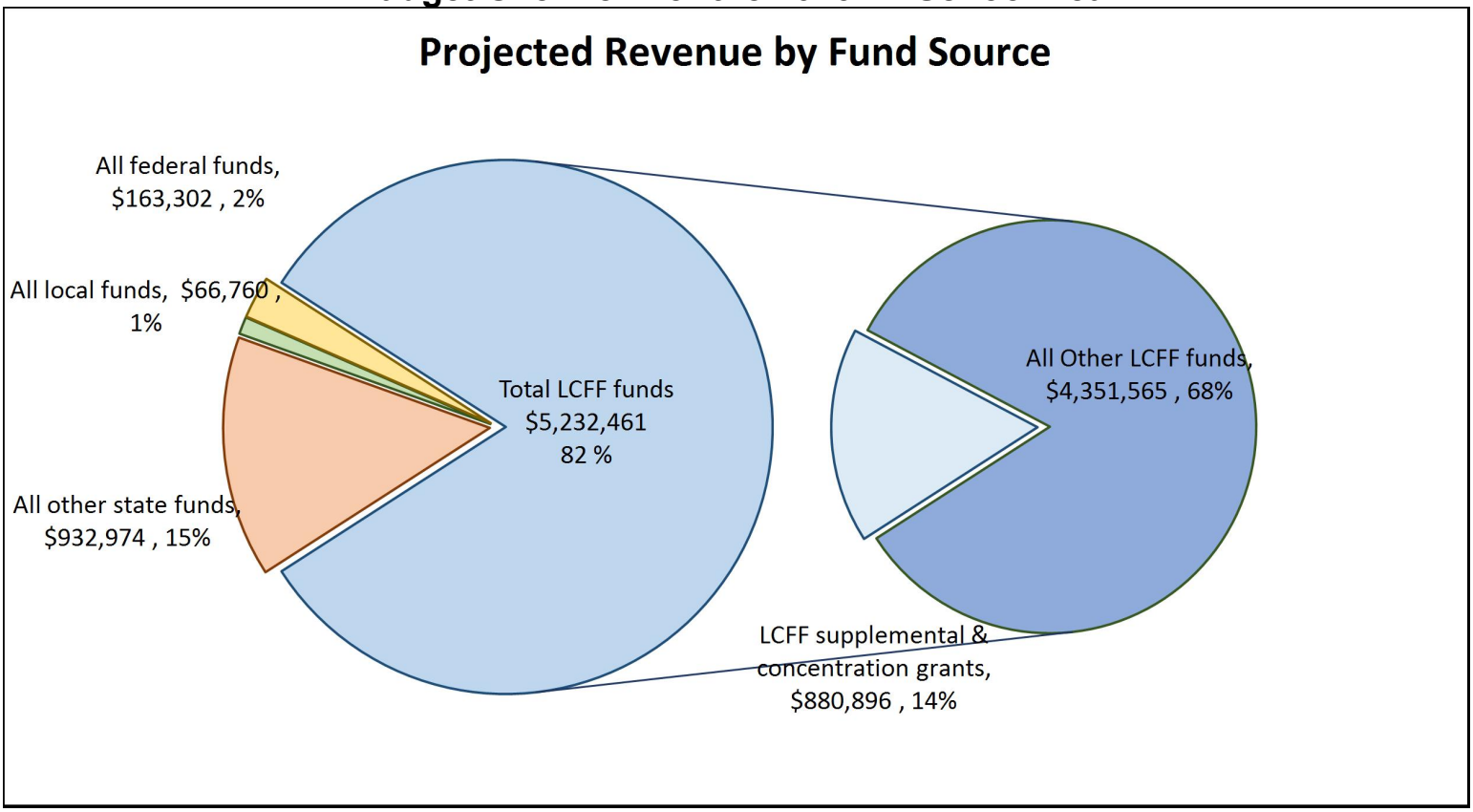
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego
CDS Code: 37-75416-0132472
School Year: 2026-27
LEA contact information:
Christine Feher
Superintendent

855-225-7227

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Budget Overview for the 2026-27 School Year

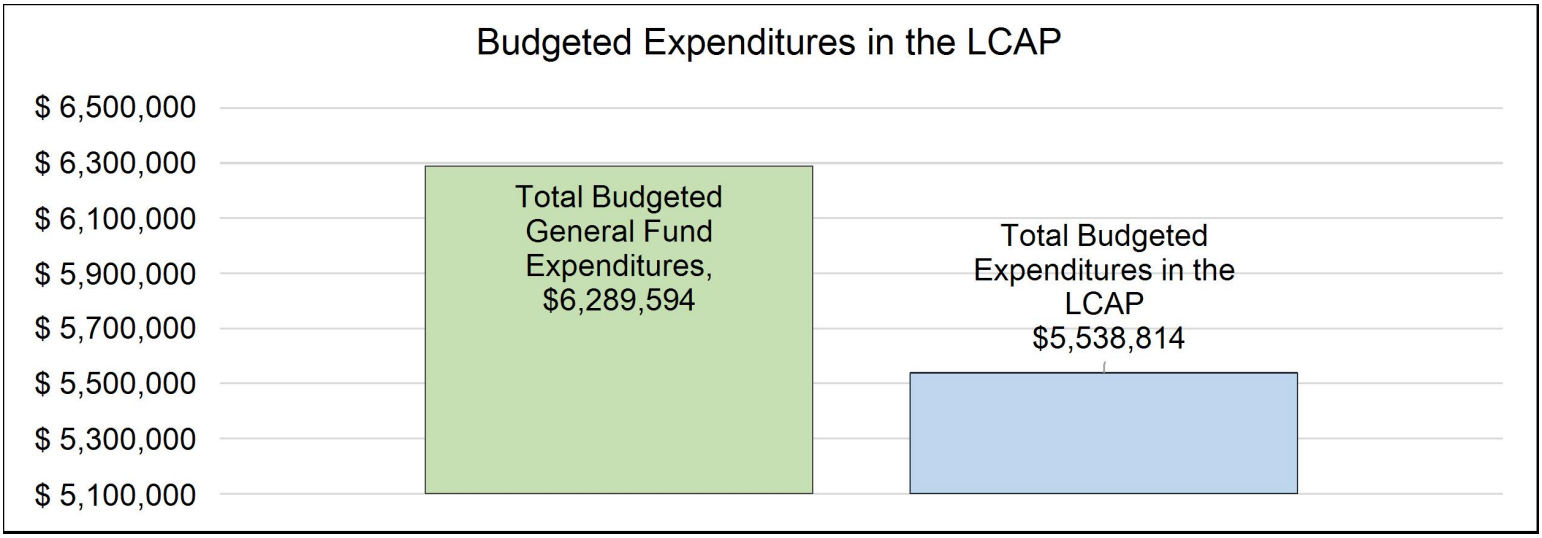


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LCFF Budget Overview for Parents

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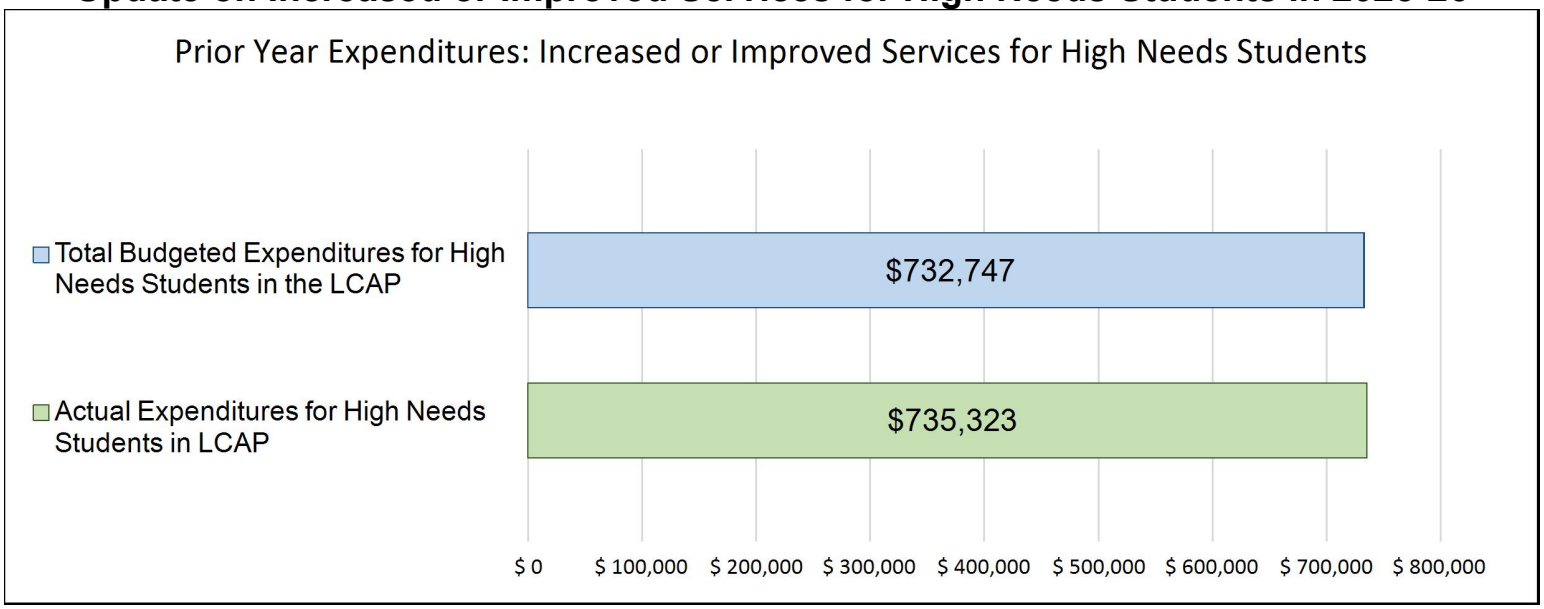
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Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Pacific Charter - San Diego is projecting it will receive $880,896 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 $881,115 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 2025-26



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.

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2026-27 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:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$3,222,318
LCFF Supplemental & Concentration Grants	$348,808
All Other State Funds	$632,193
All Local Funds	$38,100
All federal funds	$104,919
Total Projected Revenue	$3,997,530

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$3,987,540
Total Budgeted Expenditures in the LCAP	$3,505,478
Total Budgeted Expenditures for High Needs Students in the LCAP	$463,412
Expenditures not in the LCAP	$482,062

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$412,770
Actual Expenditures for High Needs Students in LCAP	$466,514

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$114,604
2025-26 Difference in Budgeted and Actual Expenditures	$53,744

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.

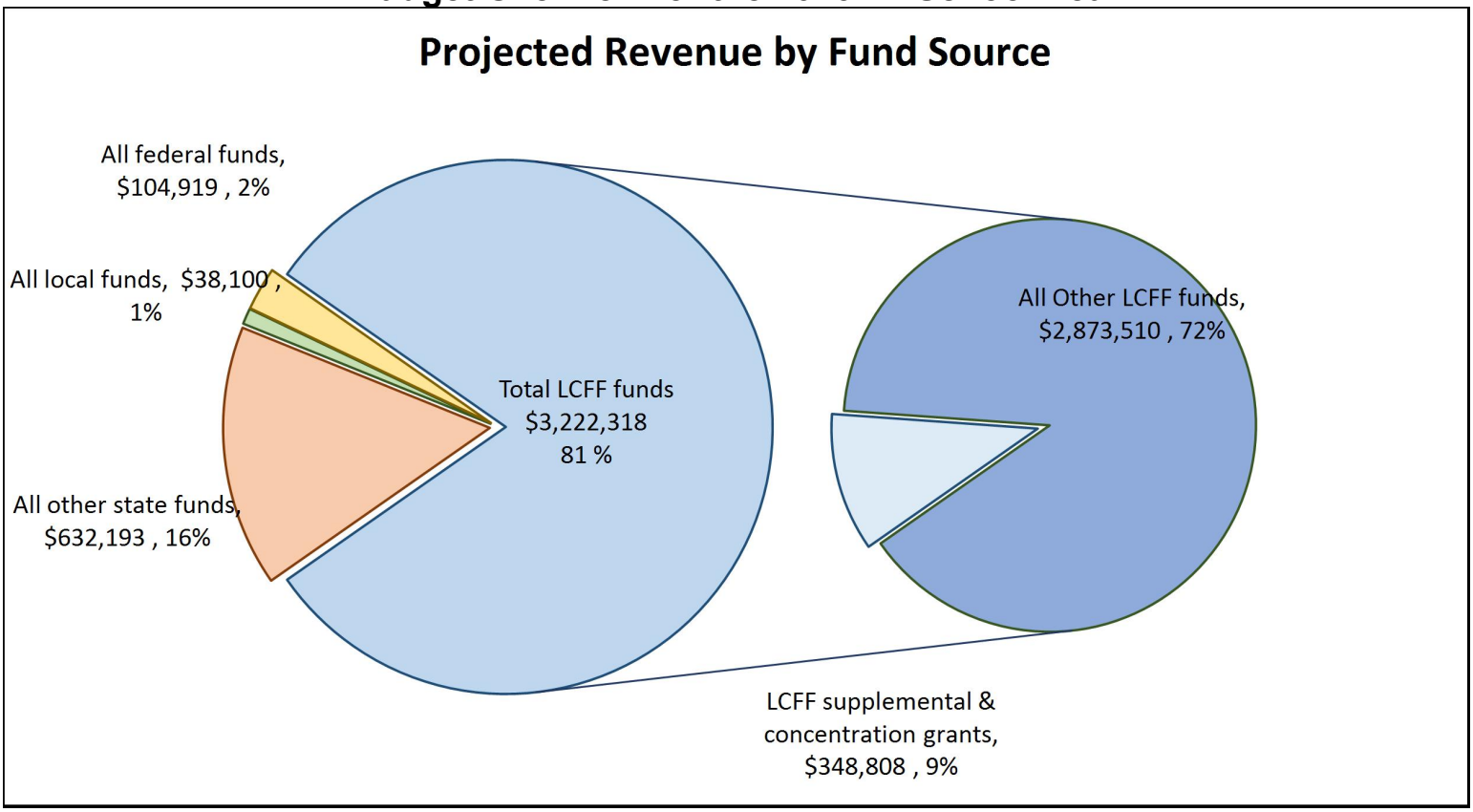
LCFF Budget Overview for Parents

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Christine Feher
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855-225-7227

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Budget Overview for the 2026-27 School Year

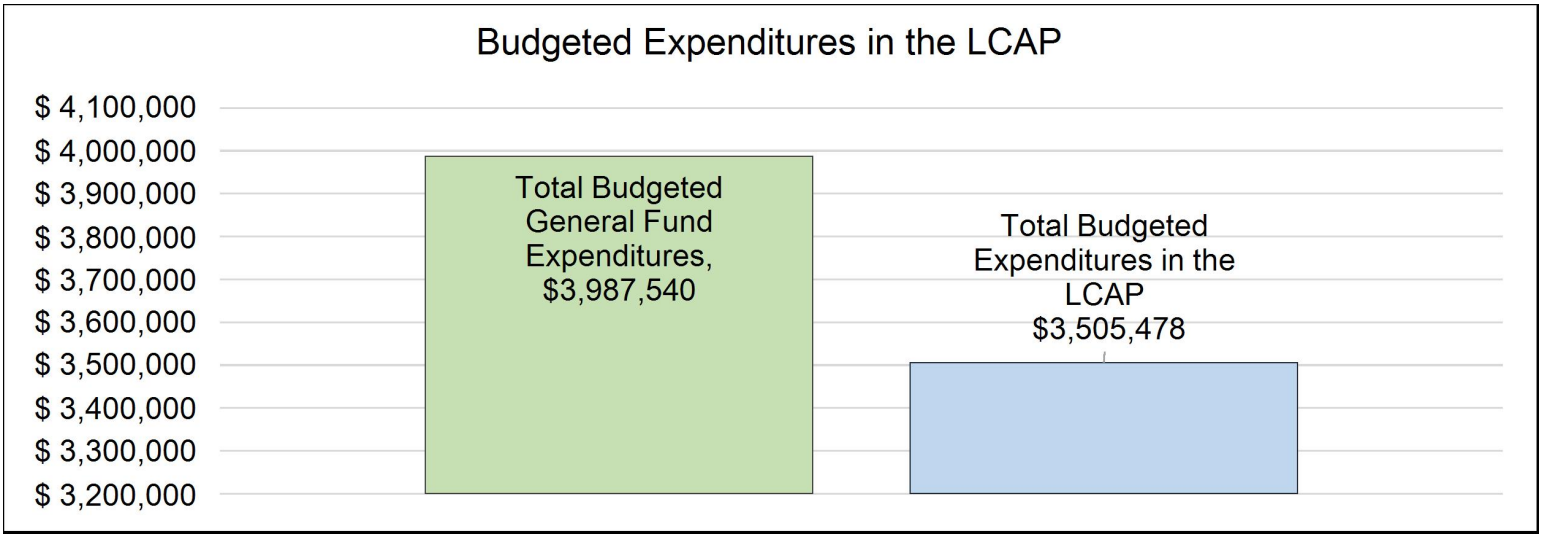


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LCFF Budget Overview for Parents

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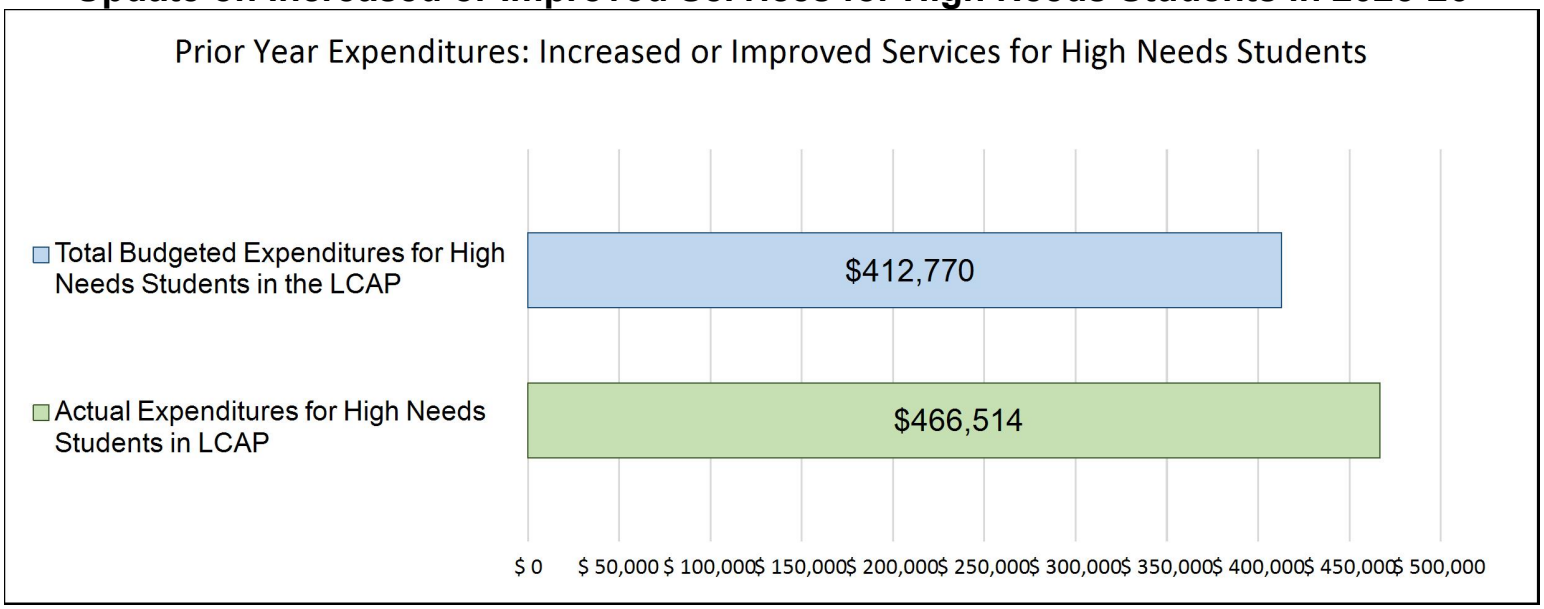
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Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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.

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Coversheet

Public hearing for the LCAP - Local Control & Accountability Plan (LCAP) 2024-2027

Section:	XI. Public Hearings
Item:	B. Public hearing for the LCAP - Local Control & Accountability Plan (LCAP) 2024-2027
Purpose:	Discuss
Submitted by:	
Related Material:	2025-26 LCAP Presentation.pdf 2026 LCAP Federal Addendum_CPC-Los Angeles.pdf 2026 LCAP Federal Addendum_CPC-San Diego.pdf 2026 LCAP Federal Addendum_CPC-Sonoma.pdf 2026-27 Local Control and Accountability Plan_CPC-Los Angeles.pdf 2026-27 Local Control and Accountability Plan_CPC-San Diego.pdf 2026-27 Local Control and Accountability Plan_CPC-Sonoma.pdf



2025-26 LCAP

California Pacific Charter Schools

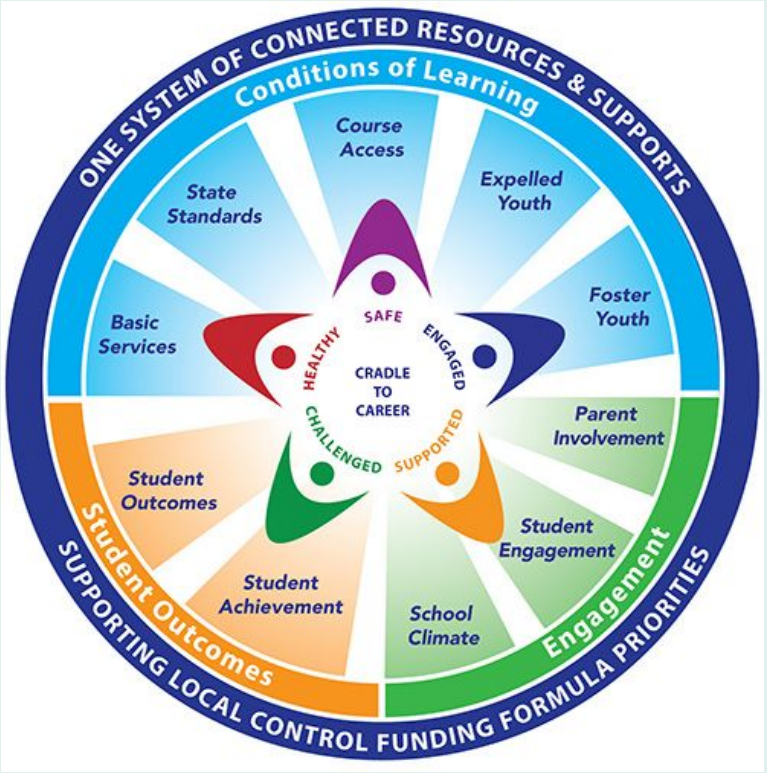
LCAP Components



- Title Page
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services
- Expenditure Tables
- Instructions

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

2025 State Assessment Data









ELA- increased 25.6 points

MATH- increased 4.2 points

- SWD (Red)
- decrease of 14 points
- 30% of testing population

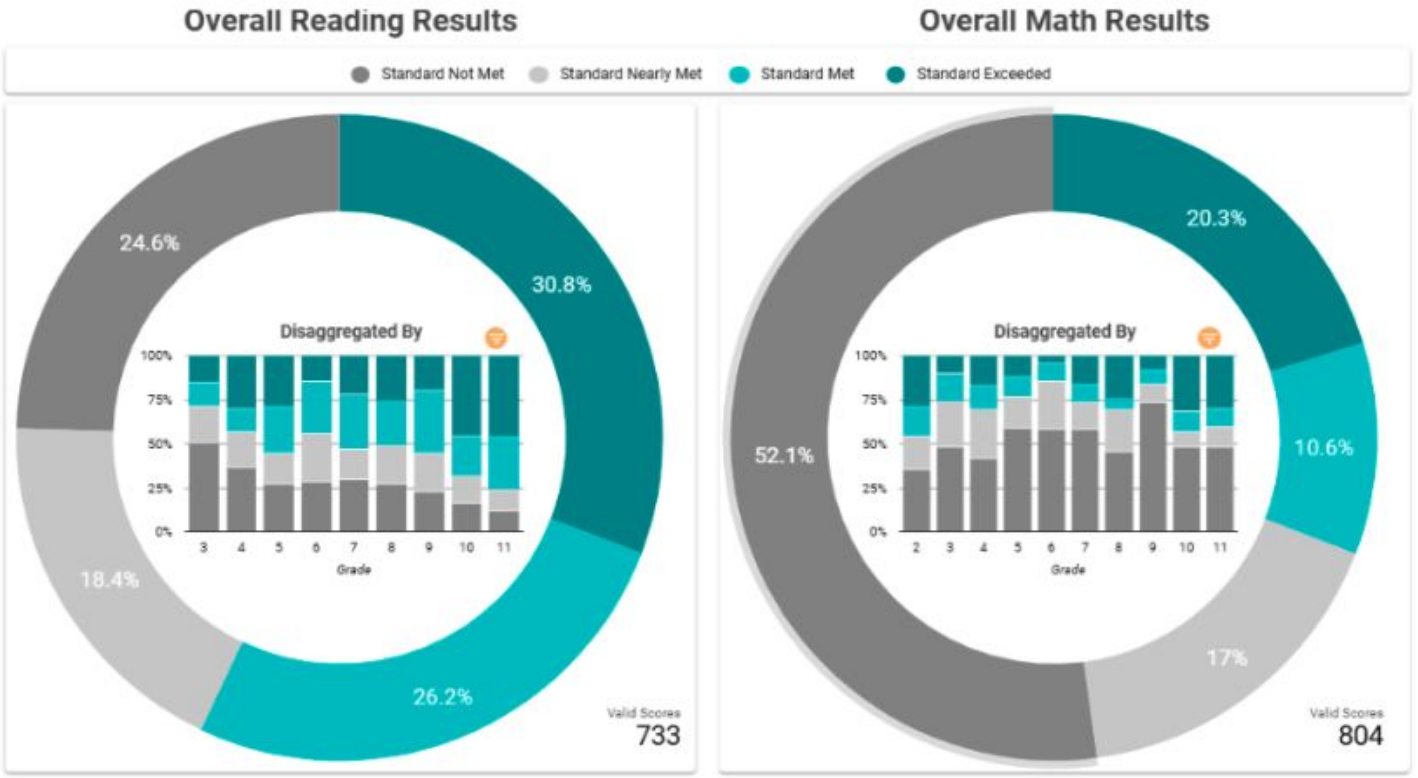
ELA- increased 27.6 points

MATH- increased 56.9 points

ELA- increased 12.6 points

MATH- increased 44.7 points

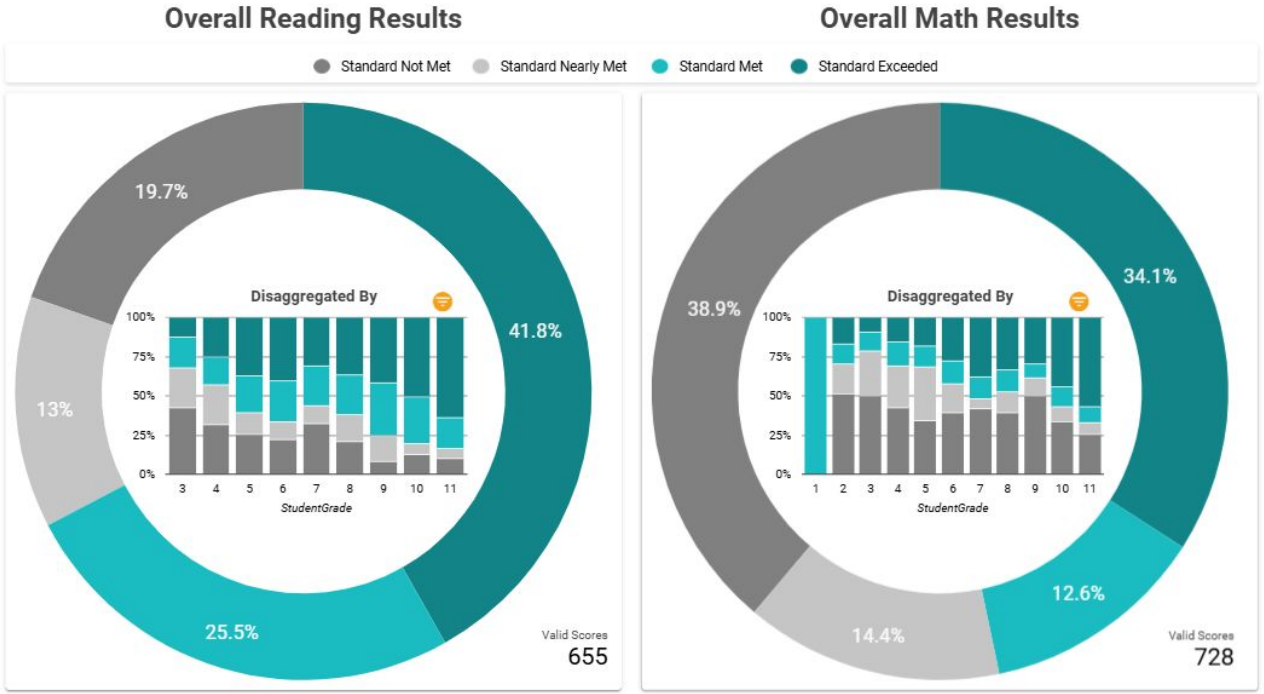
Fall 2025: Renaissance STAR



ELA: 57% met or exceeded the standard

MATH: 30.9% met or exceeded the standard

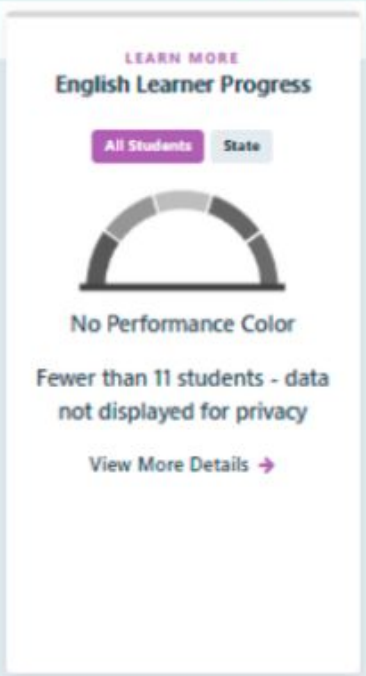
SPRING 2026: Renaissance STAR



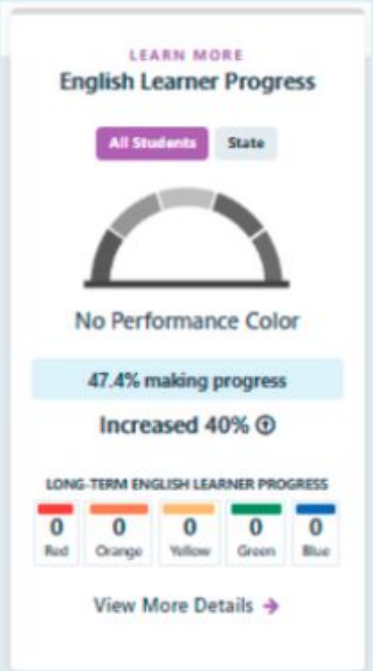
ELA: 67.3% met or exceeded (+10%) **MATH: 46.7% met or exceeded (+16%)**

2025 EL Progress

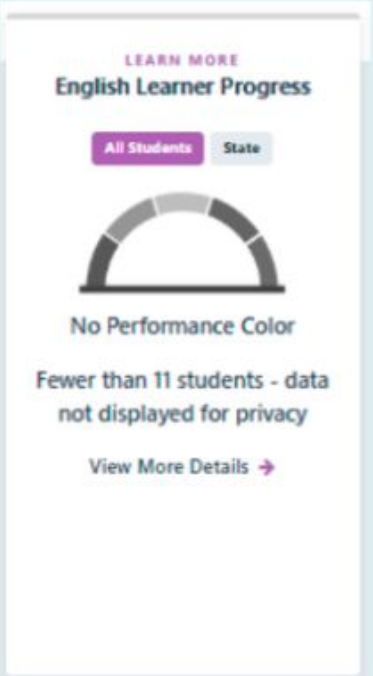
San Diego



Los Angeles



Sonoma



F25 Completion Rates

	Elementary School	Middle School	High School
Passed with 60%+	97.8%	95.8%	97.4%
Passed with 70%+	96.6%	90.3%	87.5%
Change from S23	(maintained)	(maintained)	(+5.7%, +10%)

2025 College & Career

State of CA

LEARN MORE
College/Career



Green

Prepared 51.7%

Increased 3.1%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	5	7	2
Red	Orange	Yellow	Green	Blue

View More Details →

San Diego

LEARN MORE
College/Career

All Students | State



Green

Prepared 38.2%

Increased 18.2%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Los Angeles

LEARN MORE
College/Career

All Students | State



Orange

Prepared 22.2%

Declined 7.6%

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Sonoma

LEARN MORE
College/Career

All Students | State



No Performance Color

Prepared 35%

Increased 11.5%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →



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

*CalPac has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are included in Goal 2, Actions 2 and 3.



Goal 2 Review

- 100% Fully credentialed and appropriately assigned teachers
- All students have access to standards aligned instructional materials and resources
- CalPac does not operate any learning centers, but has an administrative office which is in excellent condition

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 Input –students

Student participation:
SD- 285 students surveyed (TK-12): 125 (TK-5), 63 (6-8), 97 (9-12)
LA- 386 students surveyed (TK-12): 131 (TK-5), 93 (6-8), 162 (9-12)
SO- 221 students surveyed (TK-12): 52 (TK-5), 54 (6-8), 115 (9-12)

Students identified the following programs as enjoyable/helpful:

- Virtual Learning Hub (47%)
- Summer Bridge Program (15%)
- Power Hour (60%)
- Middle School Electives (19%)
- Social/Emotional Learning resources (15%)
- Individual/Group Counseling (9%)
- Career and Technical Education (13%)

Education Partner Input -students

Celebrations:

- Field Trips are fun and a great for connecting with classmates, help students feel like they belong.
- Tutoring and power hour help keep me on track with my classes.
- Clubs are helpful and encourage participation.
- I appreciate working at my own pace in Edgenuity.

Education Partner Input - students

Opportunities:

- Extra help with reading
- More opportunities to socialize and make friends

Education Partner Perceptions -students

- My school work provides me with grade level instruction and assessment of my academic progress.
  - SD 97.5% LA 98.4% SO 98.2%
- My teacher cares about my education and helps me succeed.
  - SD 98.8% LA 99.6% SO 98.8%
- My teacher helps me set goals to be successful in school.
  - SD 98.1% LA 98.8% SO 98.2%
- I feel safe at school.
  - SD 98.1% LA 97.6% SO 98.2%
- If I have a problem or am feeling anxious, sad, or discouraged, I know I have someone at school that I can talk to for support.
  - SD 85.6% LA 84.3% SO 82.2%
- I feel a sense of belonging and connectedness at school.
  - SD 88.8% LA 83.9% SO 83.4%
- Overall, I am happy with my school.
  - SD 93.8% LA 93.3% SO 93.5%

Education Partner Input – parents

Parent participation: **SD- 52, LA- 64, SO- 40**

Parents identified the following programs as helpful:

- Virtual Learning Hub (64%)
- Summer Bridge Program (38%)
- Power Hour (58%)
- Electives & Enrichment classes (TK-8) (65%)
- Social/Emotional Learning resources (19%)
- Individual/Group Counseling (19%)
- Career and Technical Education (15%)
- Small Group ELD instruction (25%)

Education Partner Input - parents

Celebrations:

- “This school is wonderful, very supportive.”
- “My daughter has learned so much and is improving everyday. I am very happy with all that she has learned so far.”
- “We love Calpac! The teachers are amazing and so helpful. My son has never done better in school until he joined Calpac. It has been a truly amazing experience for him and he’s able to understand and learn at a perfect pace for him. Calpac is the best!”
- “I love the school it was our first year and it has been amazing. Will be attending next year!”
- “I truly appreciate the school's effective communication and wealth of information provided.”

Education Partner Input - parents

Opportunities:

- Accelerated learning program opportunities
- More socialization time for students via Zoom
- Field Trip capacity

Education Partner Perceptions - parents

- My child's curriculum and instruction supports their ability to master grade level standards.
  - SD 96.2% LA 96.9% SO 92.5%
- I participate in meeting with my child's teacher to discuss and set educational goals for my child.
  - SD 100% LA 95.3% SO 95%
- When working with school staff and administration, I feel my input is valued.
  - SD 100% LA 98.4% SO 97.5%
- Overall, I feel satisfied with the opportunities available for me to participate and provide input in the school and my child's education.
  - SD 98.1% LA 98.4% SO 97.5%
- Overall, I feel satisfied with the support my child receives to attain their academic goals.
  - SD 98.1% LA 95.3% SO 97.5%
- Overall, I feel satisfied with my child's school.
  - SD 98.1% LA 98.4% SO 97.5%

School Safety Plan

- The School Safety Plan was developed and adopted by the School Site Council for all 3 schools at the January 2026 meetings.

2025 Chronic Absenteeism

State of CA

LEARN MORE
Chronic Absenteeism



Yellow

17.1% chronically absent

Declined 1.5%

EQUITY REPORT
Number of Student Groups in Each Color

1	8	3	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

San Diego

LEARN MORE
Chronic Absenteeism

All Students | State



Red

19.4% chronically absent

Increased 3.3%

EQUITY REPORT
Number of Student Groups in Each Color

4	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Los Angeles

LEARN MORE
Chronic Absenteeism

All Students | State



Orange

18.9% chronically absent

Increased 2.3%

EQUITY REPORT
Number of Student Groups in Each Color

2	0	1	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

Sonoma

LEARN MORE
Chronic Absenteeism

All Students | State



Orange

13.8% chronically absent

Increased 0.9%

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0	0	0
Red	Orange	Yellow	Green	Blue

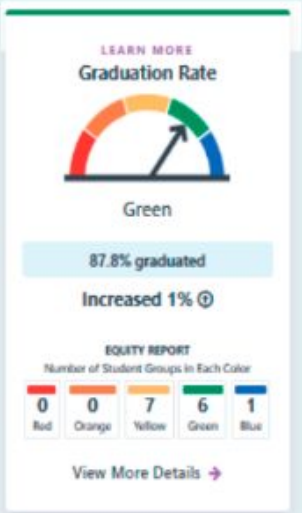
View More Details →

Hispanic, SED, SWD, White

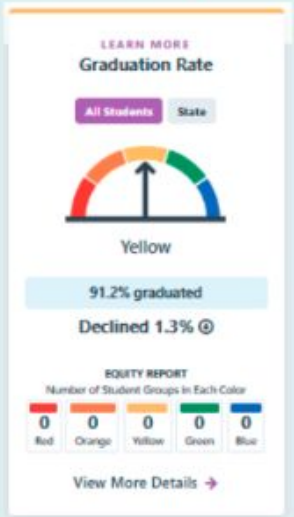
SED, SWD

2025 Graduation Rates

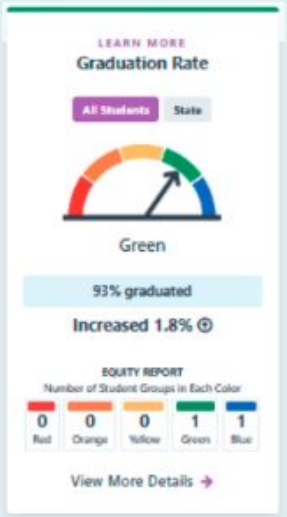
State of CA



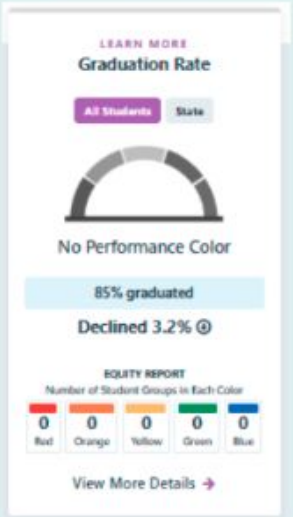
San Diego



Los Angeles



Sonoma



Dropout Rates

SD: 3.6% (-1%), LA: 7.4% (maintained), SO: 15% (+15%) (3 students)

Suspensions & Expulsions

San Diego

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 →

Los Angeles

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 →

Sonoma

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 →

2025 Stability Rates

CPC- SD- 64.8% (+3.1)	CPC- LA- 67.7% (+3.2)	CPC- SO- 70.4% (+15.1%)
District- 54.9%	District- 53.5%	District- 77.1%
County- 90.5%	County- 90.7%	County- 92.7%
State- 91.5%	State- 91.5%	State- 91.5%



Thank You

cal-pacs.org

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2026-27

Date of Board Approval
June 9, 2026

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:

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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 2026

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
2026-27

Date of Board Approval
June 9, 2026

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:

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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 2026

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
2026-27

Date of Board Approval
June 9, 2026

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:

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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 2026

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

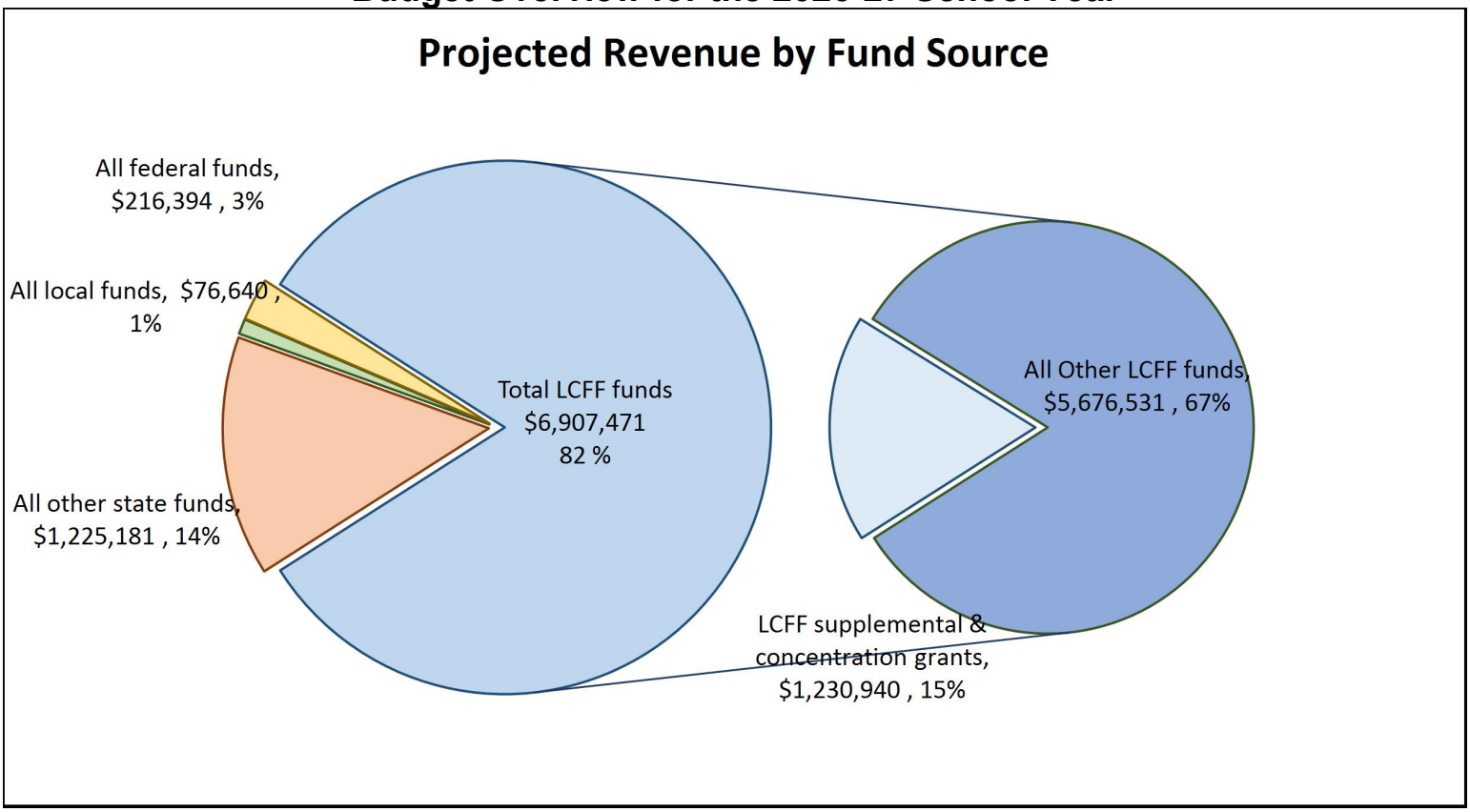
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles
CDS Code: 19-75309-0132654
School Year: 2026-27
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 2026-27 School Year

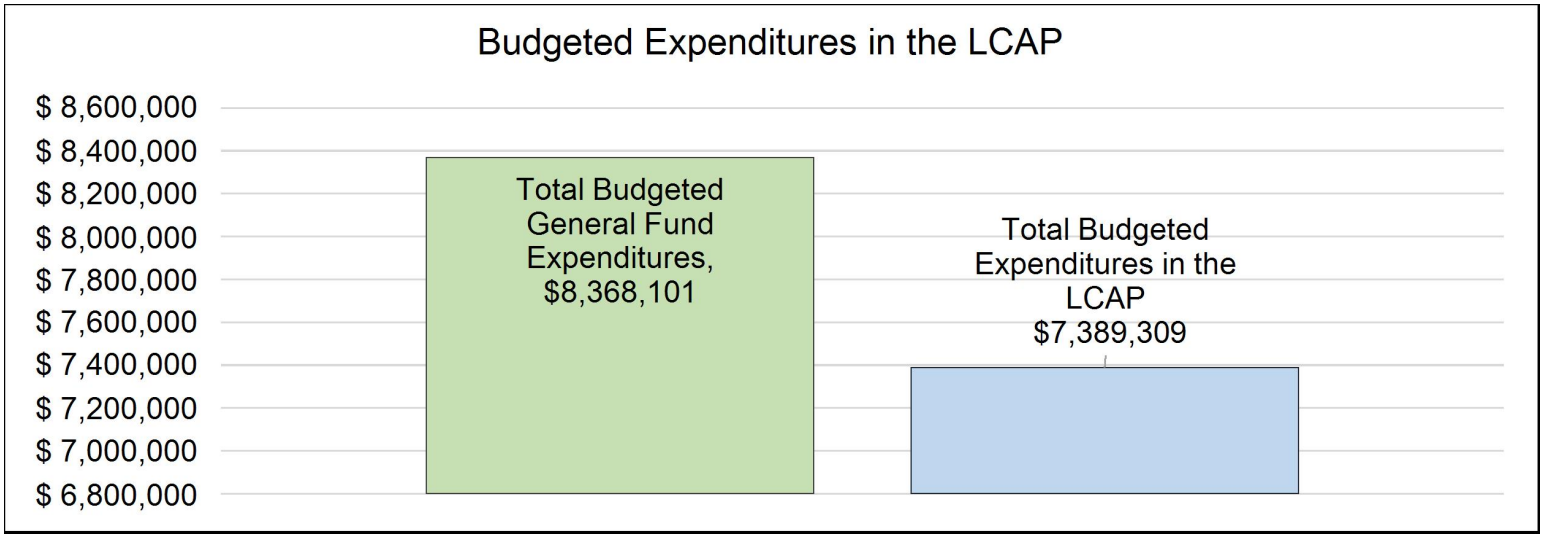


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is $8,425,686, of which $6,907,471 is Local Control Funding Formula (LCFF), $1,225,181 is other state funds, $76,640 is local funds, and $216,394 is federal funds. Of the $6,907,471 in LCFF Funds, $1,230,940 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 2026-27. 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 $8,368,101 for the 2026-27 school year. Of that amount, $7,389,309 is tied to actions/services in the LCAP and $978,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

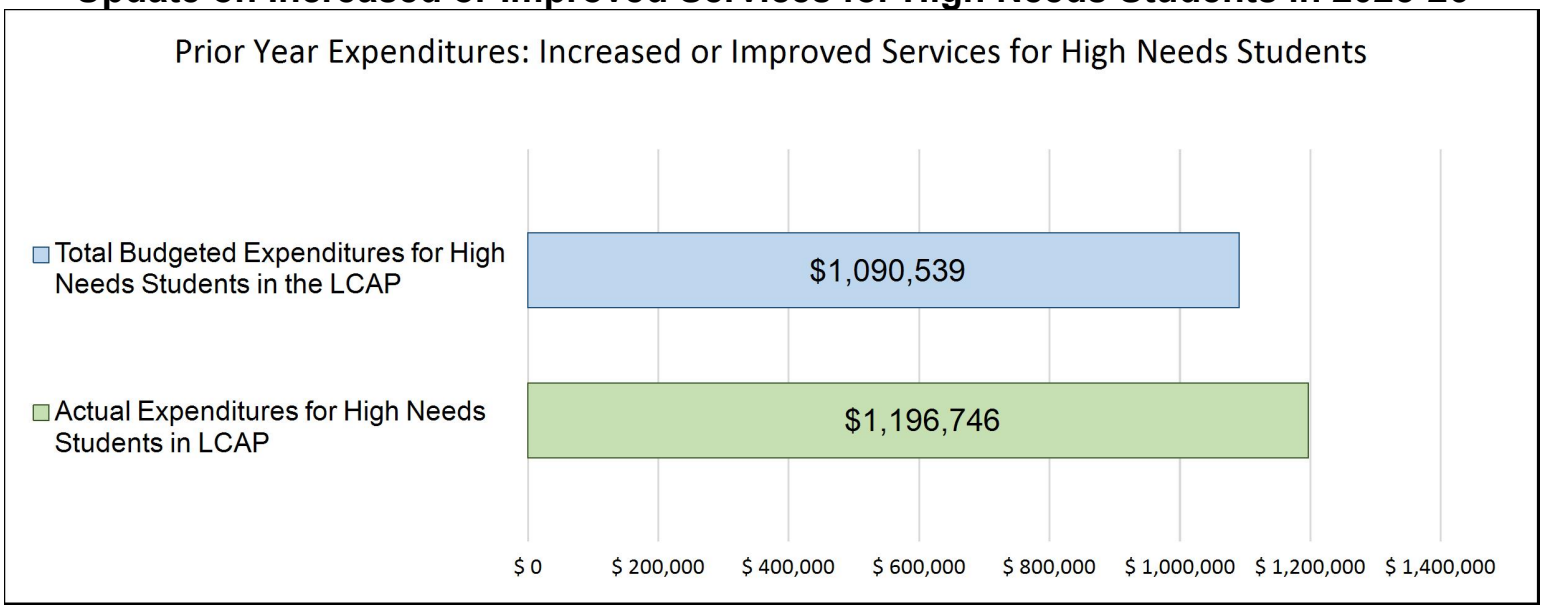
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Pacific Charter - Los Angeles is projecting it will receive $1,230,940 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 $1,278,172 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 2025-26



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 2025-26, California Pacific Charter - Los Angeles's LCAP budgeted $$1,090,539.00 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent $$1,196,746.00 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

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 450 students.
In the 2025-26 school year, this included student group enrollment of 67.6% Socioeconomically Disadvantaged, 4.7% English Learners, and 19% 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 Bright Thinker (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.

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 lofty 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 school boasts a high graduation rate of 93%, 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
Math CAASPP (Green): 12.3 points below standard with an increase of 56.9 Distance From Standard points.

English Language Arts Achievement
ELA CAASPP (Yellow): 6.1 points below standard with an increase of 27.6 Distance From Standard points.

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: 96.9% 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: 95.3% 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: 98.4% 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: 95.3% of parents are satisfied with the support their child receives to attain their academic goals, indicating effectiveness in meeting student needs.
Overall Satisfaction: 98.4% of parents feel satisfied with their child's school, highlighting exceptional overall contentment with the school's performance and community involvement.

Student Feedback:
Grade-Level Instruction: 98.4% 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: 99.6% of students feel that their teacher cares about their education and helps them succeed.
Goal Setting: 98.8% of students say their teacher helps them set goals to be successful in school.
School Environment: 97.6% of students feel safe at school.
Support System: 84.3% of students know they have someone at school they can talk to for support if they have a problem.
Overall Satisfaction: 93.3% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Chronic Absenteeism
(Orange) The chronic absenteeism rate increased 2.3% to 18.9%. The school will continue to implement tiered engagement and attendance monitoring practices to keep chronic absenteeism rates low.

College/Career:
(Orange) CPC-LA declined 7.6% for a total of 22.2% of graduates considered prepared. The school will continue implementing planned actions to increase outcomes in this area.

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.

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.
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).

OTHER:
CPCS has unexpended LREBG funds for the 2025-26 school year. LREBG-funded actions are incorporated in Goal 2, Actions 2 and 3.
Rationale:
This action is aligned to the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526, specifically supporting academic recovery, student engagement, and interventions to address learning loss resulting from disrupted instruction. Based on the LEA's needs assessment, students demonstrated ongoing needs in academic performance and engagement, particularly in mathematics and English language arts.
Metrics:
The LEA will monitor the effectiveness of this action through metrics including CAASPP performance, Renaissance STAR benchmark growth, course completion rates, attendance/engagement data, and student participation in intervention supports.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 2026, students in grades TK-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2026, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and TK-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 budgetary items that impact the LCAP.
Staff	In February 2026 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP development.
School Site Council	On May 27, 2026 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further

Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2026 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2026 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 259 student participants from grades 6-12 and 131 from grades TK-5 in the annual survey. Survey results show that 100% of students report their teacher is available and supportive. Additionally, 99.6% of students agree that their teacher cares about their education. Programs like the Virtual Learning Hub (57.4%), Power Hour (60%), Social/Emotional Learning resources (15%), and Career and Technical Education (13%) 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 96.9% believing that the curriculum supports grade-level standards and 95.3% satisfied with the support their child receives for academic goals. Celebrations from parents include, “My child always has assistance if needed and is progressing amazingly well,” and “CalPac is the best!” Opportunities for growth identified by parents and students include more socialization time via Zoom, more in-person activities, and increased leadership opportunities for students. Staff

feedback highlights the success of collaborative efforts in addressing student needs and the importance of maintaining robust communication channels. Staff also appreciate the professional development opportunities and the collaborative culture within the school. The SELPA (Special Education Local Plan Area) is regularly consulted for input to ensure comprehensive support for all students.

Overall, the feedback from educational partners played a crucial role in shaping the goals, actions, and resource allocations in the 2026 LCAP, ensuring a holistic approach to improving student outcomes and engagement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or exceeded 95% 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)	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 6.1 points below standard (improved 27.6 points)	decrease distance from the standard by at least 3 points each year	improved 9.6 DFS points

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	RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White 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 22.6% nearly met	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	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (GREEN) 12.3 points below standard (improved 56.9 points) RED- no student groups	decrease distance from the standard by at least 3 points each year	improved 21.1 DFS points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	ORANGE - no student groups YELLOW- SWD GREEN - Hispanic, SED, White 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 ELs- not enough students	CAST Science 2023-24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 17.9 points below	CAST Science 2024-25 *Met or Exceeded 95% participation ALL STUDENTS: BLUE 56 Science Points improved 9.1 points	increase pecentage of students who meet and or exceed the standard by at least 2% each year	improved 1.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	standard (increase of 1.6) No performance colors for student groups	RED- no student groups ORANGE - no student groups YELLOW- no student groups GREEN - Hispanic, SED BLUE - no 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 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 Strength and Endurance: Grade 5- 84.21%	Component 1- Aerobic Capacity: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 2- Abdominal Strength and Endurance: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 93.5% Grade 7- 92% Grade 9- 91% Component 4- Upper Body Strength and Endurance: Grade 5- 87%	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	All grades are meeting the standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Grade 7- 96% Grade 9- 86.67% Component 5- Flexibility: Grade 5- 89.47% Grade 7- 96% Grade 9- 93%	Grade 7- 88% Grade 9- 87% Component 5- Flexibility: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92%		
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 SED- 52% met or exceeded EL- 30% met or exceeded	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 Asian- 90.9% met or exceeded standard (11 students)	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7% Spring 2026 ELA *Met or exceeded 95% participation ALL STUDENTS: 67.8% met or exceeded standard Standard Exceeded-42.5%	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increased 2%

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- 53% met or exceeded Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students SED- 41% met or exceeded EL- 6% met or exceeded SWD- 382% met or exceeded	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	Standard Met- 25.3% Standard Nearly Met- 13.2% Standard Not met- 18.%		

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- 29% met or exceeded Hispanic- 32% met or exceeded African American- 27% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 30% met or exceeded EL- 14% met or exceeded SWD- 17% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation	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) Two or more- 33.3% met or exceeded standard	Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7% Spring 2026 MATH *Met or exceeded 95% participation ALL STUDENTS: 47.5% met or exceeded the standard Standard Exceeded- 34.4% Standard Met- 13.1% Standard Nearly Met- 14.5% Standard Not met- 38.0%	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increased 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 (maintained) 85% completion at grade of 70% or higher	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5)	Completion Rates Fall 2025 (compared to Fall 2024) Elementary School (TK-5) 97.8% completion at grade of 60% or	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5.5% increase

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)	higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase) 87.46% completion at grade of 70% or higher (9.9% 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 Indicators ALL (78 students) 17.9% Prepared- LOW Very low- 0- student groups Low- Hispanic, SED Medium- 0 student groups	College/Career ALL (57 students): YELLOW 29.8% prepared (increased 11.9%) STUDENT GROUPS: RED: no student groups	College/Career ALL (54 students): ORANGE 22.2% prepared (declined 7.6%) STUDENT GROUPS: RED: no student groups	increase CCI by at least 2% each year	increased 11.9%

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	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	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: ELA- 21% of 11th grade students met or exceeded the standard (15% decrease)	ORANGE: SED YELLOW: no student groups GREEN: no student groups BLUE: no student groups		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 No performance Color *Fewer than 11 students	ELPAC 2024-25 19 Students- No Performance Color 25% Proficient Level 1- (15.4%) Level 2- (30 %) Level 3- (30 %) Level 4- (25 %) EL Progress: 47.4 % of English Learners are making progress. LTEL No performance Color *Fewer than 11 students	increase by at least 1% each year	maintained

Goal Analysis [2025-26]

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 (+56.9 points) and gains in ELA (+27.6 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: Targeted monitoring and intervention efforts for student groups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, continued to provide additional academic support and access to resources. In CAASPP Science, Hispanic students and Students with Disabilities performed in the Green performance level, reflecting progress for these groups. The school continues to utilize SST, 504, and IEP processes, as appropriate, to identify supports and interventions designed to improve student outcomes and academic achievement.

Action 1.4 – EL Progress Monitoring and Support: The school continued to provide ELD supports, parent resources, teacher training, and progress monitoring for English Learners. ELPAC results showed that 25% of English Learners scored proficient overall, with students represented across all four performance levels. Additionally, 47.4% of English Learners demonstrated progress toward English language proficiency. While performance levels indicate that continued growth is needed, the data suggests that ongoing monitoring, instructional supports, and ELD-focused strategies are helping students make measurable progress toward language acquisition goals.

Action 1.5 – Comprehensive CTE Program: Efforts to strengthen college and career readiness opportunities through Career Technical Education pathways and postsecondary planning continued during the school year. College and Career Indicator results showed that 22.2% of students were identified as prepared, though this reflected a decline of 7.6 percentage points and an Orange performance level overall. Despite this decline, the school continues to expand career exploration opportunities, align student interests to postsecondary goals, and provide pathways that support workforce readiness and long-term career planning.

Action 1.6 – Access to AP Exams: The school continued to support equitable access to Advanced Placement exams by covering exam costs for socioeconomically disadvantaged students and students experiencing financial hardship. This action helped reduce financial barriers that may prevent students from participating in rigorous coursework and college readiness opportunities. Although AP participation rates remain relatively small, maintaining access to AP exams supports the school's ongoing efforts to promote college preparedness and educational equity for all students.

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.	$90,939.00	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.	$78,823.00	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.	$876,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	EL Progress	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	$58,534.00	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.	$325,914.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	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 teaching to the recently	1. The LEA's progress in providing professional	1. The LEA's progress in providing professional	maintain	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 frameworks	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		

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)	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 Implementation and Sustainability	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- 5 Full Implementation History-Social Science- 5 Full Implementation 4. The LEA's progress in 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		

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 (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	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) -Identifying the professional learning needs of	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) -Identifying the professional learning needs of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	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%	% 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.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	maintain	maintained

Goal Analysis [2025-26]

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 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.

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.	$3,744,737.00	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). This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and engagement indicators demonstrating the need for continued targeted supports and interventions. 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 the Common Core Virtual Learning Hubs, academic tutoring Summer Bridge Program	$592,471.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st-century skills and support access to classroom instruction as needed. This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and	$189,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement indicators demonstrating the need for continued targeted supports and interventions.		
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.	$107,618.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$165,375.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 102 parent responses. 293 student responses. Survey Results 97.1% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 71 parent responses. 236 student responses. Survey Results 98.6% of parents feel satisfied with opportunities to provide input and	Participants 64 parent responses. 386 student responses. Survey Results 98.4% of parents feel satisfied with opportunities to provide input and	maintain	maintain

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	participate in their child's education. 98.4% of parents indicate that they feel their input is valued. 99.6% 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. 84.3% 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		

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 May 2025.	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 May 2026.		

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.	Overall Satisfaction Rate Survey Results 98.4% of parents are satisfied with their child's school. 93.3% 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.	The school safety plan was developed and adopted by the School Site Council in January 2026. 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 YELLOW- no student groups	2024-25 ORANGE CPC-LA had a chronic absenteeism rate of 18.9%, which is a 2.3% increase over 2023-24. STUDENT GROUPS RED- SED, SWD ORANGE- no student groups YELLOW- Hispanic	maintain or decrease by 1% each year	7.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			GREEN- African American BLUE- no student groups	GREEN- White 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	2024-25 ALL- (57 students) 93% graduated GREEN 1.8% increase over 2023-24) STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- 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%)	Dropout Rate (DATAQUEST) 7.4% (maintained)	maintain or decrease by 1% each year	decrease by 0.7%
3.7	Expulsion Rate	0%	0%	0%	maintain	maintain
3.8	Suspension Rate	0%	0%	0%	maintain	maintain
3.9	Stability Rate	CPC-LA 56.2% District 54.6% LA County 90.5% Statewide 91.2%	CPC-LA 64.5% District 54.2% LA County 90.4% Statewide 91%	CPC-LA 67.7% (increase of 3.2%) District 53.5% LA County 90.7% Statewide 91.5%	increase by 2% each year	8.3% increase

Goal Analysis [2025-26]

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 continued to be highly effective, as evidenced by strong stakeholder participation and satisfaction data. Parent satisfaction remained very high, with 98.4% of parents reporting satisfaction with opportunities to provide input and participate in their child's education. Staff implementation and engagement remained strong, with 100% of staff reporting that the school implemented planned actions to improve student achievement, school climate, attendance, and college and career readiness. Ongoing opportunities for engagement through SSC, IEP meetings, 504 meetings, surveys, and regular communication ensured education partners continued to have meaningful input in school decision-making processes.

Action 3.2 – Communication and Accessibility: Communication systems and outreach efforts continued to support strong family and student engagement. The use of ParentSquare, multilingual communication supports, and accessible outreach practices contributed to high satisfaction rates among parents (98.4%) and students (93.3%). These efforts also helped ensure families remained informed and connected to school resources and supports.

Action 3.3 – School Safety Plan: This action remained highly effective, with the school safety plan continuing to be developed collaboratively and shared with staff and the school board annually. Student perception data reflected continued success in maintaining a safe learning environment, with 98.7% of students reporting that they feel safe at school. Additionally, 99.6% of students agreed that their teachers care about their education and help them succeed.

Action 3.4 – School Climate: Investments in positive school climate initiatives, student support systems, and inclusive practices continued to contribute to strong student outcomes and perceptions. Overall student satisfaction remained high at 93.3%, and 84.3% of students reported knowing they have someone at school to talk to for support if needed. Positive school culture efforts also contributed to maintaining 0% suspension and expulsion rates.

Action 3.5 – Professional Development (Cultural Competency): Professional development focused on cultural responsiveness, inclusion, and student-centered practices continued to support a positive and inclusive school environment. While not tied to a single metric, the consistently high levels of student safety, connection, and parent satisfaction suggest staff continue implementing inclusive and supportive practices effectively.

Action 3.6 – Attendance Monitoring: Attendance monitoring systems, outreach, and intervention processes remained an area of ongoing focus. Chronic absenteeism for CPC-LA was 18.9%, representing a 2.3% increase from the previous year and remaining in the RED performance category. While systems such as attendance tracking, parent outreach, and intervention meetings remained in place, the data indicate that additional targeted supports and earlier interventions may be necessary, particularly for student groups experiencing higher rates of absenteeism.

Action 3.7 – Mental Health Support: Mental health and social-emotional supports continued to positively impact student well-being and connection to school. A total of 84.3% of students reported having someone at school they can talk to when they need support. Counseling services, referrals, and social-emotional supports continued to provide important resources for students and contributed to maintaining strong school climate and engagement outcomes.

Action 3.8 – Student Group Engagement: Focused supports for unduplicated student groups contributed to positive graduation outcomes and overall student success. The school maintained a 93% graduation rate for the ALL student group, representing a 1.8% increase over the prior year. Targeted supports, mentoring, academic monitoring, and outreach efforts helped maintain engagement and progress toward graduation for student groups, including socioeconomically disadvantaged students and students with disabilities.

Action 3.9 – Transcript Review and Evaluation: Ongoing transcript reviews, credit recovery opportunities, and progress monitoring systems continued to support student achievement and college and career readiness. These efforts contributed to strong graduation outcomes and helped ensure students remained on track toward graduation and postsecondary goals. Additionally, 100% of staff reported that the school implemented planned actions to ensure students stay on track toward high school completion and career preparedness.

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

Action #	Title	Description	Total Funds	Contributing
3.2	Communication and Accessibility	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	$87,425.00	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
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.	$76,802.00	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.	$511,560.00	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.	$226,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Transcript Review and Evaluation	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	$380,611.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,252,944	$112,107

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
21.793%	0.000%	$0.00	21.793%

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

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

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.

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		

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		

2026-27 Total Planned 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	5,749,345	1,252,944	21.793%	0.000%	21.793%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,992,799.00	$2,212,253.00	$0.00	$307,937.00	$7,512,989.00	$6,449,834.00	$1,063,155.00

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		$90,939.00	$0.00	$90,939.00	$0.00	$0.00	$0.00	$90,939.00	
1	1.2	Professional Development	All	No			All Schools		$78,823.00	$0.00	$78,823.00	$0.00	$0.00	$0.00	$78,823.00	
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		$859,522.00	$17,416.00	$597,131.00	$86,186.00	$0.00	$193,621.00	$876,938.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$58,534.00	$0.00	$58,534.00	$0.00	$0.00	$0.00	$58,534.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$300,533.00	$25,381.00	$0.00	$325,914.00	$0.00	$0.00	$325,914.00	
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		$3,743,254.00	$1,483.00	$2,533,423.00	$1,138,621.00	$0.00	$72,693.00	$3,744,737.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$193,865.00	$398,606.00	$498,024.00	$94,447.00	$0.00	$0.00	$592,471.00	
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$189,186.00	$178,401.00	$10,785.00	$0.00	$0.00	$189,186.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Professional Development	All	No			All Schools		$8,413.00	$99,205.00	$34,946.00	$63,720.00	$0.00	$8,952.00	$107,618.00	
2	**2.5**	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$165,375.00	$0.00	$138,412.00	$0.00	$26,963.00	$165,375.00	
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		$8,359.00	$79,066.00	$87,425.00	$0.00	$0.00	$0.00	$87,425.00	
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	$76,802.00	$76,802.00	$0.00	$0.00	$0.00	$76,802.00	
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		$509,740.00	$1,820.00	$151,684.00	$354,168.00	$0.00	$5,708.00	$511,560.00	
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		$217,241.00	$8,815.00	$226,056.00	$0.00	$0.00	$0.00	$226,056.00	
3	**3.9**	Transcript Review and Evaluation	All	No			All Schools		$380,611.00	$0.00	$380,611.00	$0.00	$0.00	$0.00	$380,611.00	

2026-27 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
5,749,345	1,252,944	21.793%	0.000%	21.793%	$1,299,231.00	0.000%	22.598 %	**Total:**	$1,299,231.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,120,830.00
								Schoolwide Total:	$178,401.00

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	$597,131.00	
1	**1.4**	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$58,534.00	
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	$178,401.00	
3	**3.2**	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$87,425.00	
3	**3.7**	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$151,684.00	
3	**3.8**	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$226,056.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,293,974.00	$6,614,600.00

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	$85,792.00	$92,215.00
1	**1.2**	Professional Development	No	$65,775.00	$74,537.00
1	**1.3**	Academic Support for Student Groups	Yes	$731,775.00	$659,263.00
1	**1.4**	EL Progress	Yes	$55,221.00	$63,092.00
1	**1.5**	Comprehensive CTE Program	No	$271,964.00	$276,117.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$3,124,851.00	$3,269,956.00
2	**2.2**	Curriculum and Instruction	No	$494,396.00	$464,095.00
2	**2.3**	Technology	Yes	$157,869.00	$281,579.00
2	**2.4**	Professional Development	No	$89,803.00	$122,822.00
2	**2.5**	Vendor Services	No	$138,000.00	$180,583.00

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)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$72,953.00	$83,548.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$72,455.00	$67,688.00
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	$426,879.00	$449,850.00
3	3.8	Student Group Engagement	Yes	$188,635.00	$205,928.00
3	3.9	Transcript Review and Evaluation	No	$317,606.00	$323,327.00

2025-26 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)
$1,176,674.00	$1,090,539.00	$1,196,746.00	($106,207.00)	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	$498,286.00	$427,659.00		
1	1.4	EL Progress	Yes	$55,221.00	$63,092.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$148,869.00	$281,579.00		
3	3.2	Communication and Accessibility	Yes	$72,953.00	$83,548.00		
3	3.7	Mental Health Support	Yes	$126,575.00	$134,940.00		
3	3.8	Student Group Engagement	Yes	$188,635.00	$205,928.00		

2025-26 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)
$5,330,388.00	$1,176,674.00	0%	22.075%	$1,196,746.00	0.000%	22.451%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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.

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.”

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.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **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

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

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

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 32627(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*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

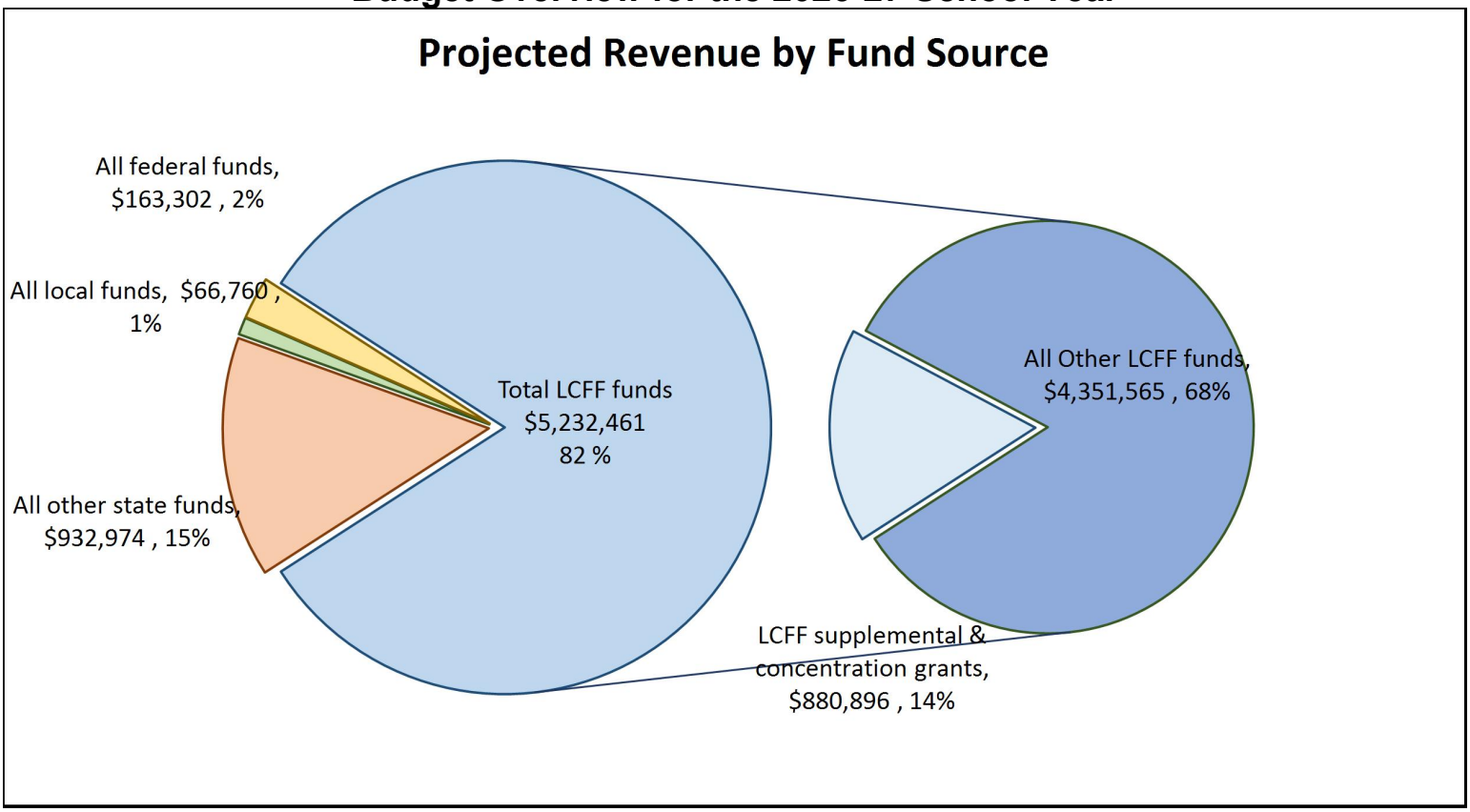
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego
CDS Code: 37-75416-0132472
School Year: 2026-27
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 2026-27 School Year

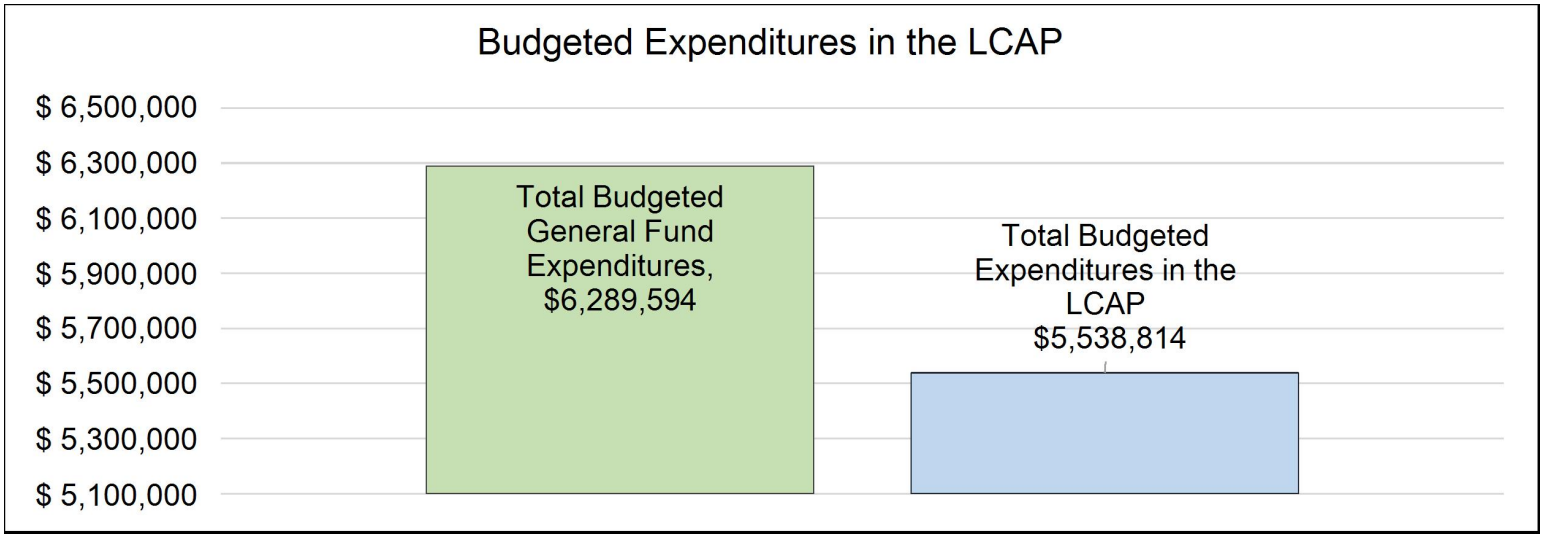


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is $6,395,497, of which $5,232,461 is Local Control Funding Formula (LCFF), $932,974 is other state funds, $66,760 is local funds, and $163,302 is federal funds. Of the $5,232,461 in LCFF Funds, $880,896 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 2026-27. 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 $6,289,594 for the 2026-27 school year. Of that amount, $5,538,814 is tied to actions/services in the LCAP and $750,780 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

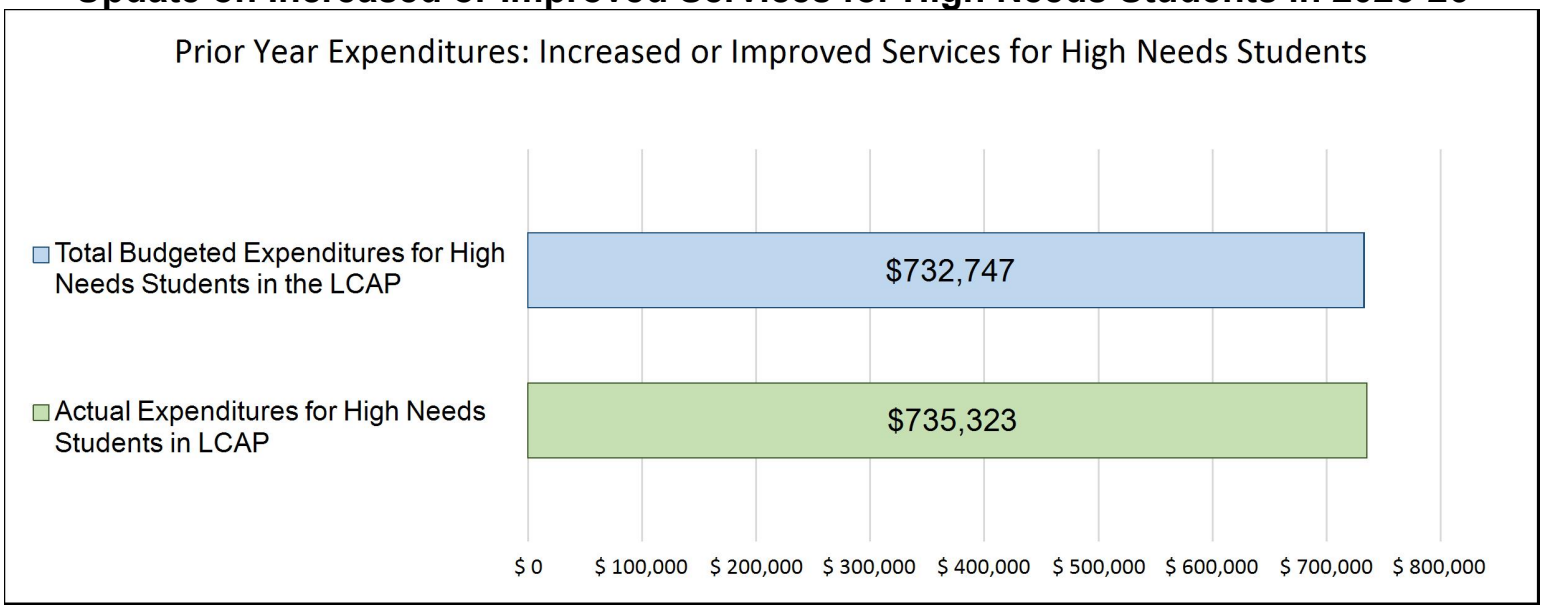
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Pacific Charter - San Diego is projecting it will receive $880,896 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 $881,115 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 2025-26



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 2025-26, California Pacific Charter - San Diego's LCAP budgeted $732,747.00 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent $735,323 for actions to increase or improve services for high needs students in 2025-26.

California Pacific Charter Schools

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 [2026-27]

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.

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 325 students.
In the 2025-26 school year, this included the enrollment of 68.3% socio-economically disadvantaged, 8.3% English Learners, and 19.5% 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 Bright Thinker (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.

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 lofty 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 (Yellow): The school boasts a high graduation rate of 91.2%, 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.

College/Career Readiness (Green)
Increased by 18.2%. 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.

CAASPP ELA (Yellow): Increased by 25.6 distance from standard points.

CAASPP Math (Yellow): Increased by 4.2 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.

Education Partner Perceptions
Parent Feedback:
Curriculum and Instruction: 96.2% of parents in CPC-San Diego agree 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: 100% 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: 98.1% 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 98.1% of parents feeling satisfied with their child's school.

Student Feedback:
Grade-Level Instruction: 97.5% of students feel that their schoolwork provides them with grade-level instruction and assessment of their academic progress.
Teacher Support: 98.8% of students agree that their teacher cares about their education and helps them succeed.
Goal Setting: 98.1% of students report that their teacher helps them set goals to be successful in school.
School Climate: 98.1% of students feel safe at school.
Connectedness: 88.8 % of students feel a sense of belonging and connectedness at school.
Support System: 84.3% of students know they have someone at school they can talk to for support if they have a problem.
Overall Satisfaction: 93.8% of students report feeling satisfied with their school, indicating a positive and supportive learning environment.

Reflections: Areas of Need

Chronic Absenteeism (Red):
Including 4 student groups in Red: Hispanic, White, SED, and Students with Disabilities. Chronic absenteeism increased 3.3% to 19.4%. The school will continue to implement successful programs that promote regular attendance, such as student and parent engagement initiatives and student wellness 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.

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.
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).

OTHER:
CPCS has unexpended LREBG funds for the 2025-26 school year. LREBG-funded actions are incorporated in Goal 2, Actions 2 and 3.
Rationale:
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526, specifically supporting academic recovery, student engagement, and interventions to address learning loss resulting from disrupted instruction. Based on the LEA's needs assessment, students demonstrated ongoing needs in academic performance and engagement, particularly in mathematics and English language arts.
Metrics:
The LEA will monitor the effectiveness of this action through metrics including CAASPP performance, Renaissance STAR benchmark growth, course completion rates, attendance/engagement data, and student participation in intervention supports.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 2026, students in grades TK-12 participated in a survey to collect information on current programs the school offers that students would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase student support and engagement.
Parents	In March 2026, parents participated in a survey to collect information on current programs the school offers that they would like to continue see supported as well as solicited feedback on additional programs, courses, or opportunities that the school could provide to increase parent or student support and engagement.
Principal/Administrators	Regular monthly meetings with school administration (Principal, Assistant Directors of HS and TK-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 budgetary items that impact the LCAP.
Staff	In February 2026 staff participated in an annual survey to provide feedback on the school's programs and initiatives for LCAP development.
School Site Council	On May 27, 2026 the School Site Council comprised of teachers, administrators, students, and parents convened to review and further

Educational Partner(s)	Process for Engagement
	develop the LCAP by providing feedback and input. The superintendent responded, in writing, to comments received from the parent advisory committee.
SELPA	In May 2026 a draft of the LCAP was shared with SELPA for review and input.
Public Hearing	In June 2026 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 164 student participants, and from grades TK-5, there were 125 participants in the annual survey. Student feedback reveals that 100% report their teacher is available to help and support them with their schoolwork. 98.8% 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 98.1% 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

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.

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)	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 23 points below standard (improved 27.6 points)	decrease distance from the standard by at least 3 points each year	decreased 6 DFS points

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	RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White 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 20.9% nearly met	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	CAASPP MATH 2024-25 *Met or exceeded 95% participation All Students: YELLOW 5.7 points below standard (improved 4.2 points) RED- SWD ORANGE - Hispanic, White	decrease distance from the standard by at least 3 points each year	increased 46.5 DFS points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 28.8% Met or exceeded the standard ELs- not enough students SWD- 0% HY- not enough students SED- 23.8%	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) No performance colors for student groups	CAST Science 2024-25 *Met or Exceeded 95% participation ALL STUDENTS: YELLOW 50.2 Science Points maintained +1.9 points RED- no student groups	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase 1.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White- 39.1% Hispanic- 12.4% African American- not enough students Asian- not enough students Two or More Races- 23%		ORANGE - no student groups YELLOW- no student groups GREEN - SED BLUE - no 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: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	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 9- 78.5% Component 5- Flexibility:	Component 1- Aerobic Capacity: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 2- Abdominal Strength and Endurance: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 93.5% Grade 7- 92% Grade 9- 91% Component 4- Upper Body Strength and Endurance: Grade 5- 87% Grade 7- 88% Grade 9- 87% Component 5- Flexibility:	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	All grades are meeting the standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%	Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92%		
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 58% met or exceeded the standard Standard Exceeded- 21% Standard Met- 37% Standard Nearly Met- 19% Standard Not met- 24% White- 60% met or exceeded Hispanic- 53% met or exceeded African American- 47% met or exceeded Asian- 65% met or exceeded the standard Two or more- not enough students SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceeded Renasissance STAR	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 Two or more- 58.6% met or exceeded standard	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7% Spring 2026 ELA *Met or exceeded 95% participation ALL STUDENTS: 67.8% met or exceeded standard Standard Exceeded-42.5% Standard Met- 25.3% Standard Nearly Met- 13.2%	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase of 10% met or exceeded

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 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	SED- 49% met or exceeded standard EL- 20% met or exceeded standard SWD- 24.5% met or exceeded standard	Standard Not met- 18.%		
1.6	Renaissance STAR MATH	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation	Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase of 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 ALL STUDENTS: 28% met or exceeded the standard	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 SED- 23.7% met or exceeded standard EL- 26.6% met or exceeded standard SWD- 6.6% met or exceeded standard	exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7% Spring 2026 MATH *Met or exceeded 95% participation ALL STUDENTS: 47.5% met or exceeded the standard Standard Exceeded- 34.4% Standard Met- 13.1% Standard Nearly Met- 14.5% Standard Not met- 38.0%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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				
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	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase)	Completion Rates Fall 2025 (compared to Fall 2024) Completion Rates Fall 2025 (compared to Fall 2024) Elementary School (TK-5)	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(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)	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)	97.8% completion at grade of 60% or higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase) 87.46% completion at grade of 70% or higher (9.9% 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 Medium- SED	College/Career ALL (40 students): ORANGE 20% prepared decreased 22.9% STUDENT GROUPS: RED: no student groups	College/Career ALL (55 students): GREEN 38.2% prepared (Increased 18.2%) STUDENT GROUPS: RED: no student groups	increase CCI by at least 2% each year	decreased 22.9%

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	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	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 met or exceeded	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 met or exceeded		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the standard (maintained) Math- 28% of 11th grade students met or exceeded the standard (18% increase).	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 *Fewer than 11 students	ELPAC 2024-25 36.4% Proficient Level 1- 18.2 % Level 2- 18.2 % Level 3- 27.3 % Level 4- 36.4 %	increase by at least 1% each year	maintained

Goal Analysis [2025-26]

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: The continued use of assessment tools, including CAASPP, CAST, Renaissance STAR, and course completion monitoring, supported ongoing evaluation of student academic performance and intervention effectiveness. CAASPP ELA results improved by 27.6 points, although overall performance remained in the Yellow level at 23 points below standard. CAASPP Math also improved by 4.2 points and remained in the Yellow performance level. CAST Science results maintained performance with a 1.9-point increase. Additionally, Renaissance STAR Fall 2025 results showed that 54.6% of students met or exceeded ELA standards and 30.4% met or exceeded Math standards. Completion rate data also reflected strong outcomes, particularly at the high school level, where students completing coursework with grades of 70% or higher increased by 9.9 percentage points. These monitoring systems continue to support data-driven intervention planning and academic oversight.

Action 1.2 – Professional Development: Ongoing professional development and staff collaboration around standards-aligned instruction, student assessment data, intervention strategies, and instructional best practices continued to strengthen instructional capacity across grade levels. The improvements seen in CAASPP ELA and Math performance, along with increased high school course completion rates, suggest that professional development efforts are contributing to more effective instructional practices and improved student outcomes.

Action 1.3 – Academic Support for Student Groups: The school continued monitoring and providing targeted academic interventions for student groups, including Socioeconomically Disadvantaged students, English Learners, Foster Youth, and Students with Disabilities. CAASPP ELA results showed White students performing in the Green level, while Hispanic and SED students remained in the Yellow level. In Math, Hispanic and White students performed in the Orange level, while SED students remained in Yellow and Students with Disabilities remained in Red, indicating that achievement gaps persist. CAST Science data showed SED students performing in the Green level. The school continues utilizing SST, 504, and IEP processes, as appropriate, to identify and implement supports designed to improve academic achievement and access for student groups requiring additional intervention.

Action 1.4 – EL Progress Monitoring and Support: The school continued providing teacher training, parent workshops, ELD support, and progress monitoring for English Learners. ELPAC 2024–25 results showed that 36.4% of English Learners achieved overall proficiency, with students represented across all four performance levels. While additional growth is still needed to improve overall English language

proficiency outcomes, the continued implementation of ELD-focused supports, SDAIE strategies, and monitoring practices has helped provide English Learners with increased access to language development opportunities and academic support.

Action 1.5 – Comprehensive CTE Program: Efforts to strengthen college and career readiness through expanded Career Technical Education opportunities and postsecondary planning continued throughout the school year. College and Career Indicator results improved significantly, with 38.2% of students identified as prepared, reflecting an increase of 18.2 percentage points and an overall Green performance level. These results suggest that the school's focus on aligning student strengths and interests with postsecondary pathways, while increasing access to career readiness opportunities, is positively impacting college and career preparedness outcomes.

Action 1.6 – Access to AP Exams: The school continued to provide financial support for Advanced Placement exam fees for socioeconomically disadvantaged students and students experiencing financial hardship. This action helped reduce barriers to participation in advanced coursework and supported equitable access to college-level academic opportunities. Continued access to AP exams supports the school's broader goal of increasing college readiness and expanding opportunities for historically underserved student groups.

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.	$66,689.00	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.	$58,404.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Support for Student Groups	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	$567,351.00	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.	$42,925.00	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.	$241,486.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assingmed 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 teaching to the recently	1. The LEA's progress in providing professional	1. The LEA's progress in providing professional	maintain	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 frameworks	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		

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)	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 in 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	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- 5 Full Implementation History-Social Science- 5 Full Implementation 4. The LEA's progress in 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		

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 (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	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) -Identifying the professional learning needs of	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) -Identifying the professional learning needs of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	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%	% 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.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	maintain	maintained

Goal Analysis [2025-26]

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.

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.	$2,857,395.00	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). This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and engagement indicators demonstrating the need for continued targeted supports and interventions. 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	$439,085.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st-century skills and support access to classroom instruction as needed. This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and	$140,177.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement indicators demonstrating the need for continued targeted supports and interventions.		
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.	$95,926.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$78,218.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 48 parent responses. 203 student responses. Survey Results 95.8% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 55 parent responses. 163 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and	Participants 52 parent responses. 285 student responses. Survey Results 98.1% of parents feel satisfied with opportunities to provide input and	maintain	maintained

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	participate in their child's education. 100% of parents indicate that they feel their input is valued. 98.8% 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. 98.1% 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		

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 in May of 2025.	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 in May of 2026.		

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.	Overall Satisfaction Rate Survey Results 98.1% of parents are satisfied with their child's school. 93.8% 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.	The school safety plan was developed and adopted by the School Site Council in January 2026. 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	2024-25 ALL- (57 students) 91.2% graduated YELLOW 1.8% decrease from 2023-24) STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups	maintain or decline by 1% each year	increased by 7.7%

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	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	2024-25 ALL- (57 students) 91.2% graduated YELLOW 1.8% decrease from 2023-24) STUDENT GROUPS 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%)	Dropout Rate (DATAQUEST) 3.6% (increase of 1%)	maintain or decrease by 1% each year	decrease of 1.6%
3.7	Expulsion Rate	0%	0%	0%	maintain	maintain
3.8	Suspension Rate	0%	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%	CPC-SD 64.8% (3.1% increase from the previous year) District 54.9%	increase by 2% each year	6.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SD County 90.5% Statewide 91.5%		

Goal Analysis [2025-26]

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 continued to be highly effective, as demonstrated by strong stakeholder engagement and satisfaction data. Parent satisfaction remained high, with 98.1% of parents reporting satisfaction with opportunities to provide input and participate in their child's education. Additionally, 100% of parents indicated that they feel their input is valued. Staff implementation remained strong, with 100% of staff reporting that the school implemented planned actions related to academic achievement, school climate, attendance, and college and career readiness. Ongoing opportunities for participation through SSC, IEP meetings, surveys, and regular communication ensured education partners remained actively involved in school decision-making processes.

Action 3.2 – Communication and Accessibility: Communication systems and outreach efforts continued to support strong family engagement and accessibility. The use of ParentSquare, multilingual communication supports, and consistent outreach practices contributed to high parent satisfaction (98.1%) and strong overall student satisfaction (93.8%). These efforts helped maintain clear communication and strengthened family-school partnerships.

Action 3.3 – School Safety Plan: This action remained highly effective, with the school safety plan reviewed and adopted by the School Site Council in January 2026 and subsequently shared with school staff and the school board. Student perception data reflected continued success in maintaining a safe and supportive learning environment, with 97.4% of students reporting that they feel safe at school. Additionally, 98.1% of students reported knowing they have someone at school they can talk to for support if needed.

Action 3.4 – School Climate: Investments in school climate initiatives, social-emotional supports, and inclusive practices continued to contribute to positive student experiences and engagement. Overall student satisfaction remained strong at 93.8%, and 98.4% of students

agreed that their teachers care about their education and help them succeed. Positive school culture efforts also contributed to maintaining 0% suspension and expulsion rates.

Action 3.5 – Professional Development (Cultural Competency): Professional development focused on cultural responsiveness, inclusion, and student-centered practices continued to support a positive and inclusive school environment. While not tied to one specific metric, the consistently high levels of student support, safety, and parent satisfaction indicate staff continue implementing inclusive and supportive practices effectively.

Action 3.6 – Attendance Monitoring: Attendance monitoring and intervention systems remained an important focus area this year. Chronic absenteeism for CPC-SD was 64.9%, representing a 3.1% increase from the previous year and remaining in the RED performance category. While attendance monitoring systems, outreach efforts, and intervention supports remained in place, the data indicate a continued need for enhanced attendance interventions and earlier targeted support for students experiencing chronic absenteeism.

Action 3.7 – Mental Health Support: Mental health and social-emotional supports continued to positively impact student well-being and connectedness to school. A total of 98.1% of students reported having someone at school they can talk to when they need support. Counseling services, referrals, and social-emotional resources continued to provide important support systems for students and contributed to maintaining a positive school climate.

Action 3.8 – Student Group Engagement: Focused supports for unduplicated student groups continued to support student success and graduation outcomes. The school maintained a 91.2% graduation rate for the ALL student group, though this reflected a 1.8% decrease from the previous year. Targeted outreach, academic monitoring, mentoring, and individualized student support remained important strategies in maintaining student engagement and progress toward graduation.

Action 3.9 – Transcript Review and Evaluation: Ongoing transcript reviews, credit recovery opportunities, and student progress monitoring systems continued to support college and career readiness efforts. These systems helped ensure students remained on track toward graduation and supported individualized academic planning. Additionally, 100% of staff reported that the school implemented planned actions to ensure students remain on track to graduate and become career prepared.

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.	$66,090.00	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
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.	$56,519.00	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

Action #	Title	Description	Total Funds	Contributing
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.	$379,040.00	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.	$167,496.00	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.	$282,013.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$880,896	$73,911

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
20.243%	0.000%	$0.00	20.243%

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

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

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.

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		

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		

2026-27 Total Planned 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	4,351,565	880,896	20.243%	0.000%	20.243%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,700,579.00	$1,609,721.00	$0.00	$228,514.00	$5,538,814.00	$4,777,856.00	$760,958.00

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		$66,689.00	$0.00	$66,689.00	$0.00	$0.00	$0.00	$66,689.00	
1	1.2	Professional Development	All	No			All Schools		$58,404.00	$0.00	$58,404.00	$0.00	$0.00	$0.00	$58,404.00	
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		$554,123.00	$13,228.00	$360,028.00	$63,860.00	$0.00	$143,463.00	$567,351.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$42,925.00	$0.00	$42,925.00	$0.00	$0.00	$0.00	$42,925.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$222,680.00	$18,806.00	$0.00	$241,486.00	$0.00	$0.00	$241,486.00	
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		$2,856,296.00	$1,099.00	$1,959,874.00	$843,336.00	$0.00	$54,185.00	$2,857,395.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$143,644.00	$295,441.00	$369,104.00	$69,981.00	$0.00	$0.00	$439,085.00	
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$140,177.00	$132,186.00	$7,991.00	$0.00	$0.00	$140,177.00	
2	2.4	Professional Development	All	No			All Schools		$6,233.00	$89,693.00	$26,861.00	$62,432.00	$0.00	$6,633.00	$95,926.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$78,218.00	$0.00	$58,240.00	$0.00	$19,978.00	$78,218.00	
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		$6,193.00	$59,897.00	$66,090.00	$0.00	$0.00	$0.00	$66,090.00	
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	$56,519.00	$56,519.00	$0.00	$0.00	$0.00	$56,519.00	
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		$377,691.00	$1,349.00	$112,390.00	$262,395.00	$0.00	$4,255.00	$379,040.00	
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		$160,965.00	$6,531.00	$167,496.00	$0.00	$0.00	$0.00	$167,496.00	
3	3.9	Transcript Review and Evaluation	All	No			All Schools		$282,013.00	$0.00	$282,013.00	$0.00	$0.00	$0.00	$282,013.00	

2026-27 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
4,351,565	880,896	20.243%	0.000%	20.243%	$881,115.00	0.000%	20.248 %	**Total:**	$881,115.00
								LEA-wide Total:	$0.00
								Limited Total:	$748,929.00
								Schoolwide Total:	$132,186.00

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	$360,028.00	
1	**1.4**	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$42,925.00	
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	$132,186.00	
3	**3.2**	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$66,090.00	
3	**3.7**	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$112,390.00	
3	**3.8**	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$167,496.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,593,967.00	$4,843,798.00

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	$62,914.00	$67,624.00
1	**1.2**	Professional Development	No	$48,235.00	$54,660.00
1	**1.3**	Academic Support for Student Groups	Yes	$468,569.00	$324,227.00
1	**1.4**	EL Progress	Yes	$40,495.00	$46,267.00
1	**1.5**	Comprehensive CTE Program	No	$199,440.00	$203,077.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$2,359,891.00	$2,508,448.00
2	**2.2**	Curriculum and Instruction	No	$362,635.00	$414,395.00
2	**2.3**	Technology	Yes	$115,771.00	$218,008.00
2	**2.4**	Professional Development	No	$79,225.00	$103,596.00
2	**2.5**	Vendor Services	No	$64,600.00	$73,564.00

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)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$54,583.00	$61,695.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$53,320.00	$50,226.00
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	$313,045.00	$329,890.00
3	3.8	Student Group Engagement	Yes	$138,333.00	$151,014.00
3	3.9	Transcript Review and Evaluation	No	$232,911.00	$237,107.00

2025-26 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)
$728,572.00	$732,747.00	$735,323.00	($2,576.00)	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	$297,343.00	$154,383.00		
1	1.4	EL Progress	Yes	$40,495.00	$46,267.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$109,171.00	$218,008.00		
3	3.2	Communication and Accessibility	Yes	$54,583.00	$61,695.00		
3	3.7	Mental Health Support	Yes	$92,822.00	$103,956.00		
3	3.8	Student Group Engagement	Yes	$138,333.00	$151,014.00		

2025-26 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)
$3,843,236.00	$728,572.00	0.0%	18.957%	$735,323.00	0.000%	19.133%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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.

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.”

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.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **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

- 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.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

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

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 32627(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*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

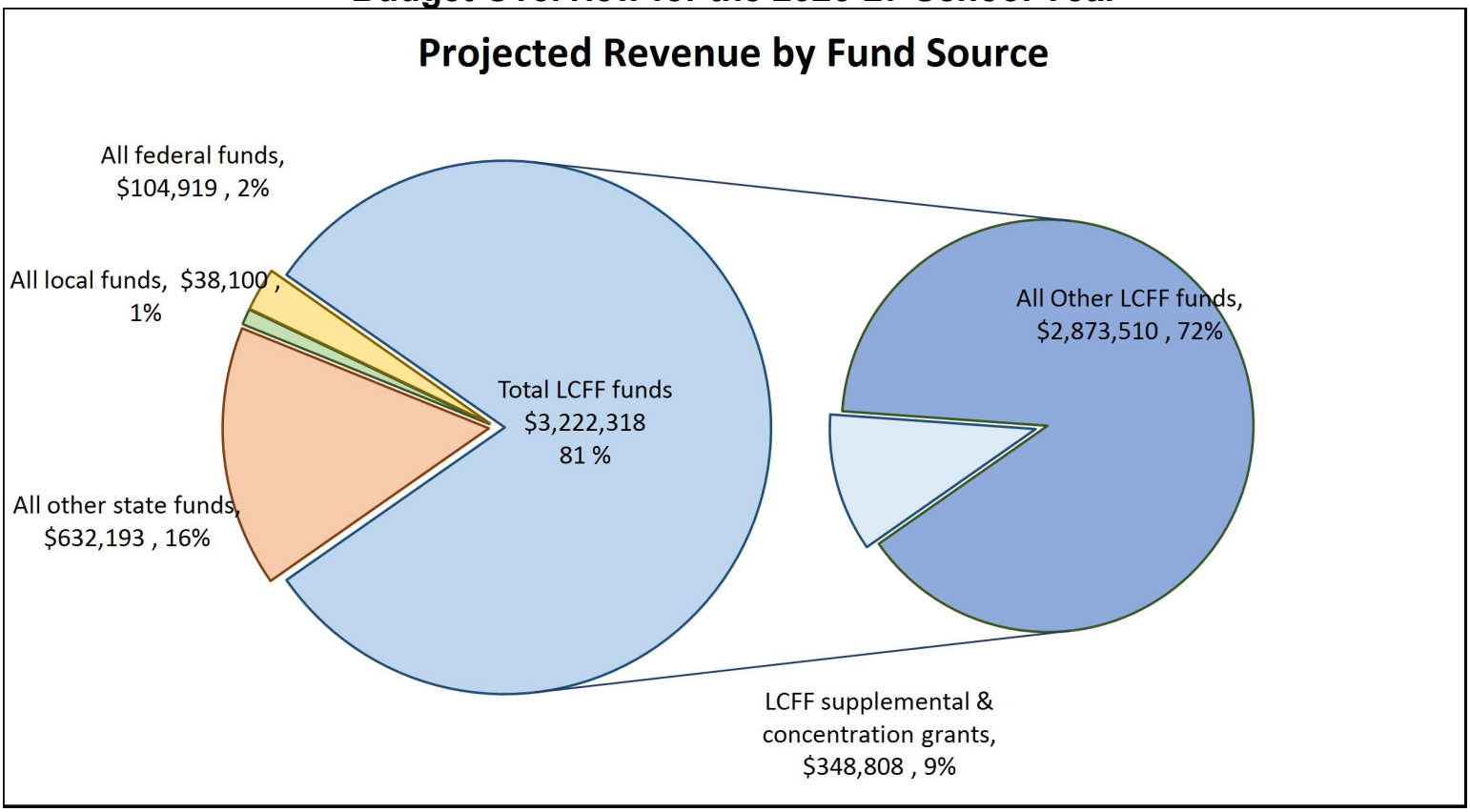
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma
CDS Code: 49-70722-039048
School Year: 2026-27
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 2026-27 School Year

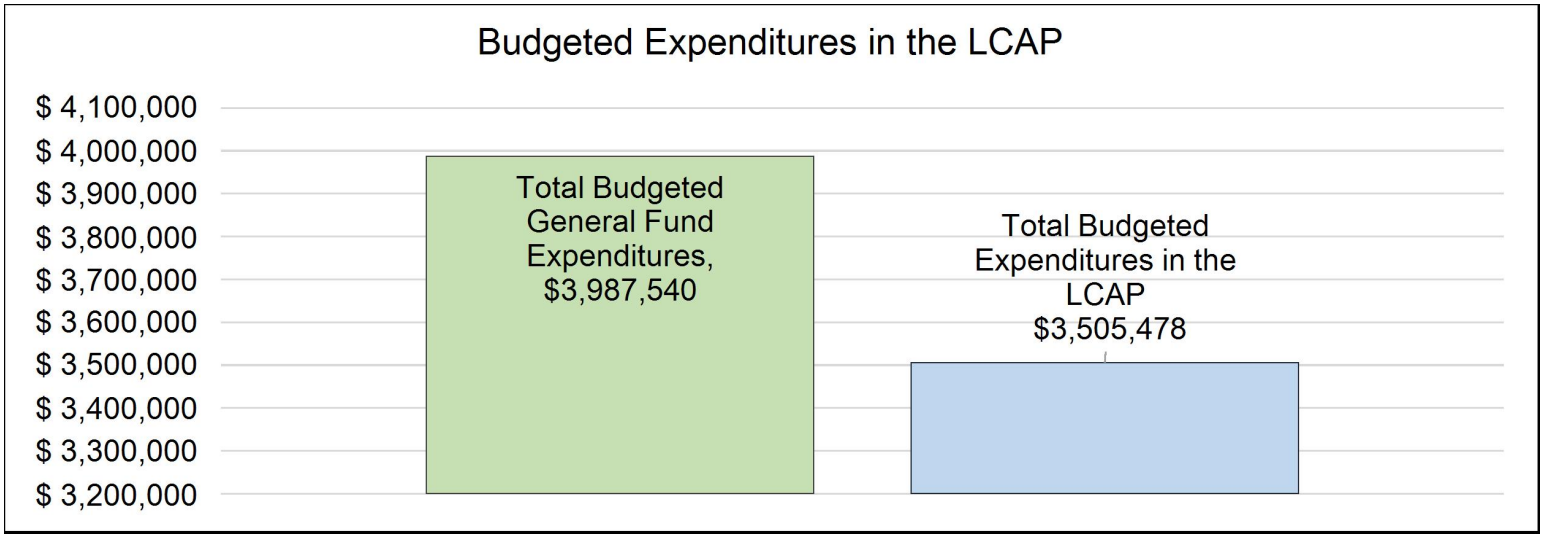


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is $3,997,530, of which $3,222,318 is Local Control Funding Formula (LCFF), $632,193 is other state funds, $38,100 is local funds, and $104,919 is federal funds. Of the $3,222,318 in LCFF Funds, $348,808 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 2026-27. 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 $3,987,540 for the 2026-27 school year. Of that amount, $3,505,478 is tied to actions/services in the LCAP and $482,062 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

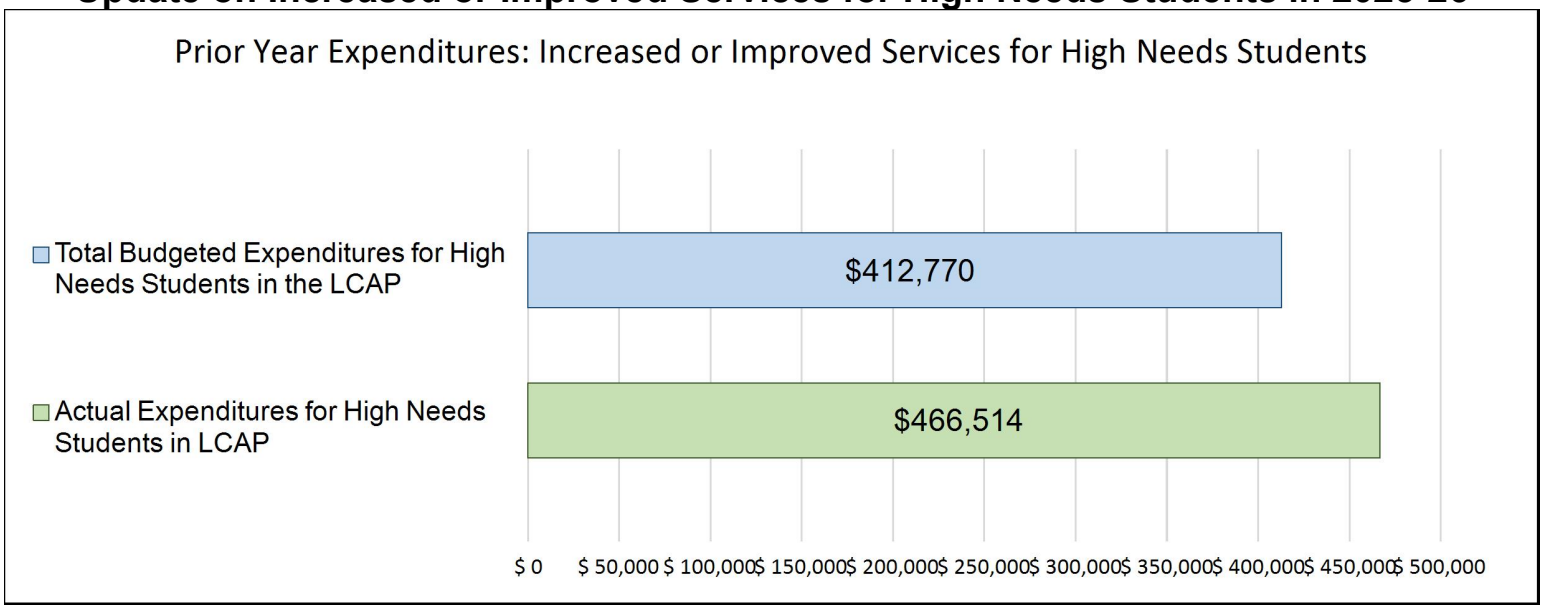
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Pacific Charter - Sonoma is projecting it will receive $348,808 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 $463,412 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 2025-26



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 2025-26, California Pacific Charter - Sonoma's LCAP budgeted $412,770 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent $466,514 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

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 230 students.
In the 2025-26 school year, this included the enrollment of 55% socio-economically disadvantaged, 4% English Learners, and 21.9% 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 Bright Thinker (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.

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 lofty 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: 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
Math CAASPP (Green): 9.8 points below standard with an increase of 44.7 Distance From Standard points.

English Language Arts Achievement
ELA CAASPP (Yellow): 12.6 points below standard with an increase of 4.4 Distance From Standard points.

College/Career: No performance color on the dashboard due to fewer than 30 students in the graduation cohort in the previous year, but increased 11.5% to 35% prepared.

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

Chronic Absenteeism
(Orange): The chronic absenteeism rate increased 0.9% to 13.8%. CPC-Sonoma will continue to implement tiered engagement and attendance monitoring practices to keep chronic absenteeism rates low.

College/Career:

Although CPC-Sonoma increased in College/Career by 11.5%, overall, graduating students are 35% prepared. The school will continue implementing planned actions to increase outcomes in this area.

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.

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.
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).

OTHER:
CPCS has unexpended LREBG funds for the 2025-26 school year. LREBG-funded actions are incorporated in Goal 2, Actions 2 and 3.
Rationale:
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526, specifically supporting academic recovery, student engagement, and interventions to address learning loss resulting from disrupted instruction. Based on the LEA’s needs assessment, students demonstrated ongoing needs in academic performance and engagement, particularly in mathematics and English language arts.
Metrics:
The LEA will monitor the effectiveness of this action through metrics including CAASPP performance, Renaissance STAR benchmark growth, course completion rates, attendance/engagement data, and student participation in intervention supports.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In March 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

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

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.

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)	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 12.6 points below standard (improved 4.4 points)	decrease distance from the standard by at least 3 points each year	increase of 14.4 DFS points

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	RED- no student groups ORANGE - SED YELLOW- no student groups 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 ELs- 15.3% met or exceeded the standard (3 students)	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 YELLOW- SED	CAASPP MATH 2024-25 All Students: (GREEN) 9.8 points below standard (improved 44.7 points) RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups	decrease distance from the standard by at least 3 points each year	increase of 85.8 DFS points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	GREEN - no student groups BLUE - 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 13% standard not met ELs- <10 students, data not available	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) No performance colors for student groups	CAST Science 2024-25 *Met or Exceeded 95% participation ALL STUDENTS: BLUE 58.5 Science Points improved 9.2 points NO PERFORMANCE COLORS	increase pecentage of students who meet and or exceed the standard by at least 2% each year	increase of 0.6 DFS points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 0% HY- <10 students, data not available SED- 22.5% met or exceeded the standard White- 41.7% met or exceeded Hispanic- 34.8% African American- <10 students, data not available Asian- <10 students, data not available Two or more- <10 students, data not available				
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance:	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 and Strength and Flexibility: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89%	Component 1- Aerobic Capacity: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 2- Abdominal Strength and Endurance: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 93.5% Grade 7- 92% Grade 9- 91%	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year	All grades are meeting the standards

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% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	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%	Component 4- Upper Body Strength and Endurance: Grade 5- 87% Grade 7- 88% Grade 9- 87% Component 5- Flexibility: Grade 5- 93.5% Grade 7- 94.5% Grade 9- 92%		
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 African American- 30% 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: 62.8% met or exceeded standard Standard Exceeded- 29.3% Standard Met- 33.5% Standard Nearly Met- 22.8% Standard Not met- 14.4% White- 71.7% met or exceeded standard Hispanic- 57.4% met or exceeded standard African American- 14.3% met or	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7% Spring 2026 ELA *Met or exceeded 95% participation	increase pecentage of students who meet and or exceed the standard by at least 2% each year	decrease of 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Two or more- not enough students SED- 64% met or exceeded	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	ALL STUDENTS: 67.8% met or exceeded standard Standard Exceeded-42.5% Standard Met- 25.3% Standard Nearly Met- 13.2% Standard Not met- 18.%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- not enough students SWD- 20% met or exceeded				
1.6	Renaissance STAR MATH	MATH Fall 2023 *Met or Exceeded 95% participation ALL STUDENTS: 38% met or exceeded the standard Standard Exceeded- 20% Standard Met- 18% Standard Nearly Met- 15% Standard Not met- 47% White- 42% met or exceeded Hispanic- 31% met or exceeded African American- 20% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded MATH	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 exceeded standard (8 students) Asian- 41.7% met or exceeded standard	Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7% Spring 2026 MATH *Met or exceeded 95% participation ALL STUDENTS: 47.5% met or exceeded the standard Standard Exceeded- 34.4% Standard Met- 13.1% Standard Nearly Met- 14.5%	increase pecentage of students who meet and or exceed the standard by at least 2% each year	decrease of 7.6%

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 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	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	Standard Not met- 38.0%		
1.7	Course Completion Rates	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained)	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5)	Completion Rates Fall 2025 (compared to Fall 2024) Elementary School (TK-5)	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year	5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	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)	97.8% completion at grade of 60% or higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase) 87.46% completion at grade of 70% or higher (9.9% 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 14.3% Prepared- < 30 graduates- No Performance Level number of pupils participating in CTE-18 number of pupils	College/Career All Students (34 students) 23.5% prepared (increase of 9.2%) No Performance Color	College/Career ALL (20 students): NO PERFORMANCE COLOR 35% prepared (increase 11.5%) STUDENT GROUPS:	increase CCI by at least 2% each year	increase of 20%

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 % of pupils completing a CTE program and A-G completer EAP Program	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	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: ELA- 61.5% of 11th grade students met or exceeded the standard (3.3% increase) Math- 25% of 11th grade students	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- 1 % pupils passed an AP exam with score of 3 or higher- N/A number of pupils participating in CTE- 2 % 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- 25% % of pupils completing a CTE		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			met or exceeded the standard (increase of 5%)	program and A-G completer- 10% EAP Program: ELA- 50% of 11th grade students met or exceeded the standard (11.5% increase) Math- 63% of 11th grade students met or exceeded the standard (increase of 38%)		
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	ELPAC/EL Progress/RFEP 2024-25 *No Performance Color <11 students Data not displayed for privacy 3 students	increase by at least 1% each year	maintained

Goal Analysis [2025-26]

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: The school continued utilizing CAASPP, CAST, Renaissance STAR, and internal completion rate data to evaluate student academic performance and guide targeted interventions. CAASPP ELA performance improved by 4.4 points, though overall performance remained in the Yellow level at 12.6 points below standard. CAASPP Math demonstrated substantial growth, improving by 44.7 points and achieving a Green performance level overall. CAST Science performance also improved by 9.2 points, with all students earning a Blue performance level. Renaissance STAR Fall 2025 benchmark data showed that 54.6% of students met or exceeded ELA standards and 30.4% met or exceeded Math standards. Additionally, high school completion rates continued to improve, with students earning grades of 70% or higher increasing by 9.9 percentage points. These monitoring systems continue to support data-driven decision making and intervention planning across grade levels.

Action 1.2 – Professional Development: Ongoing professional development focused on standards-based instruction, assessment analysis, intervention planning, and the use of student performance data continued to strengthen instructional practices. Teacher collaboration and training around data-informed instruction likely contributed to the significant gains observed in CAASPP Math, improvements in ELA performance, and strong course completion outcomes. Continued staff development supports the school's efforts to improve instructional effectiveness and student achievement.

Action 1.3 – Academic Support for Student Groups: The school continued to monitor and provide targeted support for Socioeconomically Disadvantaged students, English Learners, Foster Youth, and Students with Disabilities through intervention processes and collaboration with SST, 504, and IEP teams. CAASPP ELA results showed SED students performing in the Orange level, while CAASPP Math results showed SED students in the Yellow level. Although achievement gaps remain for some student groups, the substantial gains in overall Math performance and continued academic monitoring indicate that targeted supports and interventions are helping improve student outcomes and access to academic resources.

Action 1.4 – EL Progress: The school continued implementing ELD supports, teacher training, parent resources, and progress monitoring practices designed to support English Learners. Due to the small English Learner population, ELPAC and EL progress data were not publicly displayed to protect student privacy. However, the continued focus on academic strategies, reclassification support, literacy development, and ongoing monitoring ensures that English Learners receive individualized support and access to language acquisition opportunities.

Action 1.5 – Comprehensive CTE Program: Efforts to strengthen college and career readiness continued through Career Technical Education opportunities, postsecondary planning, and alignment of student interests with career pathways. College and Career Indicator data showed that 35% of students were identified as prepared, reflecting an increase of 11.5 percentage points. Additionally, 100% of students participating in a CTE program completed the pathway and earned a high school diploma.

Action 1.6 – Access to AP Exams: The school continued to provide support for Advanced Placement exam fees for socioeconomically disadvantaged students and students experiencing financial hardship, helping to reduce financial barriers to participation in rigorous coursework. Although AP participation remained limited, maintaining equitable access to AP exams supports the school's efforts to expand college readiness opportunities and increase access to advanced academic programs for all students.

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.	$44,459.00	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.	$36,243.00	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.	$266,041.00	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	$28,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.		
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.	$149,856.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	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 teaching to the recently	1. The LEA's progress in providing professional	1. The LEA's progress in providing professional	maintain	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 frameworks	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		

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)	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 Implementation and Sustainability	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- 5 Full Implementation History-Social Science- 5 Full Implementation 4. The LEA's progress in 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		

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 (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	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) -Identifying the professional learning needs of	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) -Identifying the professional learning needs of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	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%	% 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.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	maintain	maintained

Goal Analysis [2025-26]

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.

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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.

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.	$1,859,599.00	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 with the Common Core State Standards through multiple channels, assisting students in completing standards-aligned content: (All Students) (WASC). This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and engagement indicators demonstrating the need for continued targeted supports and interventions. Online courses, credit recovery, core programs, advanced placement courses, and CTE pathways Supplemental curriculum and materials supporting common core standards Extended School Year ELD Curriculum Digital curriculum aligned to the Common Core Virtual Learning Hubs, academic tutoring Summer Bridge Program	$272,665.00	No
2.3	Technology	Purchase technological devices to promote student engagement and develop 21st-century skills and support access to classroom instruction as needed. This action supports the allowable use of LREBG funds by providing supplemental academic and student support services designed to mitigate learning loss and improve student outcomes. (What Works Clearinghouse) (Learning Policy Institute). The action addresses needs identified through local assessment data, student progress monitoring, and	$86,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement indicators demonstrating the need for continued targeted supports and interventions.		
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.	$78,358.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$86,109.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Education Partner Surveys (input and perceptions)	Participants 27 parent responses. 124 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education.	Participants 37 parent responses. 148 student responses. Survey Results 89.2% of parents feel satisfied with opportunities to provide input and	Participants 40 parent responses. 221 student responses. Survey Results 97.5% of parents feel satisfied with opportunities to provide input and	maintain	maintain

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	participate in their child's education. 97.5% of parents indicate that they feel their input is valued. 98.8% of students agree that their teacher cares about their education and helps them succeed. 98.2% of students report that they feel safe at school. 82.2% 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		

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 in May of 2025.	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 in May of 2026.		

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.	97.5% 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.	The school safety plan was developed and adopted by the School Site Council in January 2026. 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	2024-25 ORANGE CPC-SO had a chronic absenteeism rate of 13.8% maintained (+0.9%) STUDENT GROUPS RED- no student groups ORANGE- SED, White YELLOW- no student groups GREEN- no student groups	maintain or decline by 1% each year	increase of 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			BLUE- no student groups	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	2024-25 ALL- (20 students) 85% graduated NO PERFORMANCE COLOR 3.2% decrease from 2023-24 STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED 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%	Dropout Rates HS- increase of 0 students to 3 students for a total of 15% (increase of 15%). MS- 0% (maintained)	maintain or decrease by 1% each year	decrease of 9.5%
3.7	Expulsion Rate	0%	0%	0%	maintain	maintain
3.8	Suspension Rate	0%	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%	CPC-SO 70.4% (increase of 15.1%) District 77.1%	increase by 2% each year	increase of 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SO County 92.7% Statewide 91.5%		

Goal Analysis [2025-26]

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 3.1 – Education Partner Input: This action continued to be highly effective, as evidenced by strong education partner participation and satisfaction data. Parent satisfaction remained high, with 97.5% of parents reporting satisfaction with opportunities to provide input and participate in their child's education, and 97.5% reporting that they feel their input is valued. Staff implementation remained strong, with 100% of staff reporting that the school implemented planned actions related to academic achievement, school climate, attendance, and college and career readiness. Opportunities for stakeholder engagement through SSC meetings, surveys, IEP meetings, and ongoing communication ensured education partners remained involved in school decision-making processes.

Action 3.2 – Communication and Accessibility: Communication systems and outreach efforts continued to support strong family engagement and accessibility. The use of ParentSquare, multilingual communication supports, and consistent outreach practices contributed to high levels of parent satisfaction (86.5%) and student satisfaction (97.5%). These efforts helped strengthen communication between families and the school and ensured access to important resources and information.

Action 3.3 – School Safety Plan: This action remained highly effective, with the school safety plan reviewed and adopted by the School Site Council in January 2026 and subsequently shared with school staff and the school board. Student perception data reflected continued success in maintaining a safe learning environment, with 98.2% of students reporting that they feel safe at school. Additionally, 98.8% of students agreed that their teachers care about their education and help them succeed.

Action 3.4 – School Climate: Investments in school climate initiatives, social-emotional supports, and inclusive practices continued to contribute to positive student experiences and engagement. Overall, student satisfaction remained very strong at 97.5%, and 82.2% of

students reported knowing they have someone at school they can talk to for support if needed. Positive school culture efforts also contributed to maintaining 0% suspension and expulsion rates.

Action 3.5 – Professional Development (Cultural Competency): Professional development focused on cultural responsiveness, inclusive practices, and student-centered support continued to strengthen the overall school climate. While not connected to one specific metric, the consistently high levels of student safety, satisfaction, and parent engagement suggest staff continue implementing supportive and inclusive practices effectively.

Action 3.6 – Attendance Monitoring: Attendance monitoring systems and intervention supports demonstrated improvement this year. Chronic absenteeism for CPC-SO decreased to 13.8%, reflecting a 0.9% improvement from the prior year and resulting in an ORANGE performance level. Continued use of attendance monitoring, outreach efforts, and intervention supports helped improve student attendance outcomes, though ongoing targeted support remains important for students experiencing attendance challenges.

Action 3.7 – Mental Health Support: Mental health and social-emotional supports continued to positively impact student well-being and school connectedness. A total of 82.2% of students reported having someone at school they can talk to when they need support. Counseling services, referrals, and social-emotional resources continued to provide important support systems for students and contributed to maintaining a positive school environment.

Action 3.8 – Student Group Engagement: Focused supports for unduplicated student groups continued to support student engagement and academic success. The school maintained an 85% graduation rate for the ALL student group; however, this reflected a 3.2% decrease from the previous year. Targeted outreach, mentoring, individualized support, and academic monitoring remained important strategies to support student persistence and progress toward graduation.

Action 3.9 – Transcript Review and Evaluation: Ongoing transcript reviews, credit recovery opportunities, and student progress monitoring systems continued to support college and career readiness efforts. These systems helped ensure students remained on track toward graduation and supported individualized academic planning. Additionally, 100% of staff reported that the school implemented planned actions to ensure students remain on track toward high school completion and career preparedness. While the dropout rate increased from 0 students to 3 students (15%), staff will continue focusing on early identification, intervention, and personalized supports to improve student retention and graduation outcomes.

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.	$41,695.00	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
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.	$40,683.00	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

Action #	Title	Description	Total Funds	Contributing
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.	$235,218.00	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.	$103,941.00	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.	$175,006.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$348,808	$6,317

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
12.139%	0.000%	$0.00	12.139%

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

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).

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)

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.

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.

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

2026-27 Total Planned 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	2,873,510	348,808	12.139%	0.000%	12.139%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,309,469.00	$1,052,352.00	$0.00	$143,657.00	$3,505,478.00	$2,970,005.00	$535,473.00

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		$44,459.00	$0.00	$44,459.00	$0.00	$0.00	$0.00	$44,459.00	
1	1.2	Professional Development	All	No			All Schools		$36,243.00	$0.00	$36,243.00	$0.00	$0.00	$0.00	$36,243.00	
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		$257,457.00	$8,584.00	$137,385.00	$39,628.00	$0.00	$89,028.00	$266,041.00	
1	1.4	EL Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$28,617.00	$0.00	$28,617.00	$0.00	$0.00	$0.00	$28,617.00	
1	1.5	Comprehensive CTE Program	All	No			All Schools		$138,186.00	$11,670.00	$0.00	$149,856.00	$0.00	$0.00	$149,856.00	
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		$1,858,917.00	$682.00	$1,302,632.00	$521,627.00	$0.00	$35,340.00	$1,859,599.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$89,140.00	$183,525.00	$229,238.00	$43,427.00	$0.00	$0.00	$272,665.00	
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$86,988.00	$82,029.00	$4,959.00	$0.00	$0.00	$86,988.00	
2	2.4	Professional Development	All	No			All Schools		$3,868.00	$74,490.00	$17,796.00	$56,446.00	$0.00	$4,116.00	$78,358.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Vendor Services	Students with Disabilities	No			All Schools		$0.00	$86,109.00	$0.00	$73,711.00	$0.00	$12,398.00	$86,109.00	
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		$3,843.00	$37,852.00	$41,695.00	$0.00	$0.00	$0.00	$41,695.00	
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	$40,683.00	$40,683.00	$0.00	$0.00	$0.00	$40,683.00	
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		$234,381.00	$837.00	$69,745.00	$162,698.00	$0.00	$2,775.00	$235,218.00	
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		$99,888.00	$4,053.00	$103,941.00	$0.00	$0.00	$0.00	$103,941.00	
3	3.9	Transcript Review and Evaluation	All	No			All Schools		$175,006.00	$0.00	$175,006.00	$0.00	$0.00	$0.00	$175,006.00	

2026-27 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
2,873,510	348,808	12.139%	0.000%	12.139%	$463,412.00	0.000%	16.127 %	**Total:**	$463,412.00
								LEA-wide Total:	$0.00
								Limited Total:	$381,383.00
								Schoolwide Total:	$82,029.00

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	$137,385.00	
1	**1.4**	EL Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,617.00	
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	$82,029.00	
3	**3.2**	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,695.00	
3	**3.7**	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$69,745.00	
3	**3.8**	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$103,941.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,116,624.00	$3,315,414.00

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	$41,943.00	$155,274.00
1	**1.2**	Professional Development	No	$32,157.00	$36,440.00
1	**1.3**	Academic Support for Student Groups	Yes	$236,045.00	$216,484.00
1	**1.4**	EL Progress	Yes	$26,997.00	$30,845.00
1	**1.5**	Comprehensive CTE Program	No	$132,961.00	$129,412.00
1	**1.6**	Access to AP Exams	Yes	$0.00	$0.00
2	**2.1**	Staff Assignments	No	$1,649,927.00	$1,672,499.00
2	**2.2**	Curriculum and Instruction	No	$241,922.00	$229,783.00
2	**2.3**	Technology	Yes	$77,181.00	$125,092.00
2	**2.4**	Professional Development	No	$69,524.00	$73,179.00
2	**2.5**	Vendor Services	No	$76,400.00	$83,512.00

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)
3	3.1	Education Partner Input	No	$0.00	$0.00
3	3.2	Communication and Accessibility	Yes	$36,994.00	$40,675.00
3	3.3	School Safety Plan	No	$0.00	$0.00
3	3.4	School Climate	No	$38,380.00	$43,546.00
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	$208,697.00	$219,926.00
3	3.8	Student Group Engagement	Yes	$92,222.00	$100,676.00
3	3.9	Transcript Review and Evaluation	No	$155,274.00	$158,071.00

2025-26 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)
$363,173.00	$412,770.00	$466,514.00	($53,744.00)	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	$121,895.00	$103,255.00		
1	1.4	EL Progress	Yes	$26,997.00	$30,845.00		
1	1.6	Access to AP Exams	Yes	$0.00	$0.00		
2	2.3	Technology	Yes	$72,781.00	$125,092.00		
3	3.2	Communication and Accessibility	Yes	$36,994.00	$40,675.00		
3	3.7	Mental Health Support	Yes	$61,881.00	$65,971.00		
3	3.8	Student Group Engagement	Yes	$92,222.00	$100,676.00		

2025-26 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)
$2,718,151.00	$363,173.00	0.00%	13.361%	$466,514.00	0.000%	17.163%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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.

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.”

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.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **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

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

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

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 32627(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*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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