California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 12, 2026 at 4:21 PM PDT

Date and Time

Tuesday June 16, 2026 at 6:00 PM PDT

Location

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

Teleconference Locations

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

Join by telephone or via Zoom conferencing link below:

Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 942-9690-2015

https://cal-pacs-org.zoom.us/j/94296902015

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 the Board of Directors adopt as presented, the agenda for the Regular Board Meeting of June 16, 2026. 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 June 10, 2025 — Approve Minutes — Board Chairperson — 2 m

It is recommended the Board of Directors approve as presented, the minutes for the Regular Board meeting of June 9, 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 — 6:10 PM

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.

A. Presentation of 2026 LCAP Local Performance Indicator Self-Reflection — Discuss — Ericka Zemmer — 10 m

CalPac will present the completed LCFF Local Indicator Self-Reflection Tools in conjunction with the Board's consideration of the LCAP. The Board will receive and acknowledge the report on the LEA's progress for the applicable Local Indicators.

	Purpose	Presenter	Time

No Board action is required for this item.

VI. Consent 6:20 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. Approval of Surplus of Electronic Devices
2. Approval of Special Education Master Contract for Vendor Services 2026-2027
3. Approval of Instructure, Inc for Transcript Services (Renewal)
4. Ratification of the School-Based Medi-Cal Administrative Activities (SMAA) Participation Agreement (2026-27 Renewal)

B. Consent - Personnel Services — Board Chairperson — 2 m

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

C. Consent - Policy Development — Vote — Board Chairperson — 2 m

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

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

5000 Series - Student Services
5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy

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

Roll Call Vote:

		Purpose	Presenter	Time

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

VII. Business/Financial Services 6:26 PM

A. Budget Adoption 2026-2027 — Vote — Shannon Green — 10 m

It is recommended the Board adopt the budget for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-2027 school year.

a. 2026-2027 Adopted Budget #1751 California Pacific Charter School-Los Angeles
b. 2026-2027 Adopted Budget #1758 California Pacific Charter School-San Diego
c. 2026-2027 Adopted Budget #2037 California Pacific Charter School-Sonoma
e. 2026-2027 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
f. 2026-2027 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego
g. 2026-2027 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma

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

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

It is recommended that the Board approve the annual resolution for Fiscal Year 2026-2027 Spending Plan for Education Protection Account (EPA) funds to be used to support teacher salaries and benefits.

		Purpose	Presenter	Time

a. 2025-2026 Expenditure Report #1751 California Pacific Charter School-Los Angeles
b. 2025-2026 Expenditure Report #1758 California Pacific Charter School-San Diego
c. 2025-2026 Expenditure Report #2037 California Pacific Charter School-Sonoma
e. 2026-2027 Spending Plan - #1751 California Pacific Charter School-Los Angeles
f. 2026-2027 Spending Plan - #1758 California Pacific Charter School-San Diego
g. 2026-2027 Spending Plan - #2037 California Pacific Charter School-Sonoma

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

VIII. Education/Student Services **6:46 PM**

A.	Action for the LCAP - Approval of Local Control & Accountability Plan (LCAP) 2026-2027	Vote	Ericka Zemmer	10 m

It is recommended the Board approve the LCAP for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-2027 school year.

a. 2026-27 Budget Overview for Parents (Los Angeles)
b. 2026-27 Budget Overview for Parents (San Diego)
c. 2026-27 Budget Overview for Parents (Sonoma)
d. 2026-27 LCAP Plan Summary (Los Angeles)
e. 2026-27 LCAP Plan Summary (San Diego)
f. 2026-27 LCAP Plan Summary (Sonoma)

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

		Purpose	Presenter	Time
IX.	**Personnel Services**			
X.	**Policy Development**			**6:56 PM**
A.	Second Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits	Vote	Christine Feher	5 m

It is recommended the Board approve the revisions to 9250 - CPCS Remuneration, Reimbursement, and Other Benefits Policy for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

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

XI. Calendar

The next scheduled Regular Meeting of the Board of Directors will be held on August 11, 2026.

XII.	**Comments**			**7:01 PM**
A.	Board Comments	Discuss	Board Chairperson	5 m
B.	Superintendent Comments	Discuss	Board Chairperson	5 m
XIII.	**Closing Items**			**7:11 PM**
A.	Adjourn Meeting	Vote		2 m

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul

	Purpose	Presenter	Time

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

FOR MORE INFORMATION

For more information concerning this agenda, contact

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

Coversheet

Minutes of the Regular Board Meeting that was held on June 10, 2025

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting that was held on June 10, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 9, 2026

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday June 9, 2026 at 6:00 PM

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

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

Join by telephone or via Zoom conferencing link below:
Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 929-4448-3265

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

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Directors Present

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

Directors Absent

None

Guests Present

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, E. Zemmer (remote), Erika Stevens (remote), G. Chamberlain (remote), Joelene Morasch (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Jun 9, 2026 at 6:02 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

W. Howard made a motion to approve the agenda, as presented.
J. McFaul 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

IV. Approve Minutes

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

W. Howard made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-12-26.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. Consent

A. Consent - Business/Financial Services

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

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

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

Roll Call

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

VIII. Business/Financial Services

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

W. Howard made a motion to approve Proposition 28: Arts and Music in Schools (AMS) Funding Annual Report - Fiscal Year 2025-26.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

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

S. Peterson made a motion to approve the 2-Year All Systems Go! (ASG!) Computer Services Contract for Paid Media Management (Renewal).
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C.

Approval of Charter Tech Services Contract (Renewal)

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

Roll Call

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

D. Approval of UKG Service Agreement (Renewal)

W. Howard made a motion to approve the UKG Service Agreement (Renewal).
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Approval of Instructure, Inc

S. Peterson made a motion to approve Instructure, Inc.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Personnel Services

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

S. Peterson made a motion to approve the One-Time Bonus - Employee Longevity Recognition.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Rogers	Aye

Roll Call

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

B. Approval of 2026-2027 Revised Salary Schedules

J. McFaul made a motion to approve the 2026-2027 Revised Salary Schedules.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Property and Casualty Insurance Policies (Renewal)

W. Howard made a motion to approve the Property and Casualty Insurance Policies (Renewal).
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Policy Development

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

The Board reviewed a proposed update to the Board Compensation Policy to increase monthly compensation to $700, effective July 1, if approved. The increase is supported by the budget and reflects the school's expected ADA growth above 1,000 next year. No other policy changes were recommended.

XI. Public Hearings

A. Adopted Budget 2026-2027, First Reading

A Public Hearing was conducted regarding the 2026-2027 Proposed July Budget for California Pacific Charter Schools.

a. 2026-27 Adopted Budget #1751 California Pacific Charter School-Los Angeles
b. 2026-27 Adopted Budget #1758 California Pacific Charter School-San Diego
c. 2026-27 Adopted Budget #2037 California Pacific Charter School-Sonoma
e. 2026-27 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
f. 2026-27 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego
g. 2026-27 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma

Hearing Opened: 6:38 P.M.
Hearing Closed: 6:53 P.M.

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

There were no questions or discussions.

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

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

A Public Hearing was conducted regarding the 2026-2027 Local Control and Accountability Plans (LCAPs) for California Pacific Charter Schools.

- 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 Opened: 6:53 P.M.
Hearing Closed: 7:10 P.M.

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

The Board had clarifying questions regarding data gathering.

Ericka Zemmer, Assistant Superintendent, presented the LCAP.

XII. Public Comment - Closed Session

A. Public Comment

There were no public comments submitted.

XIII. 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 7:10 P.M.
The board **VOTED** to approve the motion.

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

XIV. Closed Session

A. Closed Session Agenda

1. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**

   Pursuant to Government Code 54957

   a. Superintendent, Performance Evaluation

XV. Reconvene Regular Meeting

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

The Regular Meeting of the Board was reconvened at 7:28 P.M.

Under Gov. Code § 54957, the Board conducted the Superintendent's performance evaluation for the 2025–26 school year and found the Superintendent's performance extra satisfactory. Based on the evaluation, the Board approved a one-year extension of the Superintendent's employment contract and advanced the Superintendent one step on the salary schedule. The Superintendent's annual salary will be $212,733.65, effective July 1, 2026. This salary placement includes the Board-approved COLA applied to all salary schedules as reflected in the upcoming year's budget.

Vote: The actions were approved by a 5-0 vote.
– Ayes: Wylie, Peterson, Rogers, Howard, McFaul
– No: *None*

XVI. Calendar

A. Next Scheduled Meeting

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

XVII. Comments

A. Board Comments

Board members expressed appreciation for the organization, staff, and leadership, noting that CalPAC is well-run, functional, and mission-driven. Members shared that serving on the Board is a meaningful use of their time and commended the school's strong virtual education model, positive student experiences, and anticipated student achievement results. The Board also recognized the year's accomplishments, including staff raises, discretionary bonuses for long-term employees, and the Superintendent's satisfactory evaluation, and expressed pride in CalPAC's continued growth and success.

B. Superintendent Comments

C. Feher thanked the Board for its comments and shared that staff also reflected on the year, recognizing CalPAC as a strong, caring, and effective organization. She noted that CalPAC is transitioning from a small organization to a more mature, medium-sized organization, which will require thoughtful operational adjustments to meeting structures and decision-making processes. She highlighted the significant gains made this year, anticipated continued growth next year, and expressed appreciation for an exceptional year and excitement for the work ahead.

XVIII. Closing Items

A. Adjourn Meeting

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

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:37 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- May 25-26 School Highlights - Los Angeles.pdf
- May 25-26 School Highlights - San Diego.pdf
- May 25-26 School Highlights - Sonoma.pdf
- 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
- Stipend - Teacher on Special Assignment Board Approved June 2026.docx.pdf
- 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
- ASG Digital Marketing Contract 2026-2027.pdf
- Charter Tech Services 2026-27.pdf
- UKG Quote 2026-27.pdf
- Instructure 26-27 SY.pdf
- 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
- 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
- BUS - P&C Insurance Renewal 2026-2027.docx.pdf
- 9250 - CPCS Remuneration, Reimbursement and Other Benefits_redline_06.09.26.pdf
- 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
- 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

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FOR MORE INFORMATION

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

Coversheet

Presentation of 2026 LCAP Local Performance Indicator Self-Reflection

Section: V. Public Comments/Recognition/Reports
Item: A. Presentation of 2026 LCAP Local Performance Indicator Self-Reflection
Purpose: Discuss
Submitted by: Ericka Zemmer
Related Material: 2026 Local Indicators_Presentation.pdf
2026_Local_Indicator_Self-Reflection_CPC-Los Angeles.pdf
2026_Local_Indicator_Self-Reflection_CPC-San Diego.pdf
2026_Local_Indicator_Self-Reflection_CPC-Sonoma.pdf

BACKGROUND:

California local educational agencies are required to annually measure and report progress on the applicable LCFF Local Indicators using the State Board of Education-adopted self-reflection tools. The completed Local Indicator Self-Reflection Tools must be presented to the governing board/body as a non-consent item at the same public meeting in which the Local Control and Accountability Plan is adopted. The Board is not required to formally approve or adopt the Local Indicators; rather, the Board receives and acknowledges the report on the LEA's progress. The results are also reported publicly through the California School Dashboard.

RECOMMENDATION:

Item for discussion only



2026 CA Dashboard Local Indicators

California Pacific Charter Schools

Background

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

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

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



California Pacific Charter Schools

Components

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



Priority 1: Basic Conditions



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

Priority 2: Implementation of State Standards

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

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

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

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

Priority 2: Implementation of State Standards

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

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

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

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

Priority 2: Implementation of State Standards

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

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

Priority 3: Parental Involvement & Family Engagement



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

Priority 6: School Climate

LA

- 390 students surveyed (TK-12)
- 131 (TK-5), 95 (6-8), 164 (9-12)
- **98.1%** of students feel safe at school
  - Hispanic- 99%
  - African American- 100%
  - White- 97%
  - Asian- 100%
  - EL- 100%
  - SWD- 96%
  - SED- 98%
  - HY- <11 students
- **84.6%** of students feel a sense of belonging and connectedness
  - Hispanic- 83%
  - African American- 83%
  - White- 88%
  - Asian- 100%
  - EL- 89%
  - SWD- 86%
  - SED- 84%
  - HY- <11 students

SD

- 289 students surveyed (TK-12)
- 125 (TK-5), 61 (6-8), 103 (9-12)
- **97.0%** of students feel safe at school
  - Hispanic- 96%
  - African American- 92%
  - White- 98%
  - Asian- 100%
  - EL- 100%
  - SWD- 97%
  - SED- 96%
  - HY- <11 students
- **87.8%** of students feel a sense of belonging and connectedness
  - Hispanic- 91%
  - African American- 83%
  - White- 86%
  - Asian- 83%
  - EL- 100%
  - SWD- 91%
  - SED- 86%
  - HY- <11 students

SO

- 213 students surveyed (TK-12)
- 52 (TK-5), 54 (6-8), 107 (9-12)
- **98.8%** of students feel safe at school
  - Hispanic- 100%
  - African American- 100%
  - White- 98%
  - Asian- 100%
  - EL-100%
  - SWD-100%
  - SED-98%
  - HY-<11 students
- **83.2%** of students feel a sense of belonging and connectedness
  - Hispanic- 96%
  - African American- 89%
  - White- 73%
  - Asian- 88%
  - EL- 100%
  - SWD-81%
  - SED- 84%
  - HY- <11 students

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

Priority 7: Access to a Broad Course of Study



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



Thank You

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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Strengths
CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their family. In data collected from education partner surveys, 98.4% of parents feel satisfied with opportunities to provide input and participate in

their child's education. 98.4% of parents indicate that they feel their input is valued. 98.8% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.6% of students agree that their teacher cares about their education and helps them succeed. 98.4% of parents are satisfied with their child's school overall. 93.3% of students express an overall satisfaction with their school.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Strengths
CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 96.8% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 98.8% of students responded that they agree that their teacher is available to help them and support them with their school work. 99.6% of students stated that their teacher cares about their education and helps them to succeed. 84.3% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 93.3% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the unform complaint form available to education partners.

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

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

All students in grades TK-12 were invited to participate in the annual school climate survey. Student perceptions were collected in the areas of grade-level instruction, teacher availability and support, goal setting, school safety, sense of belonging, and overall satisfaction with the school program. A total of 390 students participated in the survey, including 131 students in grades TK-5, 95 students in grades 6-8, and 164 students in grades 9-12.

Overall survey results reflected positive perceptions of school climate and safety. In response to the statement, "I feel safe at school," 98.1% of students agreed or strongly agreed. Disaggregated results for this question were as follows: Hispanic students 99%, African American students 100%, White students 97%, Asian students 100%, English Learners 100%, Students with Disabilities 96%, Socioeconomically Disadvantaged students 98%, and Homeless Youth (<11 students in group) also reported positive perceptions of safety.

Additionally, 84.6% of students reported feeling a sense of belonging and connectedness at school. Disaggregated results for this question were as follows: Hispanic students 83%, African American students 83%, White students 88%, Asian students 100%, English Learners 89%, Students with Disabilities 86%, Socioeconomically Disadvantaged students 84%, and Homeless Youth (<11 students in group) also reported positive perceptions of connectedness.

In response to the statement, "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," 84.3% of students agreed or strongly agreed.

Overall, survey findings indicate that students across demographic groups report strong perceptions of safety, support, and connectedness within the school community.

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

Based on the analysis of this year's school climate survey data, several key learnings and strengths emerged that reflect the school's continued focus on fostering a safe, inclusive, and supportive learning environment. A significant majority of students (98.1%) across grades TK-12 reported feeling safe at school. Positive perceptions of safety were consistent across all reported student groups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This consistency across student populations suggests that the school has established a strong culture of safety, equity, and inclusion.

Survey results also highlighted strong staff-student relationships and access to student support systems. In response to the statement, "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," 84.3% of students agreed or strongly agreed. Additionally, 84.6% of students reported feeling a sense of belonging and connectedness at school.

While overall results were positive, the data also identified an area of continued focus related to strengthening school connectedness and belonging for all students. Although results across student groups remained favorable overall, some student groups reported lower levels of connectedness than others, indicating an opportunity to continue expanding strategies that promote engagement, relationship-building, and inclusive school experiences. The school will continue to monitor climate survey data and use student feedback to inform future supports and school climate initiatives to ensure all students feel safe, supported, and connected.

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

In response to the areas of need identified through the analysis of local data, the LEA will continue refining practices to ensure all students experience a strong sense of connection, inclusion, and support within the school community. While student perceptions of safety and support remained overwhelmingly positive across all student groups, survey results indicated an opportunity to further strengthen students' sense of belonging and connectedness. Specifically, African American students (83%) and Hispanic students (83%) reported slightly lower levels of connectedness when compared to some other student groups.

To address this area of need, the school will continue implementing strategies designed to strengthen student engagement, relationship-building, and inclusive school culture practices. Planned actions include expanding student engagement opportunities, increasing advisory and check-in supports, and incorporating culturally responsive community-building activities that promote belonging and meaningful student connections.

Additionally, survey participation rates were highest among high school students, indicating a need to strengthen participation and student voice opportunities for students in grades TK-8. The LEA will continue refining outreach efforts and survey administration practices for younger students, including the use of developmentally appropriate survey tools and structured opportunities for student feedback. These actions will support continuous improvement efforts and help ensure the LEA gathers representative input across grade spans to inform future school climate initiatives.

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

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

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

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

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

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

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

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

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

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

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school					

Coordinating Instruction	1	2	3	4	5
programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Strengths
CPCS successfully engages in pupil and family outreach. CPCS offers two-way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings are held with pupils and families throughout the school year. Based on education partner survey feedback, parents agree that the school communicates community resources that are available to their families. In data collected from education partner surveys, 98.1% of parents feel satisfied with opportunities to provide input and

participate in their child's education. 100% of parents indicate that they feel their input is valued. 98.1% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 98.8% of students agree that their teacher cares about their education and helps them succeed. 98.1% of parents are satisfied with their child's school overall. 93.8% of students express an overall satisfaction with their school.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Strengths
CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 100% of parents stated that they feel welcome to participate in meetings with their child's teacher to discuss and set education goals for their child. 98.1% of students responded that they agree that their teacher is available to help them and support them with their school work. 100% of students stated that their teacher cares about their education and helps them to succeed. 85.6% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 93.8% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to education partners.

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

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

All students in grades TK-12 were invited to participate in the annual school climate survey. Student perceptions were collected in the areas of grade-level instruction, teacher availability and support, goal setting, school safety, sense of belonging, and overall satisfaction with the school program. A total of 289 students participated in the survey, including 125 students in grades TK-5, 61 students in grades 6-8, and 103 students in grades 9-12.

Overall survey results reflected positive perceptions of school climate and safety. In response to the statement, "I feel safe at school," 97.0% of students agreed or strongly agreed. Disaggregated results for this question were as follows: Hispanic students 96%, African American students 92%, White students 98%, Asian students 100%, English Learners 100%, Students with Disabilities 97%, Socioeconomically Disadvantaged students 96%, and Homeless Youth (<11 students in group) also reported positive perceptions of safety.

Additionally, 87.8% of students reported feeling a sense of belonging and connectedness at school. Disaggregated results for this question were as follows: Hispanic students 91%, African American students 83%, White students 86%, Asian students 83%, English Learners 100%, Students with Disabilities 91%, Socioeconomically Disadvantaged students 86%, and Homeless Youth (<11 students in group) also reported positive perceptions of connectedness.

Overall, survey findings indicate that students across demographic groups report strong perceptions of safety, support, and connectedness within the school community.

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

Based on the analysis of this year's school climate survey data, several key learnings and strengths emerged that reflect the school's continued focus on fostering a safe, inclusive, and supportive learning environment. A significant majority of students (97.0%) across grades TK-12 reported feeling safe at school. Positive perceptions of safety were consistent across most student groups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This consistency across student populations suggests that the school has established a strong culture of safety, equity, and inclusion.

Survey results also highlighted strong staff-student relationships and positive levels of school connectedness. Additionally, 87.8% of students reported feeling a sense of belonging and connectedness at school, with especially strong results reported by English Learners and Students with Disabilities. These findings reflect the school's continued efforts to foster supportive relationships and inclusive learning environments.

While overall results were positive, the data also identified areas for continued growth. African American students reported slightly lower perceptions of school safety (92%) and connectedness (83%) when compared to some other student groups. Asian students also reported lower levels of connectedness (83%). These results indicate an opportunity to continue strengthening inclusive practices, student engagement, and relationship-building efforts to ensure all students experience a strong sense of belonging within the school community.

The school will continue to monitor climate survey data and use student feedback to inform future supports and school climate initiatives to ensure all students feel safe, supported, and connected.

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

In response to the areas of need identified through the analysis of local data, the LEA will continue refining practices to ensure all students experience a strong sense of connection, inclusion, and support within the school community. While student perceptions of safety and support remained overwhelmingly positive across student groups, survey results indicated an opportunity to further strengthen students' sense of belonging and connectedness for some student groups, including African American and Asian students.

To address this area of need, the school will continue implementing strategies designed to strengthen student engagement, relationship-building, and inclusive school culture practices. Planned actions include expanding student engagement opportunities, increasing advisory and check-in supports, and incorporating culturally responsive community-building activities that promote belonging and meaningful student connections.

Additionally, survey participation rates were highest among elementary students, with lower participation from students in grades 6-12. The LEA will continue refining outreach efforts and survey administration practices to increase participation across all grade spans and ensure a more representative collection of student voice data. These actions will support continuous improvement efforts and help inform future school climate initiatives and student support practices.

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

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

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

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

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

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

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

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

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

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

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

their child's education. 94.6% of parents indicate that they feel their input is valued. 96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99% of students agree that their teacher cares about their education and helps them succeed. 86.5% of parents are satisfied with their child's school overall. 94.9% of students express an overall satisfaction with their school.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

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

All students in grades TK-12 were invited to participate in the annual school climate survey. Student perceptions were collected in the areas of grade-level instruction, teacher availability and support, goal setting, school safety, sense of belonging, and overall satisfaction with the school program. A total of 213 students participated in the survey, including 52 students in grades TK-5, 54 students in grades 6-8, and 107 students in grades 9-12.

Overall survey results reflected positive perceptions of school climate and safety. In response to the statement, "I feel safe at school," 98.8% of students agreed or strongly agreed. Disaggregated results for this question were as follows: Hispanic students 100%, African American students 100%, White students 98%, Asian students 100%, English Learners 100%, Students with Disabilities 100%, Socioeconomically Disadvantaged students 98%, and Homeless Youth (<11 students in group) also reported positive perceptions of safety.

Additionally, 83.2% of students reported feeling a sense of belonging and connectedness at school. Disaggregated results for this question were as follows: Hispanic students 96%, African American students 89%, White students 73%, Asian students 88%, English Learners 100%, Students with Disabilities 81%, Socioeconomically Disadvantaged students 84%, and Homeless Youth (<11 students in group) also reported positive perceptions of connectedness.

Overall, survey findings indicate that students across demographic groups report strong perceptions of safety and positive levels of connectedness within the school community.

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

Based on the analysis of this year's school climate survey data, several key learnings and strengths emerged that reflect the school's continued focus on fostering a safe, inclusive, and supportive learning environment. A significant majority of students (98.8%) across grades TK-12 reported feeling safe at school. Positive perceptions of safety were highly consistent across all reported student groups, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This consistency across student populations reflects a strong culture of safety, equity, and inclusion within the school community.

Survey results also demonstrated positive levels of school connectedness and belonging. Overall, 83.2% of students reported feeling a sense of belonging and connectedness at school, with especially strong results reported by Hispanic students, English Learners, and African American students. These findings reflect the school's ongoing efforts to foster supportive relationships and inclusive learning environments.

While overall results remained positive, the data also identified opportunities for continued growth related to strengthening school connectedness for some student groups. White students (73%) and Students with Disabilities (81%) reported lower levels of connectedness when compared to some other student groups. These results indicate an opportunity to continue expanding strategies that promote student engagement, relationship-building, and inclusive school experiences to ensure all students feel valued and connected.

The school will continue to monitor climate survey data and use student feedback to inform future supports and school climate initiatives to ensure all students feel safe, supported, and connected.

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

In response to the areas of need identified through the analysis of local data, the LEA will continue refining practices to ensure all students experience a strong sense of connection, inclusion, and support within the school community. While student perceptions of safety remained overwhelmingly positive across all student groups, survey results indicated an opportunity to further strengthen students' sense of belonging and connectedness for some student groups, including White students and Students with Disabilities.

To address this area of need, the school will continue implementing strategies designed to strengthen student engagement, relationship-building, and inclusive school culture practices. Planned actions include expanding opportunities for student voice and engagement, increasing advisory and check-in supports, and continuing culturally responsive community-building activities that promote belonging and meaningful student connections.

Additionally, the LEA will continue reviewing survey participation trends across grade spans to ensure representative student input and meaningful opportunities for feedback. Continued analysis of student climate data will help inform future school climate initiatives, student support practices, and continuous improvement efforts to ensure all students feel safe, supported, and connected within the school community.

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

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

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

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

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

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

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Through the graduation rate and CCI preparedness continuous

improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

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

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

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan					

Coordinating Instruction	1	2	3	4	5
with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Consent - Business/Financial Services

Section: VI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Surplus of Electronics - June 2026.pdf
Special Education Master Contract for Vendor Services 2026-2027.pdf
BUS CPCS Consent Business Financial Services 06.16.26.pdf
Instructure, Inc 2026-27 Renewal - Transcript Services.pdf
California Pacific Charter Schools-SMAA(10009038)26-27 signed.pdf
California Pacific Charter Schools-SMAA(10009038)26-27 LA.pdf
California Pacific Charter Schools-SMAA(10009038)26-27 SD.pdf
California Pacific Charter Schools-SMAA(10009038)26-27 Sonoma.pdf

June 2026 Device Surplus

Serial Number	Device Model	Asset #
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4K9V9FDR304203E	Samsung Chromebook 4	SD-20210503
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PF5LWR46	Lenovo 100e Chromebook Gen 4 (Intel)	LA-00172
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NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

MASTER CONTRACT

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

LEA: **California Pacific Charter Schools**

Contract Year: 2026 -2027

Nonpublic School:

Nonpublic Agency:

Type of Contract:

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

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

☐ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA.
Expiration Date:

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

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EXHIBIT A: 2026-2027 RATES

EXHIBIT B: 2026-2027 ISA

2026 -2027

Local Education Agency: California Pacific Charter Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "*Contract*") is entered into on August 1, 2026, between **California Pacific Charter Schools**, hereinafter referred to as the local educational agency ("LEA"), a member of the Sonoma County Charter SELPA, and **Name of NPS/A.** (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

2. CERTIFICATION AND LICENSES

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

Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification, and in Section 24 of the Master Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from August 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to July 31, 2026. (Title 5 California Code of Regulations section 3062 (d)). In the event the contract negotiations are not agreed to by July 31, 2026, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). No Master Contract will be offered

unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

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

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

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

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

compensatory service hours awarded to a student as a result of the lack of provision of services while the student was served by NPS/A.

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

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

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood that a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract. [**SELPA Member LEA's** (Alexander Valley Union SD, Bellevue Union SD, Bennett Valley Union SD, Cinnabar SD, Cloverdale Unified SD, Cotati-Rohnert Park Unified SD, Dunham SD, Forestville Union SD, Fort Ross SD, Geyserville Unified SD, Gravenstein Union SD, Guerneville SD, Harmony Union SD, Healdsburg Unified SD, Heartwood Charter SD, Horicon SD, Kashia SD, Kenwood SD, Liberty SD, Mark West Union SD, Monte Rio Union SD, Montgomery SD, Oak Grove Union SD, Old Adobe Union SD, Pathways Charter, Petaluma City SD, Petaluma Joint Union HSD, Piner-Olivet Union SD, Rincon Valley Union SD, Roseland SD, Santa Rosa City Elementary SD, Santa Rosa City High SD, Sonoma County Office of Education, Sebastopol Union SD, Sebastopol Independent Charter, Sonoma Valley Unified, Twin Hills SD, Two Rock Union SD, Waugh SD, West Side Union SD, West Sonoma County Union HSD, Wilmar Union SD, Windsor Unified SD, Wright SD)]

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

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

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

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

f. "Parent" means:

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

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

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

iv. a surrogate parent,

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

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

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

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

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

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

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

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

access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

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

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

14. TERMINATION

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

15. INSURANCE

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

PART I- INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with

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

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

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

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

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

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

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

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

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

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

When CONTRACTOR is a NPS affiliated with **a residential treatment center (NPS/RTC)**, the following

insurance policies are required:

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

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

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

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

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

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

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

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

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

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

19. CONFLICTS OF INTEREST

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

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed, or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, choose not to fund services through the evaluator whose IEE it agrees to fund. When no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

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

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

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

notify LEA if provision of services ceases.

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

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

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq...

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

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

When CONTRACTOR is an NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of its NPA service for each student within thirty (30) days of enrollment and shall provide it in writing to the LEA. School-based services

may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian, or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested.

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

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

23. INSTRUCTIONAL MINUTES

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

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

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level, unless otherwise specified in the student's IEP.

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

24. CLASS SIZE

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

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

In the event that a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has a direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate student coverage by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30-school-day period per contract year, where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This

provision does not apply to an NPA.

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

25. CALENDARS

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

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

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

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veterans' Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

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

26. DATA REPORTING

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

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, et seq., 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the state and federal law and implementing regulations. If the IEP determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

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

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff have determined to be a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of the student, self, or others that cannot be prevented by the use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual with exceptional needs or others, and that cannot be immediately prevented by a less restrictive response, such as the temporary application of a technique to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone.

If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional

behavioral assessment, and determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If the student already has a BIP and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

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

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

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

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by the state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

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

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

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

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR, or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting.

Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent, CONTRACTOR, and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility.

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

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

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

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

33. SURROGATE PARENTS AND FOSTER YOUTH

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

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings, including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing.

CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

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

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided monthly, CONTRACTOR shall provide to the LEA at least two (2) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA.

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

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

The CONTRACTOR is responsible for updating goals and objectives, progress reporting, and developing present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessments. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA, and at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065,

shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing, and program design consistent with professional standards for each professional's license, certification, or credential.

It is understood that all billable hours are limited to those specified in the ISA, consistent with the IEP. It is understood that copies of data collection notes, forms, charts, and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS

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

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

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

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

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

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

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of

such notice to parents.

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

39. WITHDRAWAL OF STUDENT FROM PROGRAM

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

40. PARENT ACCESS

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

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

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

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

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

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

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

requirements set forth in Section 43 below.

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

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

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA Act (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.,, 49501.5, the universal meal mandate;, 49530 et seq, and 49550 et seq.

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

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

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

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

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

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent") through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

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

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

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

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making towards the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on the CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

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

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

When CONTRACTOR is an NPS, CONTRACTOR shall collect all applicable data and prepare the applicable

portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students in person or virtually until CDOJ and FBI clearance is ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. CONTRACTOR shall certify to LEA that they have successful background checks and are enrolled in subsequent arrest notification service for all employees who may come into contact with students.

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

45. STAFF QUALIFICATIONS

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

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

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is an NPS, an appropriately qualified person shall serve as the curricular and instructional leader and provide leadership,

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

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to the provisions with respect to supervision.

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

46. VERIFICATION OF LICENSES, CREDENTIALS & OTHER DOCUMENTS

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

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

suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

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

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

When CONTRACTOR is an NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

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

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

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

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

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

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

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

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is an NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required, complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes, major modifications, or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

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

52. INCIDENT/ACCIDENT REPORTING

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

specified in LEA Procedures.

53. CHILD ABUSE REPORTING

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

54. SEXUAL HARASSMENT

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

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

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

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

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

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides, and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual

service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

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

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

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

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

In no case shall initial payment claim submission for any Master Contract fiscal year (August-July) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (August-July) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re- billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR’s

educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

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

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

If LEA determines that a cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding of payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), payment will be denied.

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

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

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

58. PAYMENT FROM OUTSIDE AGENCIES

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

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

Excused Absence Method

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

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

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

D. Only the individuals listed below may verify the reason for absence:

1. School or public health nurse
2. Physician
3. Principal
4. Teacher
5. School employee assigned to make such verification
6. Student eighteen years of age or over
7. Parent

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

F. Standards for excused absences are defined in the education code. The contractor is responsible for verifying excused absences in accordance with current requirements.

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

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

To the extent an absent student is supported by instructional assistance or behavior intervention (enhanced staffing), LEA shall compensate CONTRACTOR for the daily rate for the enhanced staffing assistance for each day of absence in accordance with Section 59.A of the Master Contract in which it states, "LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year, (i.e. semester), unless the LEA grants a written time extension. No more than three of the 8 cumulative absences shall be unexcused.

NONPUBLIC AGENCY STAFF ABSENCE

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

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student within 24 hours of the student's absence.

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

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

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

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

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

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

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain, and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices, and other evidence that reflect all costs claimed to have been incurred, or fees claimed to have been earned under this Agreement.

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

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

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

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

62. RATE SCHEDULE; EXHIBIT A

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

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

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

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

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

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of August, 2026 and terminates at 5:00 P.M. on July 31, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**California Pacific Charter Schools** **LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	**Christine Feher, Superintendent** **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
	Erika Stevens, Director of Special Education
Name and Title	**Name and Title** **California Pacific Charter Schools**
Nonpublic School/Agency/Related Service Provider	**LEA**
	940 South Coast Dr, Suite 185
Address	**Address** **Costa Mesa, CA 92626**
City **State** **Zip**	**City** **State** **Zip** **855-225-7227**
Phone **Fax**	**Phone** **Fax** **estevens@cal-pacs.org**
Email	**Email**

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 6.A **Date:** June 16, 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:** _____

3. Item: Approval of 3-Year Instructure, Inc for Transcript Services (Renewal)

Background: CalPac utilizes Instructure, Inc. for transcript services to support the accurate maintenance, generation, and distribution of student transcripts. These services are essential for documenting student coursework, credits, grades, and academic progress, and for providing official transcript records to students, families, postsecondary institutions, and other authorized recipients.

This item is presented for the Board's consideration of the 3-year renewal of transcript services with Instructure, Inc. The renewal will allow the school to continue using the platform for transcript-related functions and maintain continuity in student records management and reporting. Staff recommends approval of the renewal to ensure uninterrupted access to transcript services for the upcoming term.

Recommendation: It is recommended the Board approve the Approval of 3-Year Instructure, Inc for Transcript Services (Renewal) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-27, 2027-28, 2028-29 school years, as presented.

Fiscal Impact: $7,600.05
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 3,420.02
California Pacific Charter - San Diego (#1758) $ 2,584.02
California Pacific Charter - Sonoma (#2037) $ 1,596.01

2026-27 Fiscal Year Impact: $2,410.80
(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) $ 1,084.86
California Pacific Charter - San Diego (#1758) $ 819.67
California Pacific Charter - Sonoma (#2037) $ 506.27

2027-28 Fiscal Year Impact: $2,531.34
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 1,139.10
California Pacific Charter - San Diego (#1758) $ 860.66
California Pacific Charter - Sonoma (#2037) $ 531.58

2028-29 Fiscal Year Impact: $2,657.91
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 1,196.06
California Pacific Charter - San Diego (#1758) $ 903.69
California Pacific Charter - Sonoma (#2037) $ 558.16

4. Item: Ratification of the School-Based Medi-Cal Administrative Activities (SMAA) Participation Agreement (2026-27 Renewal)

Background: All three California Pacific Charter Schools ("CalPac") participate in the School-Based Medi-Cal Administrative Activities (SMAA) program, administered by the Orange County Superintendent of Schools as the Region 9 Local Educational Consortium (LEC), covering Imperial, Orange, and San Diego Counties.

SMAA is an administrative cost recovery program that reimburses CalPac for the cost of staff time spent on allowable Medi-Cal-related special education activities.

Reimbursement is calculated quarterly based on each school's Medi-Cal Eligibility Rate (MER), eligible staff salary and benefit costs, and the proportion of time spent on claimable activities as determined through the Random Moment Time Study (RMTS) process.

Fiscal Impact:
Cost: The Orange County Superintendent of Schools retains a fee of 4.5% per quarterly claim to administer the program on CalPac's behalf.

Revenue is dependent on CalPac's Medi-Cal Eligibility Rate and the volume of claimable activities performed by participating staff. Actual receipts cannot be determined at this time but will be reported as claims are processed and reimbursements received.

Recommendation: It is recommended the Board ratify the SMAA Participation Agreement (2026-27 Renewal) for California Pacific Charter Schools – Los Angeles (#1751), San Diego (#1758), and Sonoma (#2037), as presented.

Instructure.

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

Order Form

Order: Q-589065-1
Date: 2026-06-08
Order Valid Through: 2026-07-28

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:

Email:

Phone:

Shipping Contact

Name: Daisy Carlos

Email: dcarlos@cal-pacs.org

Phone: +1 949 688 7798

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**
S2	Transcript Services	2026-07-29	2027-07-28	Recurring	Enrollment	1	USD 2,410.80	USD 2,410.80

Year 1 Transaction Pricing:				
Reference	**Description**	**Start Date**	**End Date**	**Price**
T3	Transcript Services TPO	2026-07-29	2027-07-28	USD 15.00

Year 2								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S2	Transcript Services	2027-07-29	2028-07-28	Recurring	Enrollment	1	USD 2,531.34	USD 2,531.34

Year 2 Transaction Pricing:				
Reference	**Description**	**Start Date**	**End Date**	**Price**
T3	Transcript Services TPO	2027-07-29	2028-07-28	USD 15.00

Year 3								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S2	Transcript Services	2028-07-29	2029-07-28	Recurring	Enrollment	1	USD 2,657.91	USD 2,657.91

Year 3 Transaction Pricing:				
Reference	**Description**	**Start Date**	**End Date**	**Price**
T3	Transcript Services TPO	2028-07-29	2029-07-28	USD 15.00

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 2,410.80	USD 0.00	USD 2,410.80
Year 2	USD 2,531.34	USD 0.00	USD 2,531.34
Year 3	USD 2,657.91	USD 0.00	USD 2,657.91
Total	**USD 7,600.05**	**USD 0.00**	**USD 7,600.05**

Reference	**Products**	**Description**
S2	Transcript Services	Learner Type: Current + Alumni Delivery Method: Parchment Print and Digital Financing Option: Subscription - Recurring

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.

Payment Terms - Renewal Order Form: In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

Payment Processing Fee: Subject to limitations and prior written approval of Instructure, Customer can add a surcharge to each credential request as a method of cost recovery for some or all of Customer's fees, or an auxiliary revenue source. Due to the processing fees assessed by Instructure's credit card processing vendor, there will be a 20% processing fee on all credit card (including debit) charges in excess of the credential request fee. Instructure will remit to Customer any surcharges (less any processing fees on a monthly basis, no later than 45 days following the end of each calendar month.

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

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):	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:	_____	Name:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

In Process

docusign

Certificate Of Completion

Envelope Id: 6F4DBBC7-3A91-8F16-8314-BFDBFB02D7F2
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)

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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.

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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.

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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.
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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

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

AGREEMENT NUMBER: 10009038

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

This AGREEMENT is hereby entered into this 1st day of July, 2026, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the California Pacific Charter Schools, 940 South Coast Drive, Suite 185, Costa Mesa, California 92626, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

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

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

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

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

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

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 TERM. The term of this AGREEMENT shall be for a period of one year commencing on July 1, 2026, and ending on June 30, 2027, subject to termination as set forth in this AGREEMENT.

2.0 RESPONSIBILITIES OF SUPERINTENDENT.

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

b. "Certify" to the STATE:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.0 RESPONSIBILITIES OF DISTRICT.

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

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

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

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

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

e. Certify to the SUPERINTENDENT and STATE:

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

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

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

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

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

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

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

k. DISTRICT will maintain a minimum response rate of eighty-five percent (85%) of the moments assigned per time study quarter. If DISTRICT is unable to maintain the required response rate, DISTRICT will have sanctions applied according to the California School-Based Medicaid Services Time Study Implementation Plan (TSIP).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

r. Ensure no duplicative billings.

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

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

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

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

4.0 DATA USE AGREEMENT. The Parties agrees to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal system of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law as specified in School-Based Medi-Cal Administrative Activities (SMAA) Agreement for Disclosure and Use of

Medi-Cal Data (DATA USE AGREEMENT), Appendix "C", attached hereto and incorporated by reference herein. The DATA USE AGREEMENT must be signed by the Custodian of Records on behalf of the DISTRICT.

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

6.0 FEE SCHEDULE.

a. SUPERINTENDENT'S LEC Fees.

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

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

3. SUPERINTENDENT will request from DISTRICT the fiscal information required to complete the SMAA invoice claim. Time Study Participant pool lists will be provided with the request to assist with collection of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the AGREEMENT. SUPERINTENDENT will establish and maintain a secure file transfer protocol (SFTP) site for the transmission of all fiscal related documentation. Once notified that claims have been prepared and are ready for district's review, the DISTRICT will confirm that the final invoice is ready for electronic signatures.

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The SUPERINTENDENT will process and submit to DHCS for processing.

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

7.0 FEDERAL CLAIMING.

a. TITLE 31 - Money and Finance, Subtitle V - General Assistance Administration, Chapter 75 - Requirements for Single Audits, Section 7502 requires each pass-through entity provide the sub-recipient program names and any identifying numbers from which such assistance is derived. The Catalog of Federal Domestic Assistance (CFDA) number for this Federal program is 93.778, Medical Assistance Program (Medi-Cal).

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

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

9.0 COPYRIGHT. DISTRICT understands and agrees that all forms, plans, and related instructional materials developed by SUPERINTENDENT or DISTRICT under this AGREEMENT shall become the exclusive property of the Department of Health Care Services. The Department of Health Care Services shall have all right, title and interest in said matters,

including the right to secure and maintain the copyright, trademark and/or patent all forms and related instructional materials developed under this AGREEMENT.

10.0 HOLD HARMLESS.

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

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

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

11.0 CONFIDENTIALITY.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT' Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

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22.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with or without cause, terminate this AGREEMENT with the giving of thirty (30) days prior written notice to the other party. However, once SUPERINTENDENT has submitted a RMTS Roster Report to the Department of Health Care Services (DHCS), according to the School-Based Medi-Cal Administrative Activities (SMAA) Manual, DISTRICT may not terminate until the next quarter survey period. The obligations of the Parties under Section 10.0 of this AGREEMENT shall survive the termination or expiration of this AGREEMENT.

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

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

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

24.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance

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of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

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

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

27.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

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

///

///

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: CALIFORNIA PACIFIC CHARTER SCHOOLS	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: CHRISTINE FEHER Authorized Signature	BY: Authorized Signature
PRINTED NAME: Christine Feher	PRINTED NAME: Patricia McCaughey
TITLE: Superintendent	TITLE: Executive Director
DATE: 5/11/2026	DATE: May 4, 2026

California Pacific Charter Schools-SMAA(10009038)26-27
Zip5

Appendix A

LEC SMAA

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

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

1 DISTRICT/SCHOOL

California Pacific Charter - San Diego — *District/School Name*

San Diego — *County*

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Romy Mason — *Name*

Special Education Data & Compliance Specialist — *District Job Title*

940 South Coast Dr, Ste 185 — *Street Address*

Costa Mesa, CA 92626 — *City, State, Zip*

_____ — *Mailing Address (if different than street address)*

_____ — *City, State, Zip*

949-900-3642 — *Phone (please include extension)*

_____ — *Fax*

rmason@cal-pacs.org — *Email*

Check the box for this person to:

- [x] **have access to the RMTS system**
- [x] **receive RMTS late notifications**

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

Christine Feher — *Name*

Superintendent — *District Job Title*

855-225-7227 — *Phone (please include extension)*

_____ — *Fax*

cfeher@cal-pacs.org — *Email*

Check the box for this person to:

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

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

_____ — *Name*

_____ — *District Job Title*

_____ — *Phone (please include extension)*

_____ — *Fax*

_____ — *Email*

Check the box for this person to:

- [ ] **be included in all program communications**
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- [ ] **receive RMTS late notifications**

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SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

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

Name | *District Job Title*

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

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

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

Christine Feher
Name

Superintendent
District Job Title

855-225-7227
Phone (please include extension)

Fax

cfeher@cal-pacs.org
Email

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- ☐ **have access to the RMTS system**

6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

Shannon Green
Name

Director of Fiscal Services
District Job Title

949-427-6526
Phone (please include extension)

Fax

sgreen@cal-pacs.org
Email

Check the box for this person to:
- ☑ **be included in all program communications**
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7. LEA BILLING OPTION PROGRAM SUBCONTRACTOR/THIRD-PARTY VENDOR

SEIS Billing
Company Name

Debra Elsey
Contact

Project Liaison II
Contact Job Title

209-292-2780
Phone

delsey@sjcoe.net
Email

Romy Mason
PRINTED NAME OF PERSON FILLING OUT FORM

Special Education Data & Compliance Specialist
JOB CLASSIFICATION TITLE

May 7, 2026
DATE

Appendix B

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

DISTRICT: California Pacific Charter Schools

BY: CHRISTINE FEHER

Authorized Signature

PRINTED NAME: Christine Feher

TITLE: Superintendent

DATE: 5/11/2026

Appendix C

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

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

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

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

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

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

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

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

Christine Feher - Superintendent

Name and Title of Custodian of Files

California Pacific Charter Schools

District Name

940 South Coast Dr, Ste 185, Costa Mesa CA 92626

District Address

855-225-7227 cfeher@cal-pacs.org

Custodian's Phone Number / Email Address

CHRISTINE FEHER

Custodian's Signature

5/11/2026

Date

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Appendix A

LEC SMAA

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

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

1 DISTRICT/SCHOOL

California Pacific Charter - Los Angeles — *District/School Name*

Los Angeles — *County*

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Romy Mason — *Name*

Special Education Data & Compliance Specialist — *District Job Title*

940 South Coast Dr, Ste 185 — *Street Address*

Costa Mesa, CA 92626 — *City, State, Zip*

_____ — *Mailing Address (if different than street address)*

_____ — *City, State, Zip*

949-900-3642 — *Phone (please include extension)*

_____ — *Fax*

rmason@cal-pacs.org — *Email*

Check the box for this person to:

- [x] **have access to the RMTS system**
- [x] **receive RMTS late notifications**

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

Christine Feher — *Name*

Superintendent — *District Job Title*

855-225-7227 — *Phone (please include extension)*

_____ — *Fax*

cfeher@cal-pacs.org — *Email*

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- [ ] **receive RMTS late notifications**

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

_____ — *Name*

_____ — *District Job Title*

_____ — *Phone (please include extension)*

_____ — *Fax*

_____ — *Email*

Check the box for this person to:

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SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

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

Name | *District Job Title*

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

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

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

Christine Feher
Name

Superintendent
District Job Title

855-225-7227
Phone (please include extension)

Fax

cfeher@cal-pacs.org
Email

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6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

Shannon Green
Name

Director of Fiscal Services
District Job Title

949-427-6526
Phone (please include extension)

Fax

sgreen@cal-pacs.org
Email

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

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

SEIS Billing
Company Name

Debra Elsey
Contact

Project Liaison II
Contact Job Title

209-292-2780
Phone

delsey@sjcoe.net
Email

Romy Mason
PRINTED NAME OF PERSON FILLING OUT FORM

Special Education Data & Compliance Specialist
JOB CLASSIFICATION TITLE

May 7, 2026
DATE

Appendix A

LEC SMAA

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

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

1 DISTRICT/SCHOOL

California Pacific Charter-San Diego — *District/School Name*

San Diego — *County*

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Romy Mason — *Name*

Special Education Data & Compliance Specialist — *District Job Title*

940 South Coast Dr, Ste 185 — *Street Address*

Costa Mesa, CA 92626 — *City, State, Zip*

_____ — *Mailing Address (if different than street address)*

_____ — *City, State, Zip*

949-900-3645 — *Phone (please include extension)*

_____ — *Fax*

rmason@cal-pacs.org — *Email*

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Christine Feher — *Name*

Superintendent — *District Job Title*

855-225-7227 — *Phone (please include extension)*

_____ — *Fax*

cfeher@cal-pacs.org — *Email*

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_____ — *Name*

_____ — *District Job Title*

_____ — *Phone (please include extension)*

_____ — *Fax*

_____ — *Email*

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SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

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

Name | *District Job Title*

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

Check the box for this person to:
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SEIS Billing
Company Name

Debra Elsey
Contact

Project Liason II
Contact Job Title

209-292-2780
Phone

delsey@sjcoe.net
Email

Romy Mason
PRINTED NAME OF PERSON FILLING OUT FORM

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JOB CLASSIFICATION TITLE

May 7, 2026
DATE

Appendix A

LEC SMAA

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SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

1 DISTRICT/SCHOOL

California Pacific Charter - Sonoma — *District/School Name*

Sonoma — *County*

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Romy Mason — *Name*

Special Education Data & Compliance Specialist — *District Job Title*

940 South Coast Dr, Ste 185 — *Street Address*

Costa Mesa, CA 92626 — *City, State, Zip*

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Christine Feher — *Name*

Superintendent — *District Job Title*

855-225-7227 — *Phone (please include extension)*

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_____ — *District Job Title*

_____ — *Phone (please include extension)*

_____ — *Fax*

_____ — *Email*

Check the box for this person to:

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SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2026-2027

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

Name | *District Job Title*

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

Check the box for this person to:
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SEIS Billing — *Company Name*

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Project Liaison II — *Contact Job Title*

209-292-2780 — *Phone*

delsey@sjcoe.net — *Email*

Romy Mason — **PRINTED NAME OF PERSON FILLING OUT FORM**

Special Education Data & Compliance Specialist — **JOB CLASSIFICATION TITLE**

May 7, 2026 — **DATE**

Coversheet

Consent - Policy Development

Section: VI. Consent
Item: C. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material:
BUS CPCS Consent Policy Development 06.16.26.pdf
5110 - CPCS Cell Phones Smartphones Pagers Other Electronic Signaling Devices Policy.pdf
5110 - CPCS Cell Phones Smartphones Pagers Other Electronic Signaling Devices Policy_redline_06.16.26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 6.C **Date:** June 16, 2026

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

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

1. Item: Approval of Revisions to 5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy

Background: The Cell Phones, Smartphones, Pagers, and Other Electronic Signaling Devices Policy has been updated to align with current law, including Education Code section 48901.7 and the Phone-Free Schools Act. The revisions clarify that the policy applies to cell phones, smartphones, smart watches, earbuds, pagers, and other private electronic signaling or communication devices during Charter School-sponsored activities, assessments, field trips, meetings, enrichment activities, and other times when students are under the supervision and control of Charter School employees.

The updates also reflect CPCS's nonclassroom-based independent study model and clarify expectations for student possession and use of private devices. Students may possess private devices but must keep them turned off or on silent mode and out of view unless an exception applies, such as an emergency, staff permission, medical need, IEP, Section 504 Plan, or other legally required accommodation. The policy also addresses confiscation, parent/guardian pickup, student responsibility for personal devices, and periodic review for continued legal compliance.

Recommendation: It is recommended the Board approve the revisions to 5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751, as presented.

Fiscal Impact: None

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The California Pacific Charter Schools ("CPCS" or the "Charter School") Board of Directors recognizes that the use of cell phones, smartphones, smart watches, earbuds, pagers, and other electronic signaling or communication devices (hereinafter collectively referred to as "private devices") may interfere with student engagement, learning, safety, and participation during Charter School-sponsored activities. The Board further recognizes research indicating that excessive or inappropriate use of personal electronic devices may negatively impact academic focus, social interaction, and student well-being. Therefore, pursuant to applicable law, including Education Code section 48901.7 and the Phone-Free Schools Act (AB 3216), the Board adopts this Policy to limit student use of private devices while students are participating in Charter School-sponsored activities or otherwise under the supervision and control of Charter School employees. Because the Charter School primarily operates through a nonclassroom-based independent study model, this Policy applies during Charter School-sponsored events, assessments, field trips, meetings, enrichment activities, and other occasions in which students are under the supervision and control of Charter School employees. Students may possess private devices in accordance with this Policy but shall keep them turned off or on silent mode and out of view except as expressly permitted herein.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

a. Before or after any Charter School sponsored activity occurring before or after the regular school day.

b. In the case of an emergency, or in response to a perceived threat of danger.

c. When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.

d. When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

e. When the possession or use of a private device is required in a student's individualized education program ("IEP"), Section 504 Plan, or other legally required accommodation.

Private devices shall be turned <u>off</u> and shall <u>not</u> be used:

a. During events sponsored by the Charter School held before or after regular school hours.

b. On field trips or excursions sponsored by the Charter School.

c. During State assessments administration

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity. Charter School employees who take actual possession of any personal property of a student, with the intention of returning it at a later time, have the responsibility to ensure that the property is placed in a properly secured location.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

This policy shall be reviewed and, if necessary, updated at least once every five years to ensure continued compliance with state law.

STUDENT SERVICES 5110-CPCS

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The California Pacific Charter Schools ("CPCS" or the "Charter School") Board of Directors recognizes that the use of cell phones, smartphones, smart watches, earbuds, pagers, and other electronic signaling or communication devices (hereinafter collectively referred to as "private devices") may interfere with student engagement, learning, safety, and participation during Charter School-sponsored activities. The Board further recognizes research indicating that excessive or inappropriate use of personal electronic devices may negatively impact academic focus, social interaction, and student well-being. Therefore, pursuant to applicable law, including Education Code section 48901.7 and the Phone-Free Schools Act (AB 3216), the Board adopts this Policy to limit student use of private devices while students are participating in Charter School-sponsored activities or otherwise under the supervision and control of Charter School employees. Because the Charter School primarily operates through a nonclassroom-based independent study model, this Policy applies during Charter School-sponsored events, assessments, field trips, meetings, enrichment activities, and other occasions in which students are under the supervision and control of Charter School employees. Students may possess private devices in accordance with this Policy but shall keep them turned off or on silent mode and out of view except as expressly permitted herein.

~~The California Pacific Charter Schools ("CPCS" or the "Charter School") Board of Directors recognizes the potential for cell phones, smartphones, smart watches, pagers, earbuds, and other electronic signaling or communication devices cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.~~ ¶

¶

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

a. Before or after any Charter School sponsored activity occurring before or after the regular school day.

b. In the case of an emergency, or in response to a perceived threat of danger.

c. When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.

d. When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

e. When the possession or use of a private device is required in a student's individualized education program ("IEP"), Section 504 Plan, or other legally required accommodation.

Private devices shall be turned off and shall not be used:

a. During events sponsored by the Charter School held before or after regular school hours.

b. On field trips or excursions sponsored by the Charter School.

c. During State assessments administration

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity. Charter School employees who take actual possession of any personal property of a student, with the intention of returning it at a later time, have the responsibility to ensure that the property is placed in a properly secured location.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

This policy shall be reviewed and, if necessary, updated at least once every five years to ensure continued compliance with state law. ▪

Coversheet

Budget Adoption 2026-2027

Section: VII. Business/Financial Services
Item: A. Budget Adoption 2026-2027
Purpose: Vote
Submitted by: Shannon Green
Related Material: 2026-27 Adopted Budget Presentation.pdf
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

BACKGROUND:

On or before July 1, charter schools are required to adopt a budget for the upcoming fiscal year, in accordance with Education Code and California Department of Education (CDE) guidelines. The Adopted Budgets serve as the school's official financial plan and provides the framework for allocating resources to support educational goals and strategic priorities.

Following the previous first reading, the 2026-27 Adopted Budgets are now presented for formal Board approval for each of the three California Pacific Charter Schools:

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

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

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

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

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

RECOMMENDATION:

It is recommended that the Board approve the 2026-27 Adopted Budgets for California Pacific Charter Schools – Los Angeles (#1751), San Diego (#1758), and Sonoma (#2037), as presented.

CALIFORNIA PACIFIC CHARTER SCHOOL



Adopted Budget

California Pacific Charter

2026-2027

2026-27 Governor's May Revision Highlights



LCFF "Super-COLA"

4.31%

Increased from 2.41% in January proposal.

Special Ed Base Funding

$1,340/ADA

Increased base rate (up from January projection).

New Discretionary Block Grant

$5B Statewide

$915/ADA

CalPac did not include this unconfirmed revenue in 2026-27 budget.

Paid Pregnancy Disability Leave

14 Weeks

Proposed new mandate for all schools to provide up to 14 weeks paid leave.

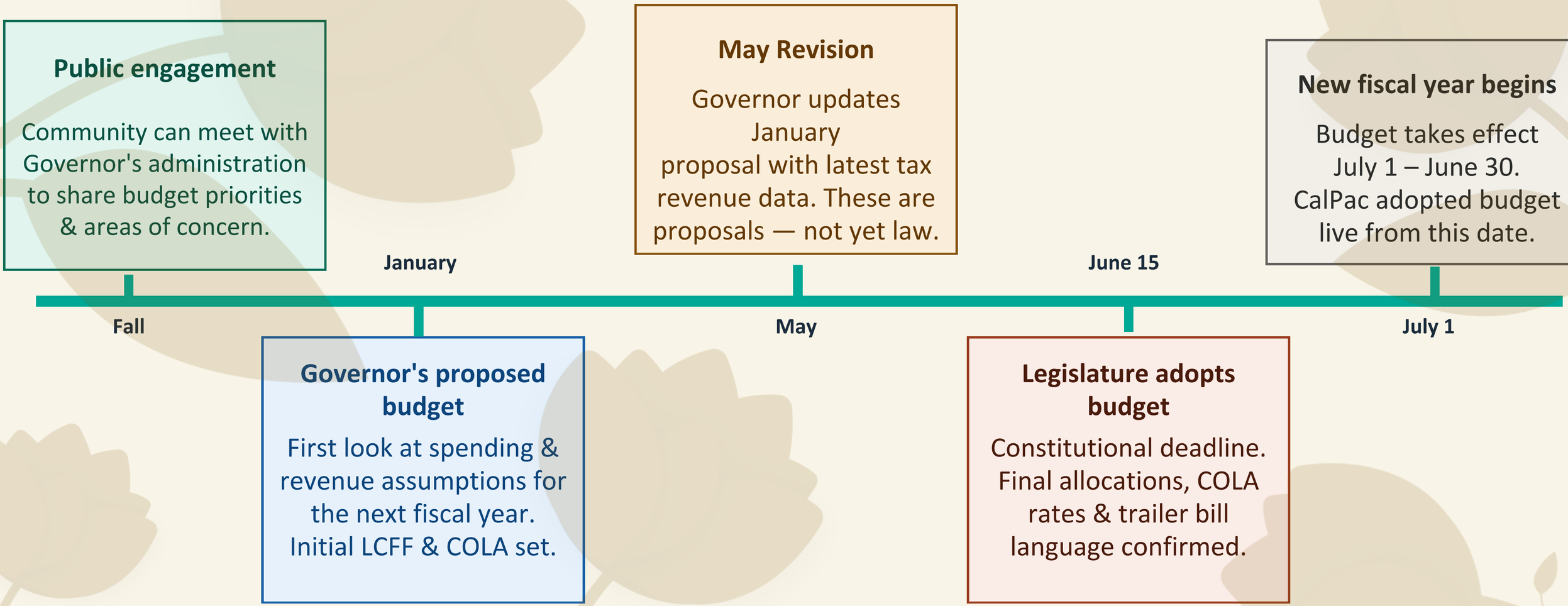
Charter Accountability Trailer Bill

⚠️ **Watch**

Expanded audits, enhanced authorizer oversight, new vendor policies (eff. 7/1/27).

Important: Final funding allocations may differ from these proposals, and trailer bill language continues to be finalized.

State Budget Timeline



2026-27 Enrollment and ADA

CalPac-SD

25/26
Enrollment: 343
ADA: 321.62

26/27 Projected
Enrollment: 363
ADA: 345.95

CalPac-LA

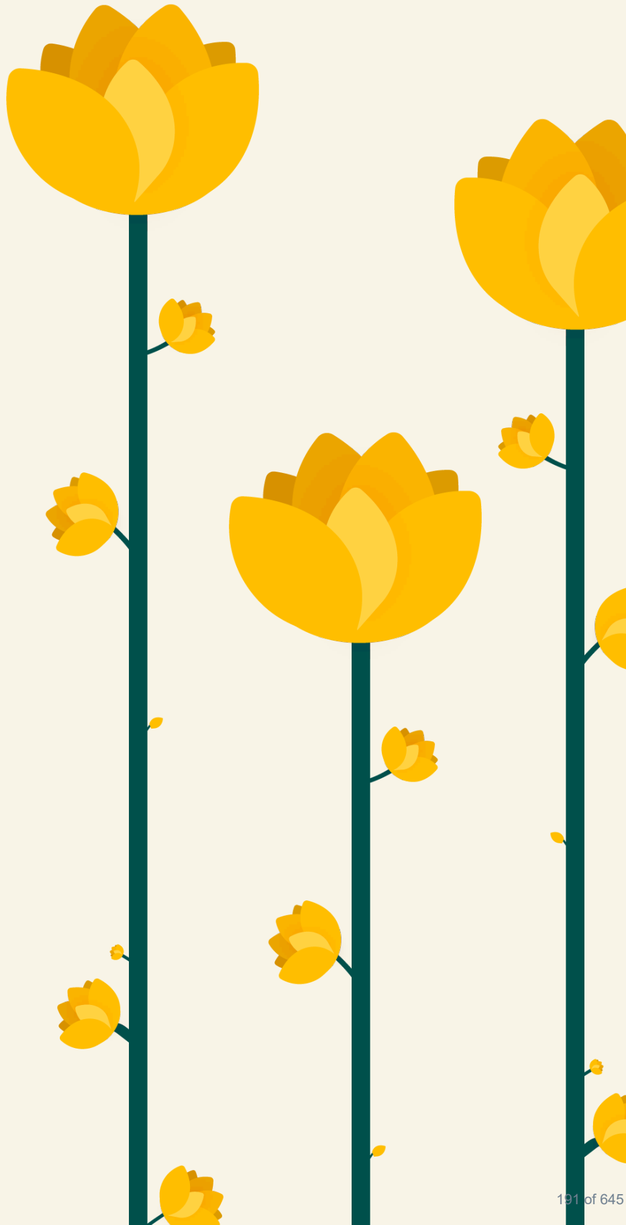
25/26
Enrollment: 459
ADA: 446.91

26/27 Projected
Enrollment: 481
ADA: 459.56

CalPac-Sonoma

25/26
Enrollment: 238
ADA: 228.66

26/27 Projected
Enrollment: 243
ADA: 230.84



2026-27 Adopted Budget Financial Highlights

CPC-SD Authorized by WUSD	CPC-LA Authorized by AADUSD	CPC-Sonoma Authorized by GESD
Net Surplus **$105,904**	**Net Surplus** **$53,709**	**Net Surplus** **$9,990**
Total Revenue **$6,395,497** vs. prior yr: +14.71%	**Total Revenue** **$8,566,301** vs. prior yr: +10.04%	**Total Revenue** **$3,997,530** vs. prior yr: +6.14%
Total Expenditures **$6,289,594** vs. prior yr: +14.34%	**Total Expenditures** **$8,512,592** vs. prior yr: +10.39%	**Total Expenditures** **$3,987,540** vs. prior yr: +7.28%
Ending Fund Balance **$2,260,923** **35.95% of expenditures**	**Ending Fund Balance** **$3,330,061** **39.12% of expenditures**	**Ending Fund Balance** **$1,128,745** **28.31% of expenditures**
Per-Pupil Spending **$17,327**	**Per-Pupil Spending** **$17,698**	**Per-Pupil Spending** **$16,410**

2026-27 Categorical Revenue

Grant / Program	CPC-SD	CPC-LA	CPC-SO	Available Until
Student Support & PD Discretionary Block Grant (SSPDBG)	$95,175	$130,851	$66,658	June 30, 2029
CTEIG *	$135,000	$180,000	$85,000	Annual / per grant award
Prop 28 (AMS)	$56,230	$77,322	$36,619	Rolling 3-year spend window
Learning Recovery Block Grant	$102,332	$140,029	$56,370	June 30, 2028
Total	**$388,737**	**$528,202**	**$244,647**	

** **CTEIG:** Estimated revenues pending CDE grant award confirmation.*
This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).

Balances shown are the amounts of revenue to be captured in 2026-27 only.

Staffing Update



2026-27 New Positions

- 1 - Community Engagement and Events Technician
- 1 - MTSS and Intervention Coordinator
- 1 - Online Teacher
- 2 - Special Education Instructional Assistants
- 1 - Speech-Language Pathology Assistant

CalPac has budgeted for the new Paid Pregnancy Disability Leave mandate, consistent with the state's direction that the 4.31% Super-COLA is intended to cover this cost.

2026-27 Expenses

	San Diego			Los Angeles			Sonoma		
	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change	Estimated Actuals 2025-26	Adopted Budget 2026-27	$ Change
EXPENDITURES									
Books and Supplies	481,795	396,914	(84,880)	646,717	548,011	(98,707)	307,608	222,464	(85,144)
Other Services and Ops	804,551	725,373	(79,178)	1,115,509	1,126,538	11,029	597,609	573,989	(23,620)
TOTAL EXPENDITURES	**1,286,346**	**1,122,288**	**(164,058)**	**1,762,226**	**1,674,548**	**(87,678)**	**905,217**	**796,453**	**(108,764)**

Key Changes to Books and Supplies

- **Curriculum**: Decrease reflects transition from pre-printed materials to in-house printing.
- **Noncapitalized Equipment**: Decrease reflects a return to typical levels following last year's one-time investment in replacing outdated devices and expanding computer inventory for staff and students.

Key Changes to Services and Other Operating Expenditures

- **Special Education**: 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**: Decrease from 2025-26, which included elevated costs from an all-staff in-person professional development event and expanded PD offerings. Expenditures in 2026-27 return to typical levels.
- **Dues & Membership:** Increase driven by an increase in the CCSA membership fee, and expanded ACSA memberships to support additional administrators.

Multi-Year Projection

	San Diego			Los Angeles			Sonoma		
	2026-27	2027-28	2028-29	2026-27	2027-28	2028-29	2026-27	2027-28	2028-29
Enrollment	363	375	376	481	497	500	243	248	250
Average Daily Attendance	345.95	351.16	356.43	459.56	466.46	473.47	230.84	234.30	237.81
REVENUES									
General Purpose Revenue	5,232,461	5,478,205	5,750,381	7,002,289	7,301,324	7,634,482	3,222,318	3,365,601	3,522,695
Federal Revenue	163,302	171,509	175,736	216,394	224,598	230,213	104,919	108,332	111,007
Other State Revenue	932,974	968,309	825,521	1,282,978	1,300,638	1,103,157	632,193	630,587	547,044
Other Local Revenue	66,760	66,760	66,760	64,640	64,640	64,640	38,100	38,100	38,100
TOTAL REVENUES	6,395,497	6,684,783	6,818,398	8,566,301	8,891,200	9,032,492	3,997,530	4,142,620	4,218,846
EXPENDITURES									
Salaries and Benefits	5,166,522	5,317,024	5,438,661	6,838,044	7,037,238	7,118,248	3,191,087	3,284,044	3,439,153
Books and Supplies	396,914	402,944	419,338	548,011	573,572	590,464	222,464	217,044	230,081
Other Services and Ops	725,373	788,407	808,698	1,126,538	1,219,201	1,244,945	573,989	604,989	489,274
Depreciation	784	784	784						
TOTAL EXPENDITURES	6,289,593	6,509,159	6,667,481	8,512,592	8,830,011	8,953,657	3,987,540	4,106,076	4,158,508
NET INCREASE / (DECREASE)	105,904	175,625	150,917	53,709	61,189	78,835	9,990	36,544	60,338
BEGINNING BALANCE	2,155,020	2,260,924	2,436,548	3,276,352	3,330,061	3,391,250	1,118,754	1,128,745	1,165,288
NET INCREASE / (DECREASE)	105,904	175,625	150,917	53,709	61,189	78,835	9,990	36,544	60,338
ENDING BALANCE	2,260,924	2,436,548	2,587,466	3,330,061	3,391,250	3,470,085	1,128,745	1,165,288	1,225,626
ENDING BALANCE AS % OF EXP	35.95%	37.43%	38.81%	39.12%	38.41%	38.76%	28.31%	28.38%	29.47%

2026-27 Cash Projections



California Pacific Charter – SD

June 30, 2026 Balance = **$2,660,012**
Approximately **154** Days of Cash on Hand

California Pacific Charter – LA

June 30, 2026 Balance = **$2,655,780**
Approximately **114** Days of Cash on Hand

California Pacific Charter – Sonoma

June 30, 2026 Balance = **$1,183,501**
Approximately **108** Days of Cash on Hand


Questions?
THANK YOU!

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



2026-27 Adopted Budget
Enrollment & ADA

California Pacific Charter - Los Angeles (#1751)	CPC-LA		CPC-LA		CPC-LA	
	2026-27		2027-28		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%**

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%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

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%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

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.

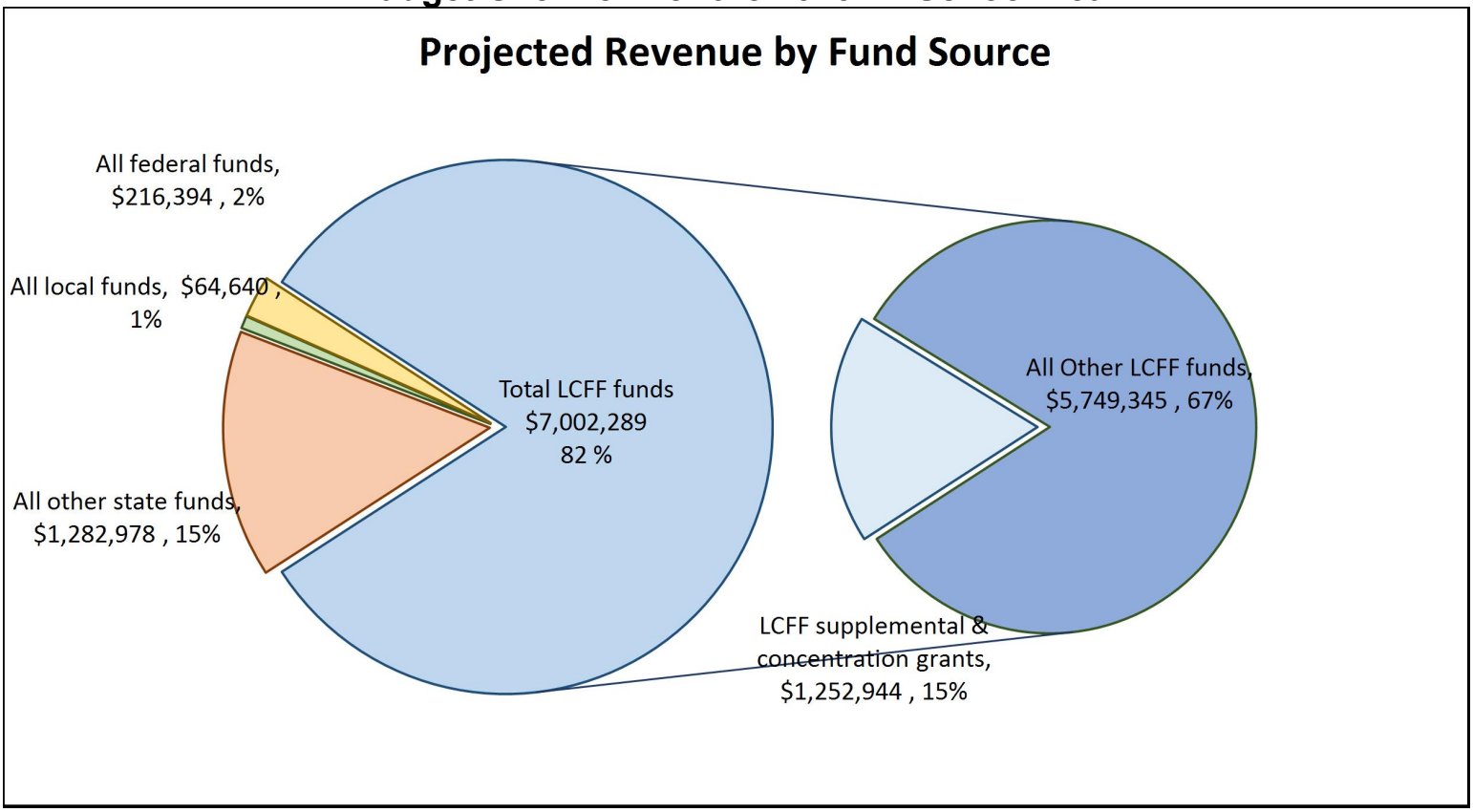
LCFF Budget Overview for Parents

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

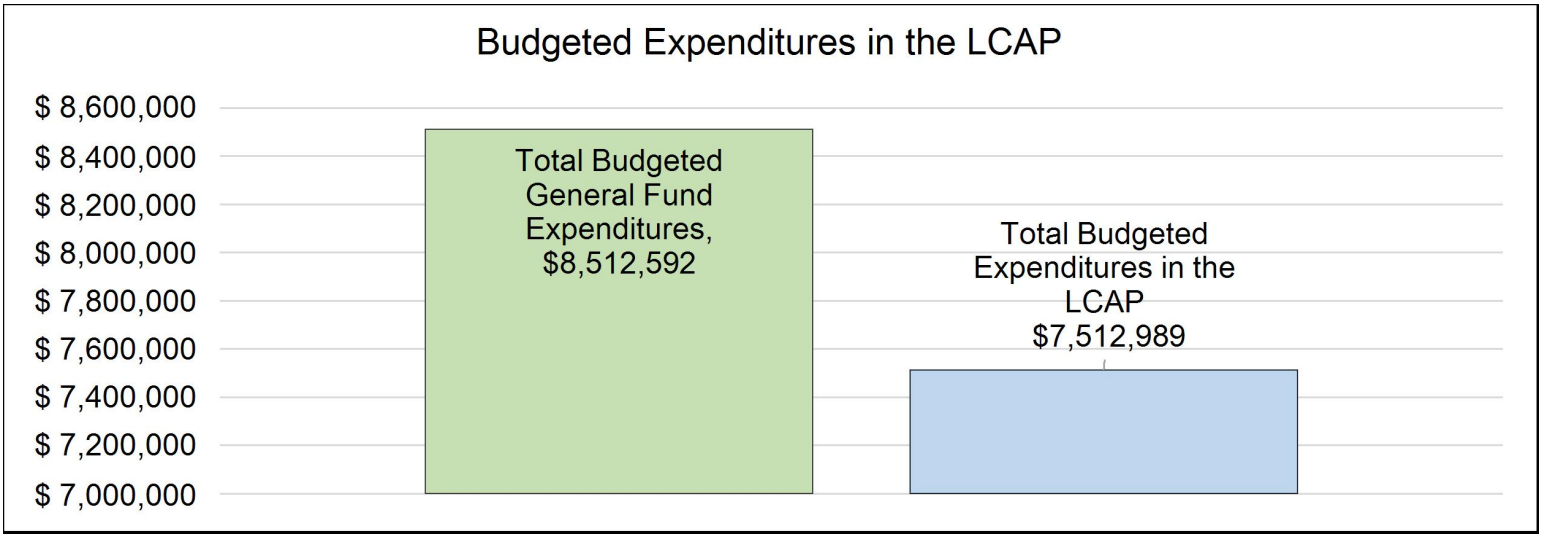


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

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:

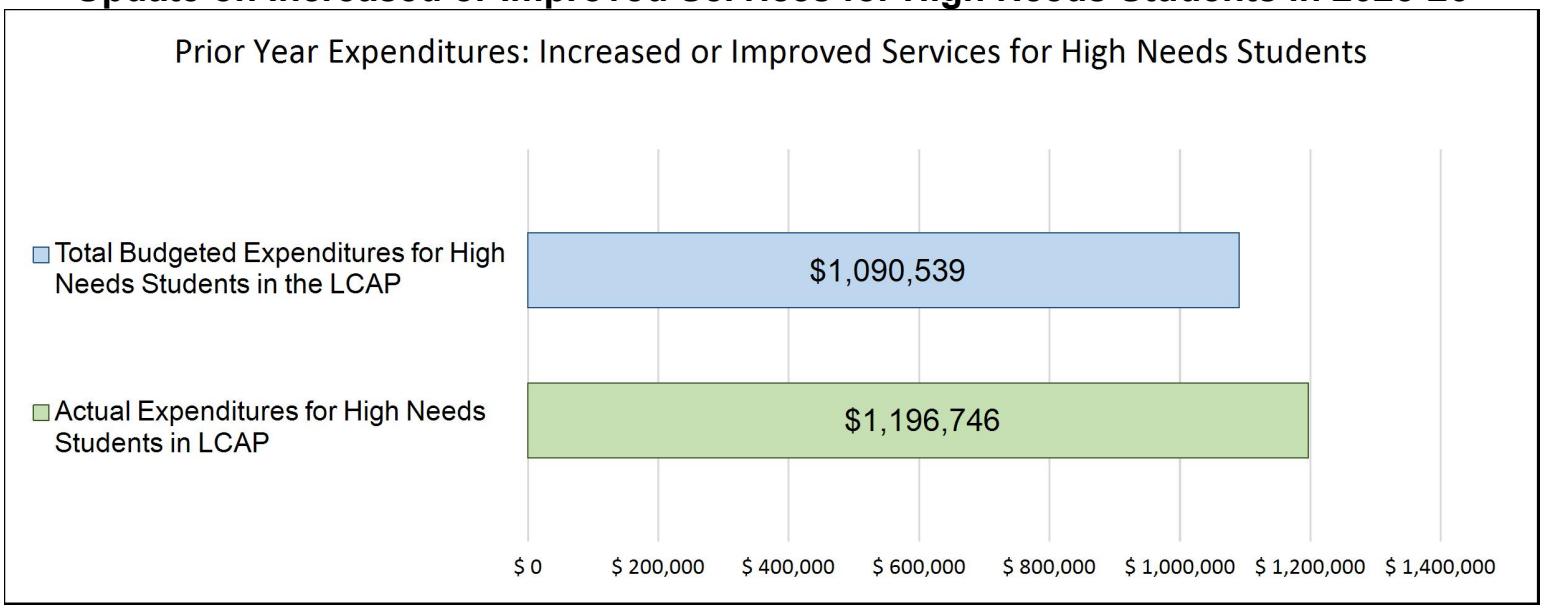
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

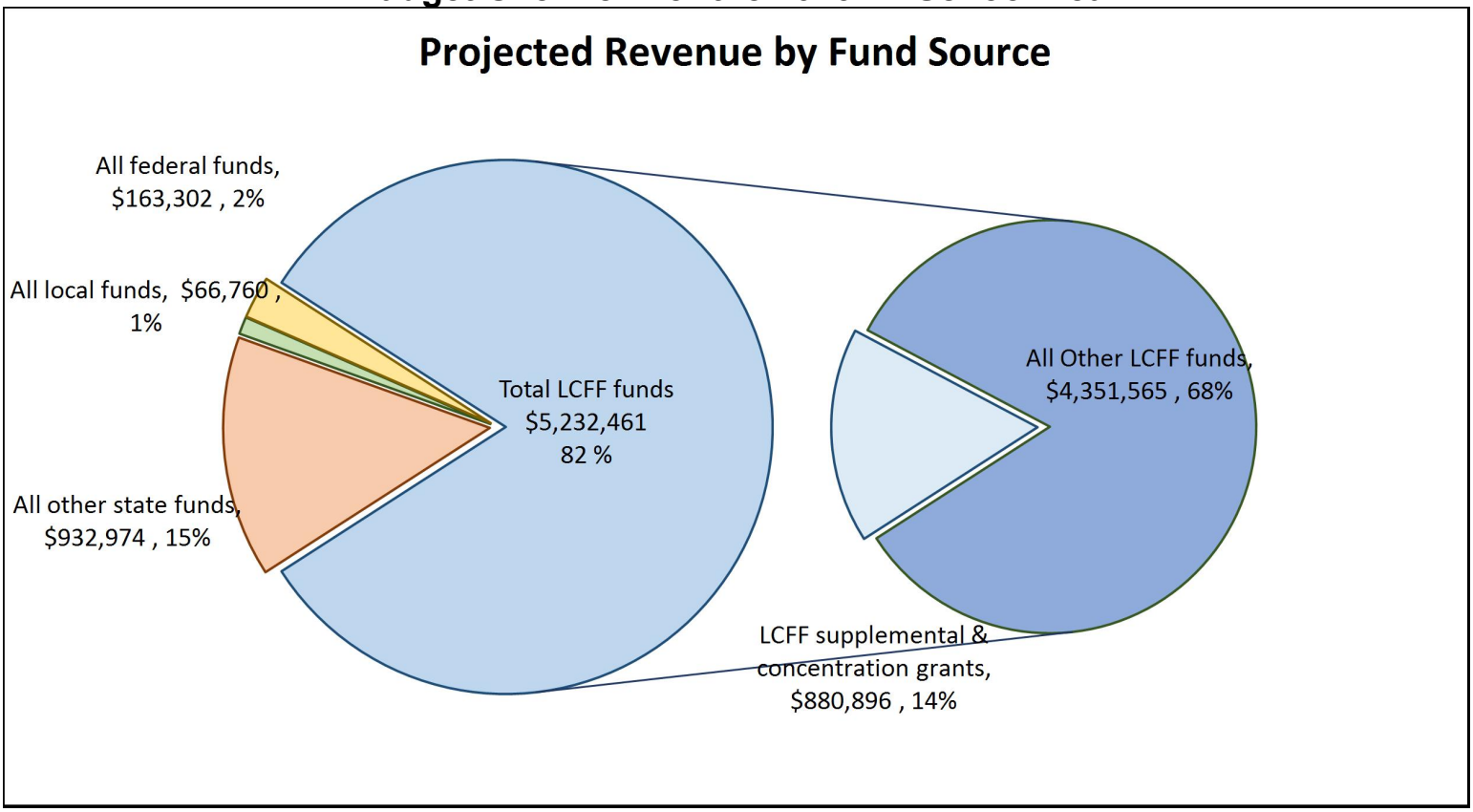
LCFF Budget Overview for Parents

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

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

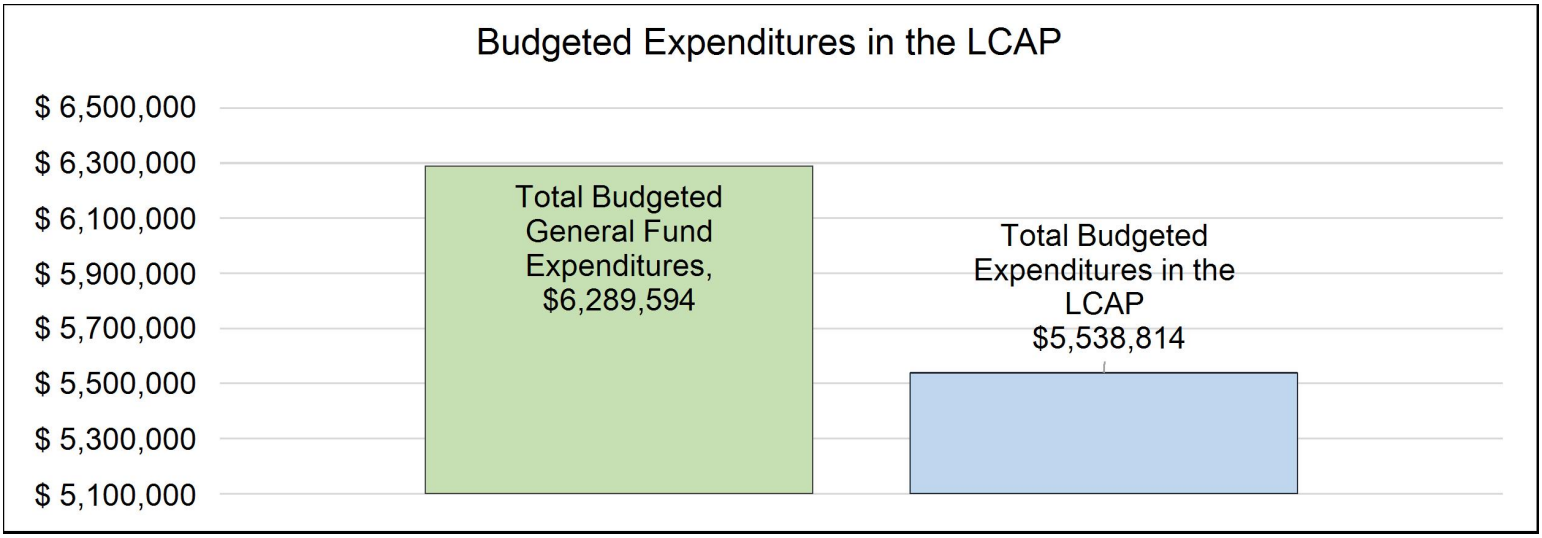


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

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:

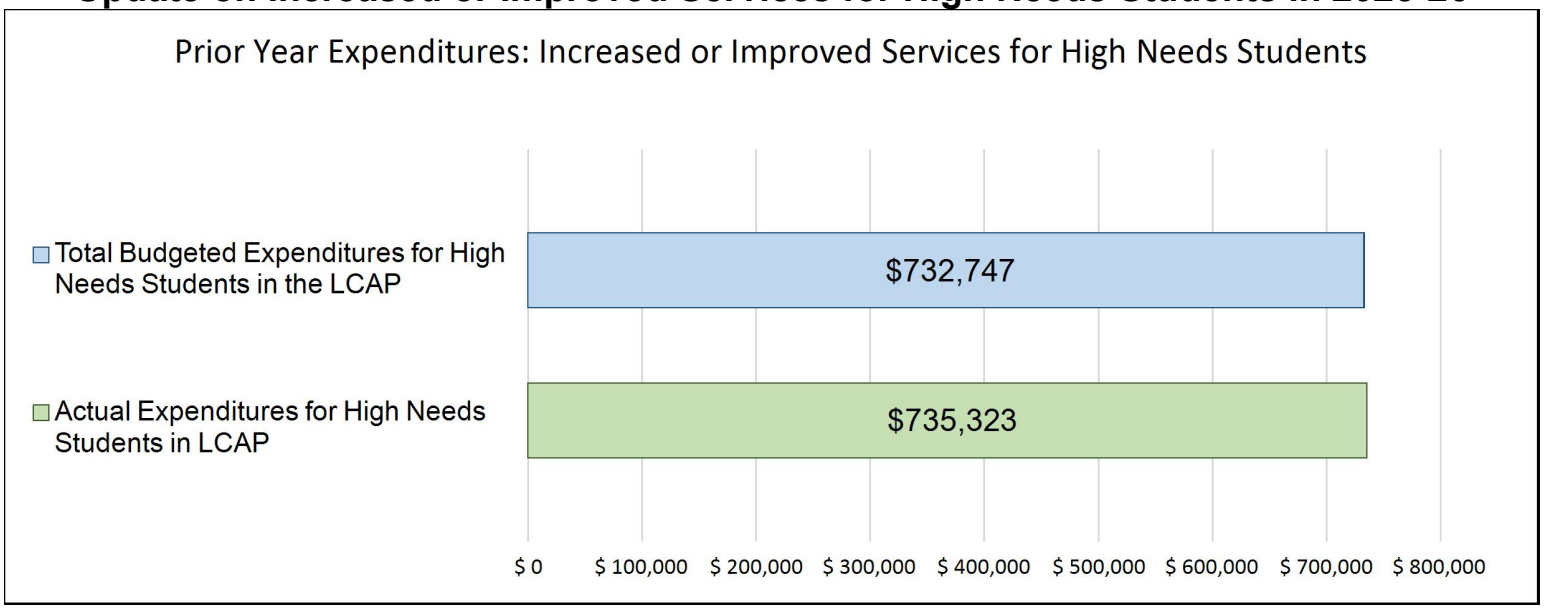
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

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.

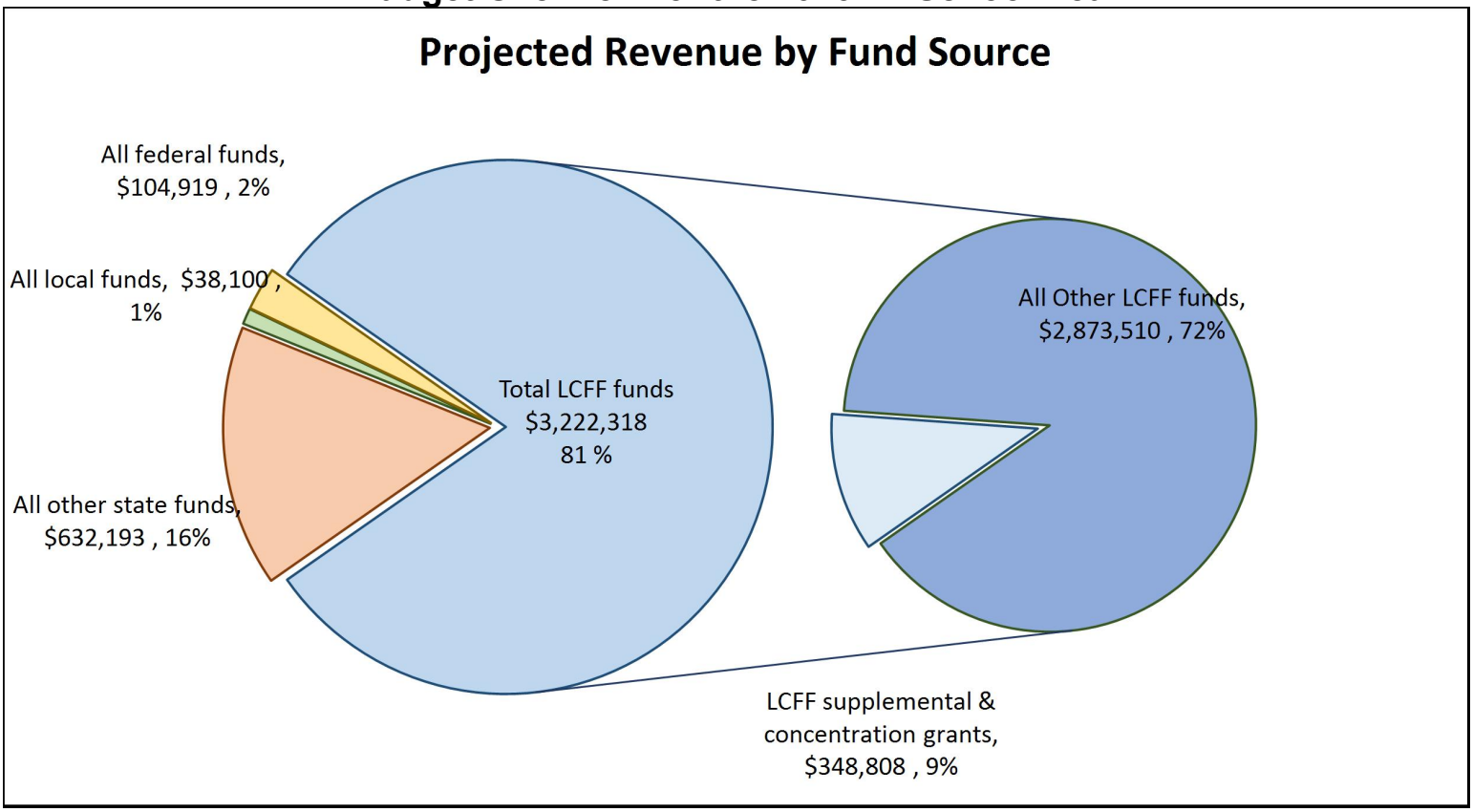
LCFF Budget Overview for Parents

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

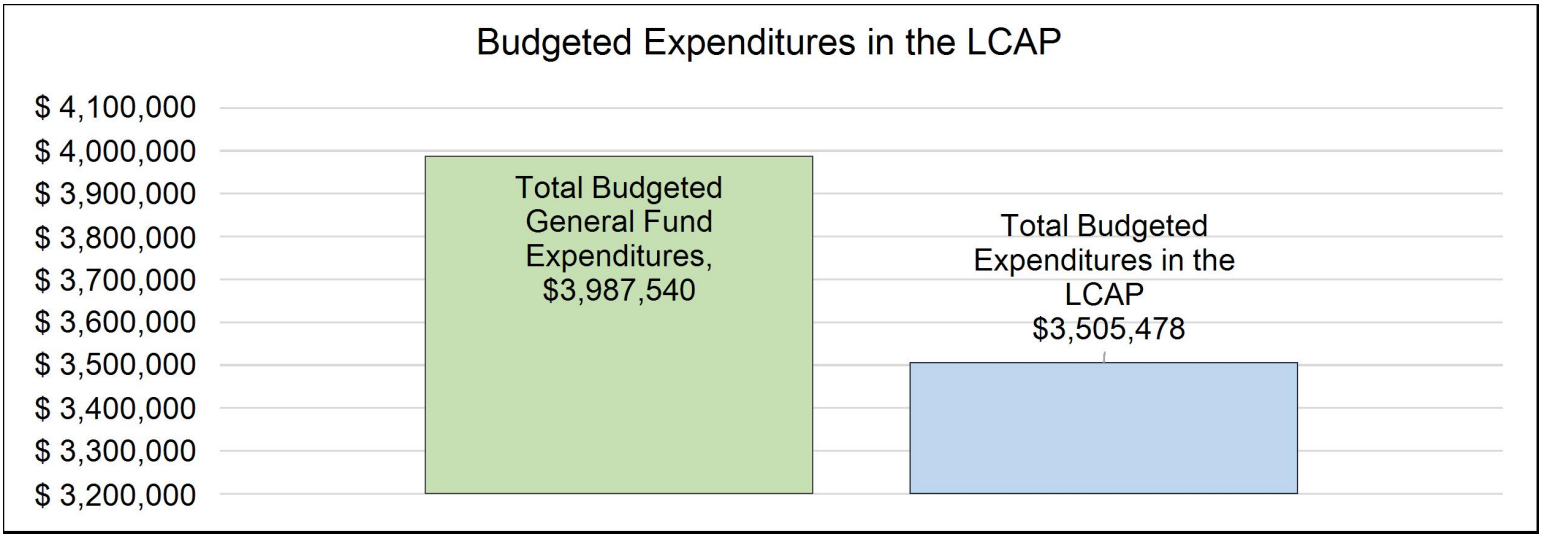


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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:

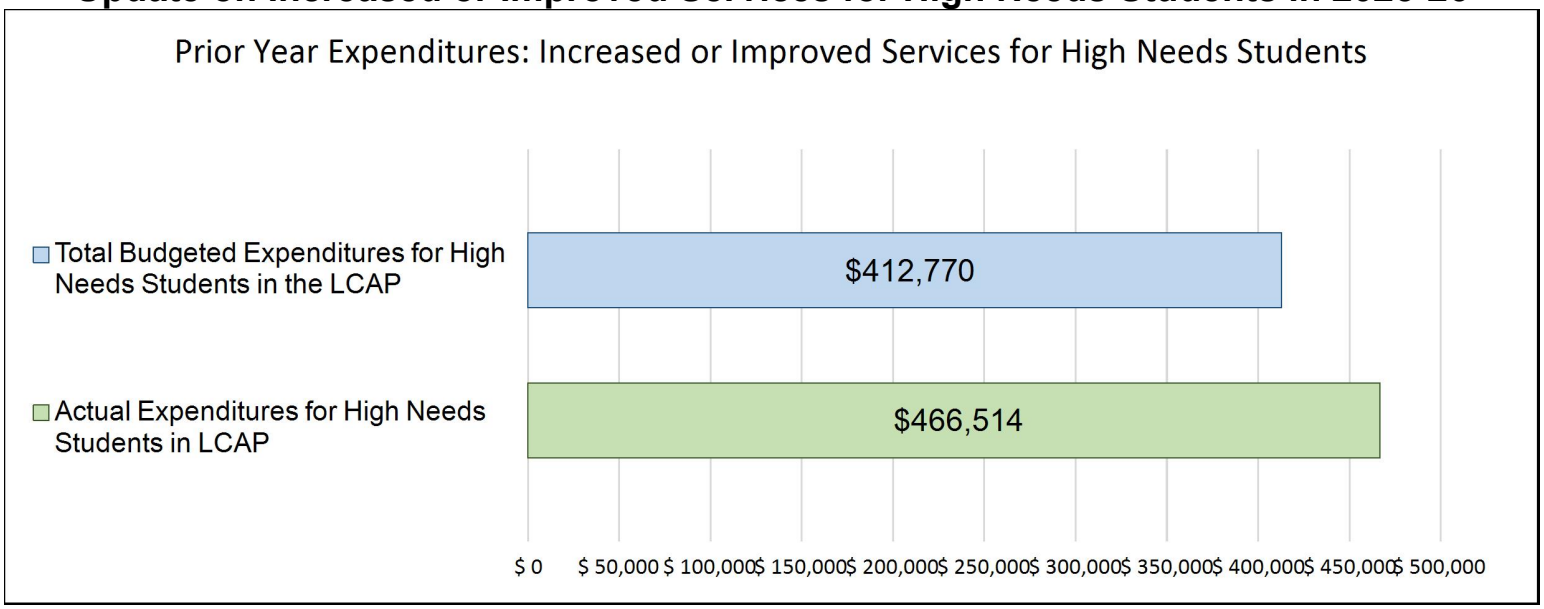
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

Coversheet

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

Section: VII. Business/Financial Services
Item: B. Approval of Education Protection Account (EPA) Spending Plan & Expenditure Reports
Purpose: Vote
Submitted by: Shannon Green
Related Material:
2025-2026 Expenditure Report #1751 California Pacific Charter School-Los Angeles.pdf
2025-2026 Expenditure Report #1758 California Pacific Charter School-San Diego.pdf
2025-2026 Expenditure Report #2037 California Pacific Charter School-Sonoma.pdf
2026-2027 Spending Plan - #1751 California Pacific Charter School-Los Angeles.pdf
2026-2027 Spending Plan - #1758 California Pacific Charter School-San Diego.pdf
2026-2027 Spending Plan - #2037 California Pacific Charter School-Sonoma.pdf

BACKGROUND:

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

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

Submitted for the Board's approval are the EPA Spending Plans for 2026-27 and the Expenditure Reports for 2025-26 for each of the three California Pacific Charter Schools:

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

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

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

RECOMMENDATION:

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

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Education Protection Account
Expenditure Report

Name: California Pacific Charter - Los Angeles
Charter Number: 1751
Expenditures through: June 30, 2026
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	89,382.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		89,382.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	89,382.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		89,382.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%



Education Protection Account
Expenditure Report

Name: California Pacific Charter - San Diego
Charter Number: 1758
Expenditures through: June 30, 2026
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	64,324.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		64,324.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	64,324.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		64,324.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

Education Protection Account
Expenditure Report

Name: California Pacific Charter - Sonoma
Charter Number: 2037
Expenditures through: June 30, 2026
For Fund(s), Resource(s), and Project Year(s):
62 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	45,732.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		45,732.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	45,732.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		45,732.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

Education Protection Account (EPA)
2026-27 Spending Plan

Name:	California Pacific Charter - Los Angeles
Charter Number:	1751
Adopted Budget Year:	2026-27

Education Protection Account (EPA) Overview

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

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

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

Use of Funds

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

Reporting Requirements

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

Board Responsibilities

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	91,912.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	91,912.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		91,912.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account (EPA)
2026-27 Spending Plan

Name:	California Pacific Charter - San Diego
Charter Number:	1758
Adopted Budget Year:	2026-27

Education Protection Account (EPA) Overview

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

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

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

Use of Funds

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

Reporting Requirements

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

Board Responsibilities

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	69,190.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	69,190.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		69,190.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Education Protection Account (EPA)
2026-27 Spending Plan

Name:	California Pacific Charter - Sonoma
Charter Number:	2037
Adopted Budget Year:	2026-27

Education Protection Account (EPA) Overview

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

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

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

Use of Funds

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

Reporting Requirements

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

Board Responsibilities

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

The Education Protection Account Adopted Budget expenditures are shown below:

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Education Protection Account State Aid - Current Year	8012	46,168.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	46,168.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		46,168.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Action for the LCAP - Approval of Local Control & Accountability Plan (LCAP) 2026-2027

Section:	VIII. Education/Student Services
Item:	A. Action for the LCAP - Approval of Local Control & Accountability Plan (LCAP) 2026-2027
Purpose:	Vote
Submitted by:	Ericka Zemmer
Related Material:	2026-27 LCAP Presentation.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 2026 LCAP Federal Addendum CPC-Los Angeles.pdf 2026 LCAP Federal Addendum CPC-San Diego.pdf 2026 LCAP Federal Addendum CPC-Sonoma.pdf

BACKGROUND:

Each year, California charter schools must update and adopt a Local Control and Accountability Plan (LCAP) in accordance with Education Code and California Department of Education requirements. The LCAP identifies the school's goals, actions, services, and related expenditures to support improved student outcomes and address state and local priorities.

The LCAP is developed with input from educational partners, including students, families, educators, and community members. It serves as a strategic planning tool to guide efforts to improve achievement, address performance gaps, and ensure resources are allocated equitably, particularly for unduplicated students, including English learners, foster youth, and students eligible for free or reduced-price meals.

RECOMMENDATION:

It is recommended that the Board approve the 2026–27 Local Control and Accountability Plan (LCAP) 2024-27 for
California Pacific Charter Schools – Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), as
presented.



2025-26 LCAP

California Pacific Charter Schools

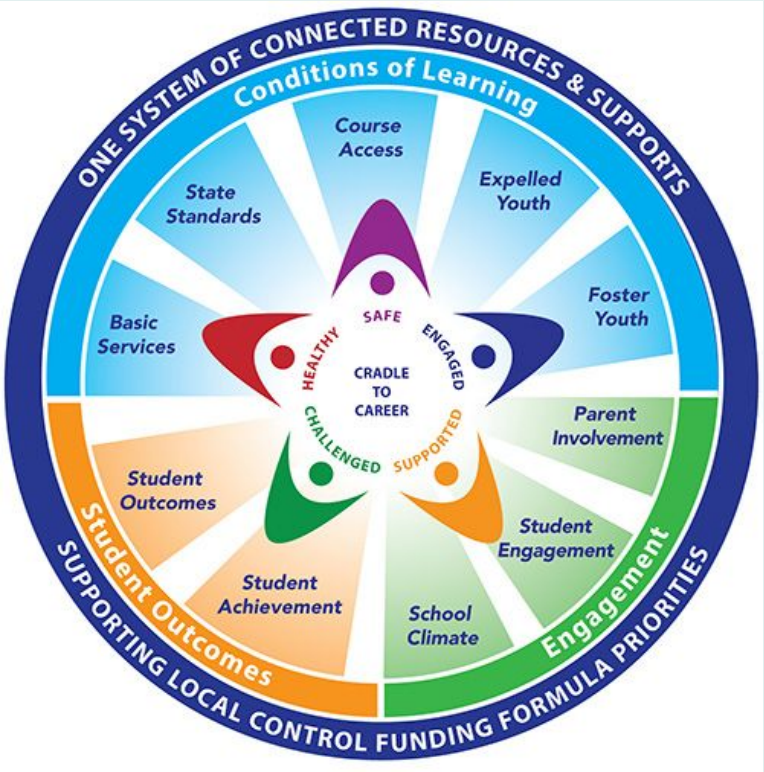
LCAP Components



- 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

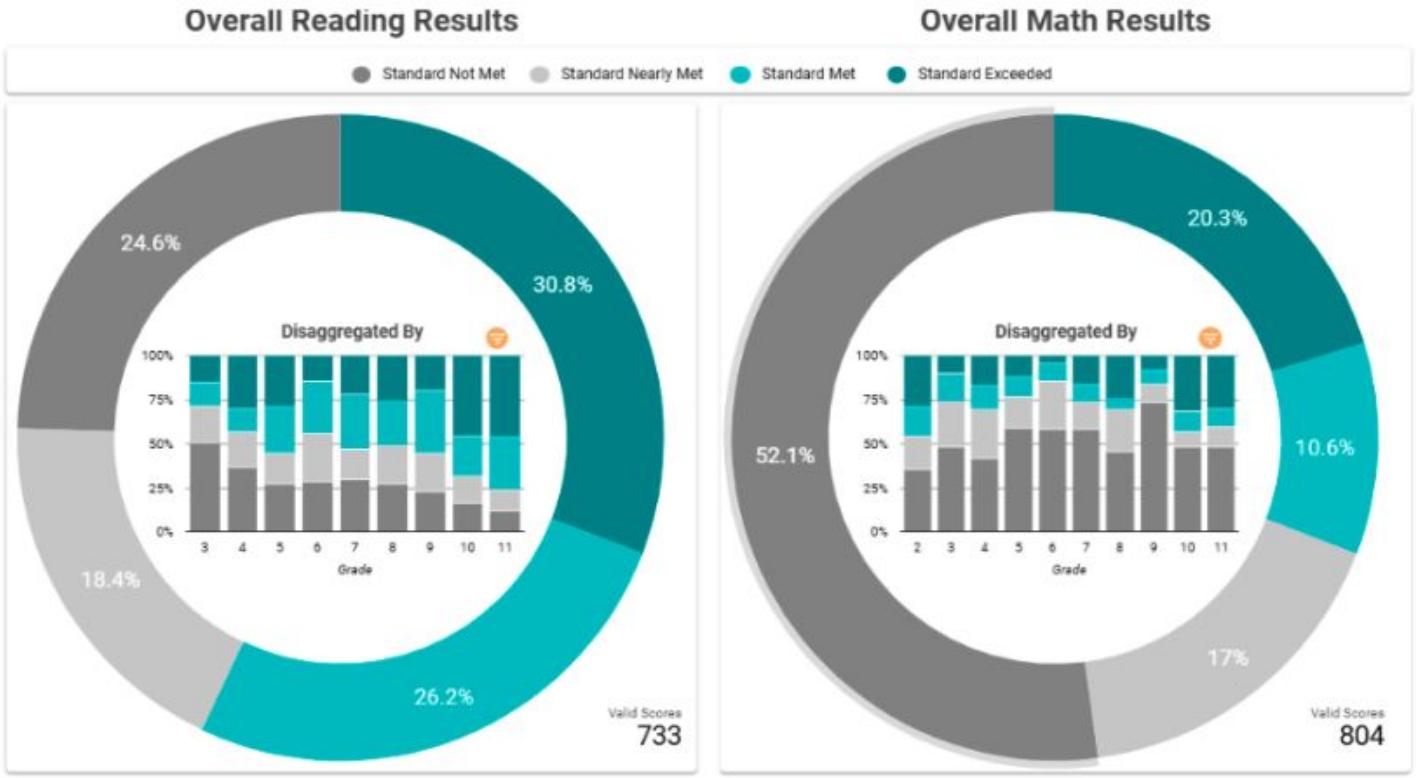
ELA- increased 27.6 points

MATH- increased 56.9 points

ELA- increased 12.6 points

MATH- increased 44.7 points

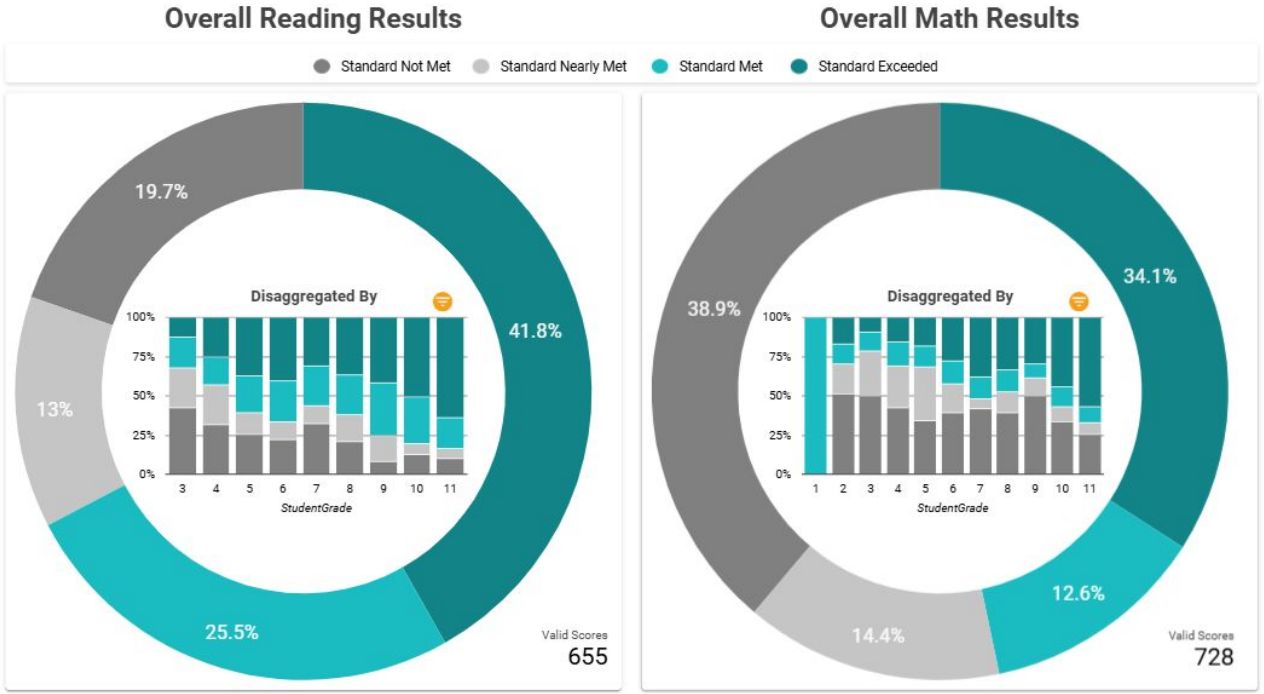
Fall 2025: Renaissance STAR



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

LEARN MORE

English Learner Progress

All Students | State



No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →

Los Angeles

LEARN MORE

English Learner Progress

All Students | State



No Performance Color

47.4% making progress

Increased 40%

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Sonoma

LEARN MORE

English Learner Progress

All Students | State



No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →

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

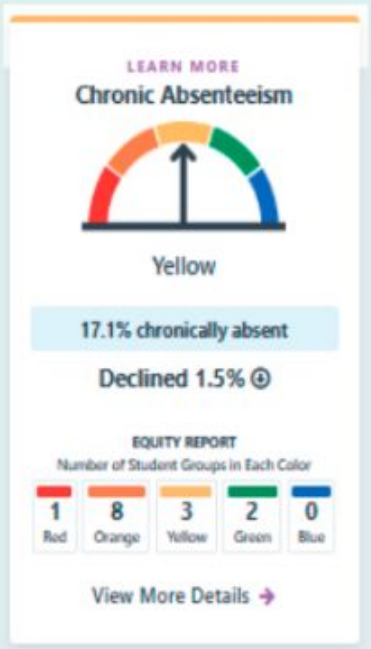
- My child's curriculum and instruction supports their ability to master grade level standards.
  - SD 96.2% LA 96.9% SO 92.5%
- I participate in meeting with my child's teacher to discuss and set educational goals for my child.
  - SD 100% LA 95.3% SO 95%
- When working with school staff and administration, 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.

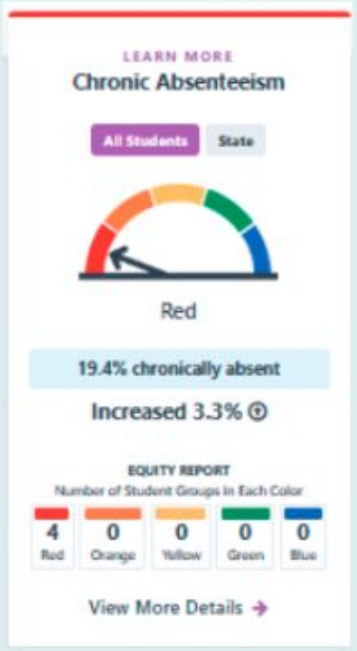
2025 Chronic Absenteeism

State of CA

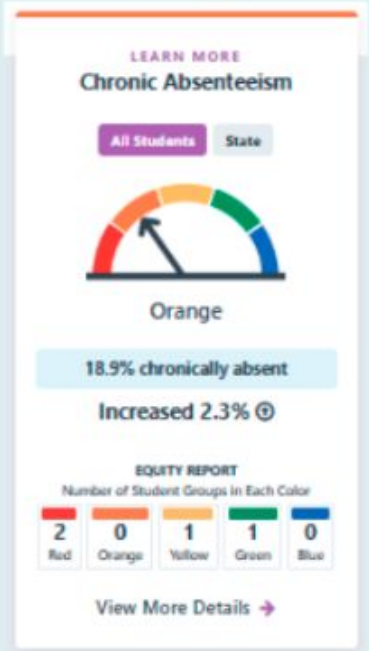


Hispanic, SED, SWD, White

San Diego

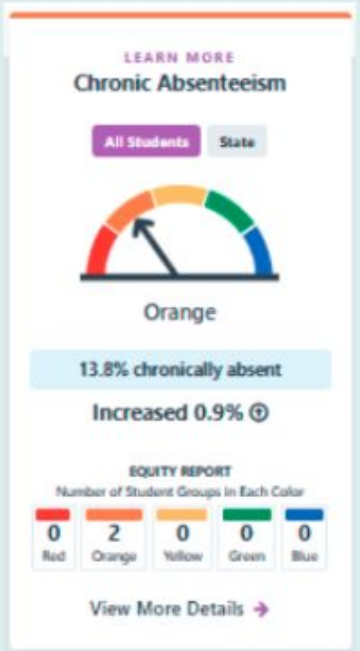


Los Angeles



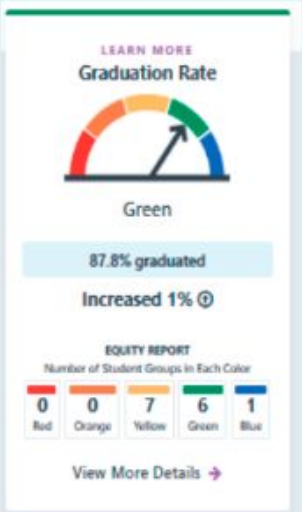
SED, SWD

Sonoma

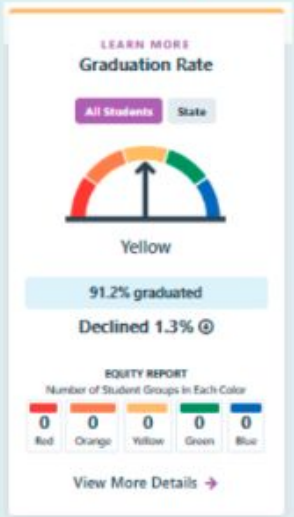


2025 Graduation Rates

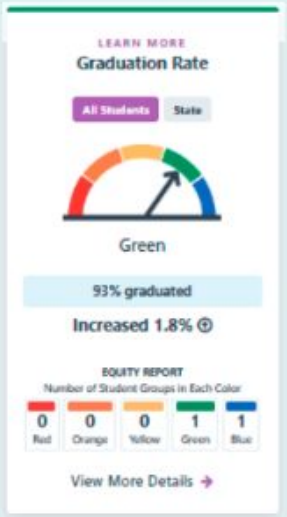
State of CA



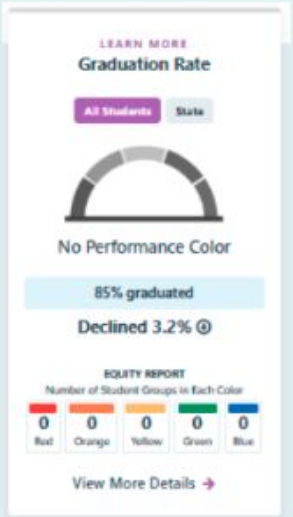
San Diego



Los Angeles



Sonoma

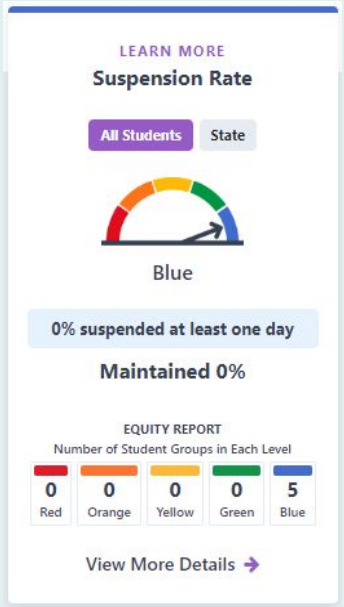


Dropout Rates

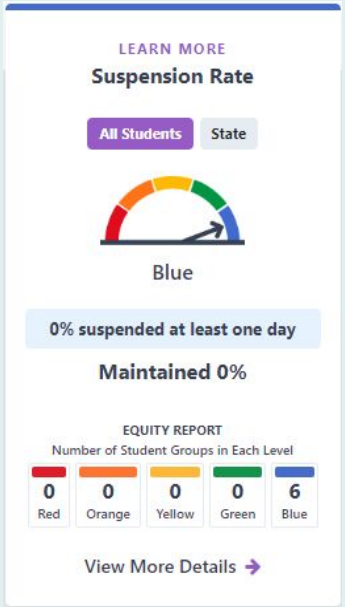
SD: 3.6% (-1%), LA: 7.4% (maintained), SO: 15% (+15%) (3 students)

Suspensions & Expulsions

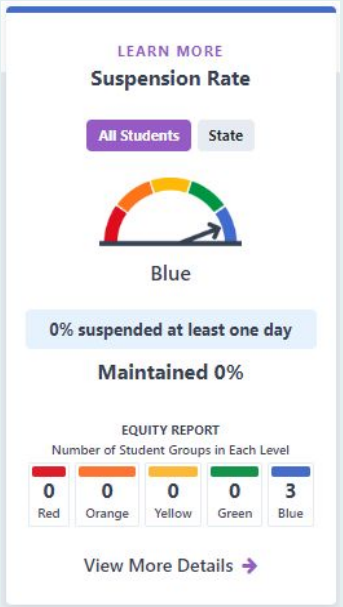
San Diego



Los Angeles



Sonoma



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

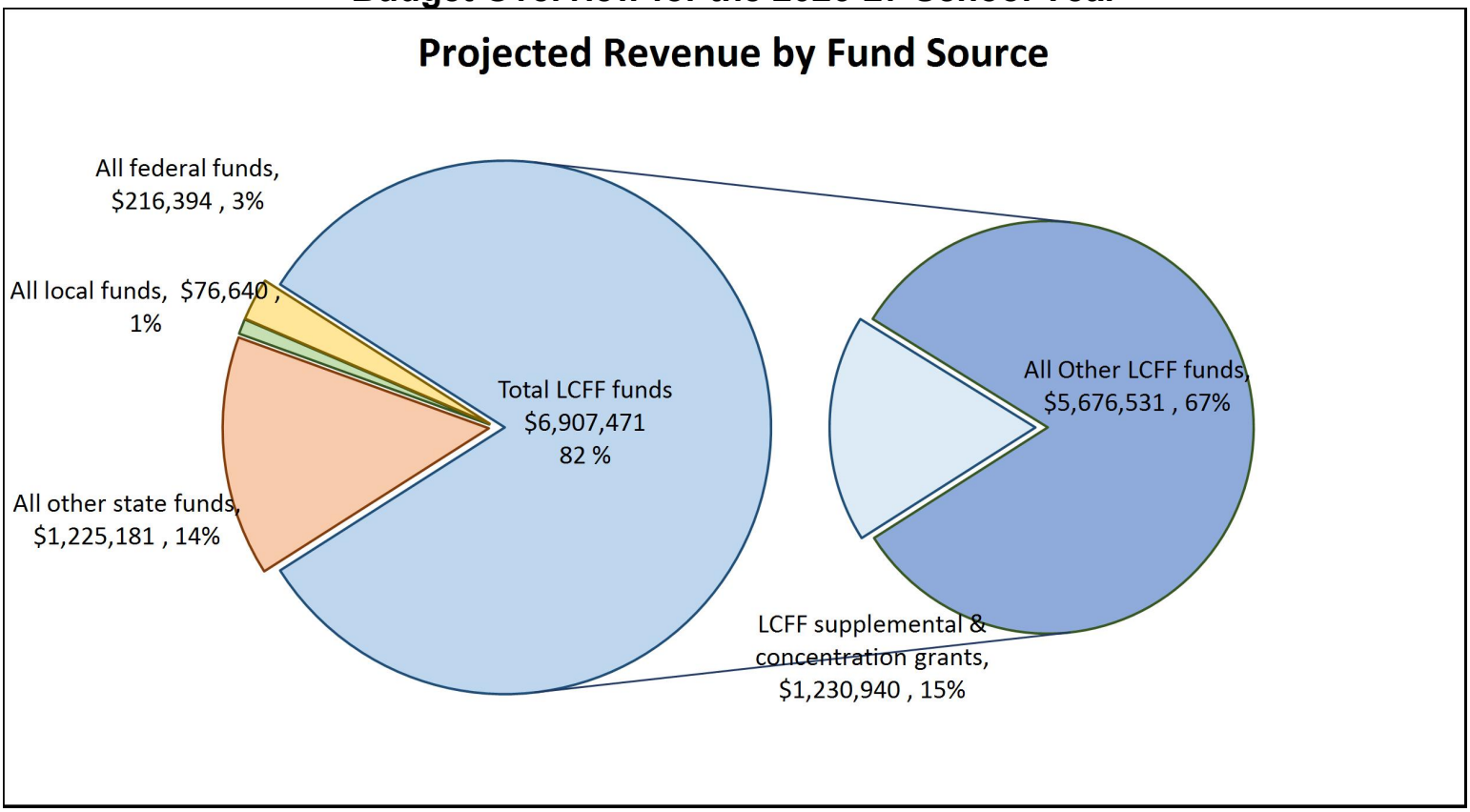
LCFF Budget Overview for Parents

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

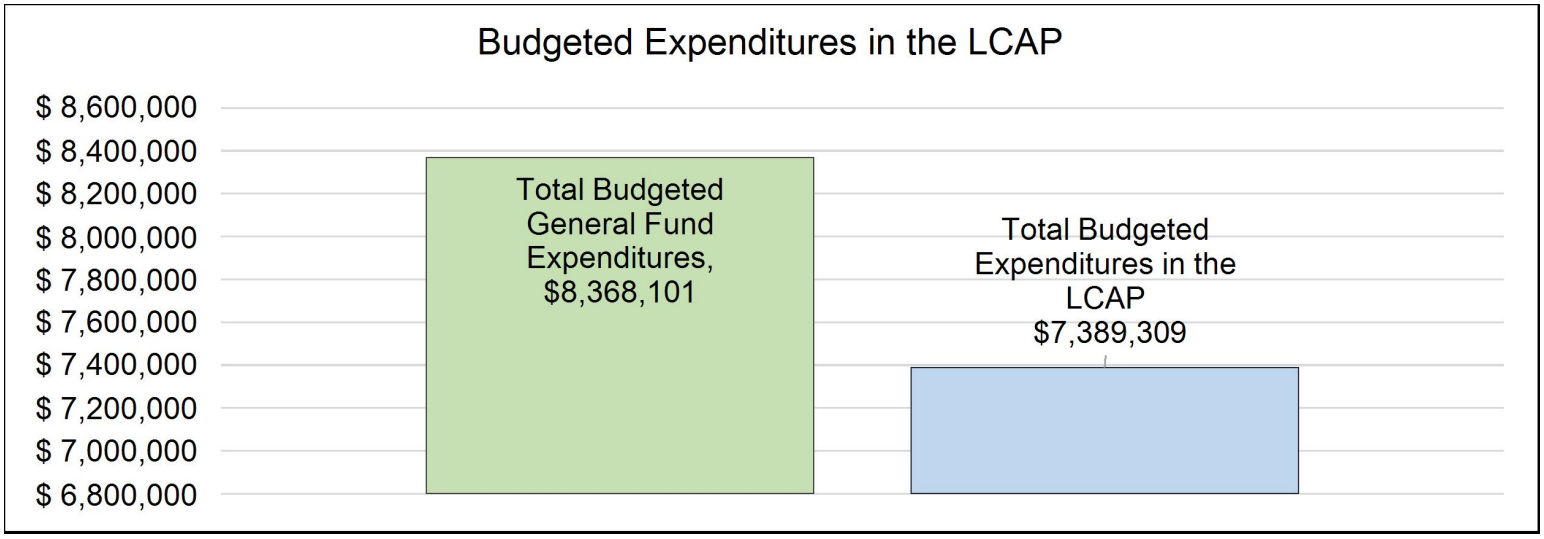


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

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:

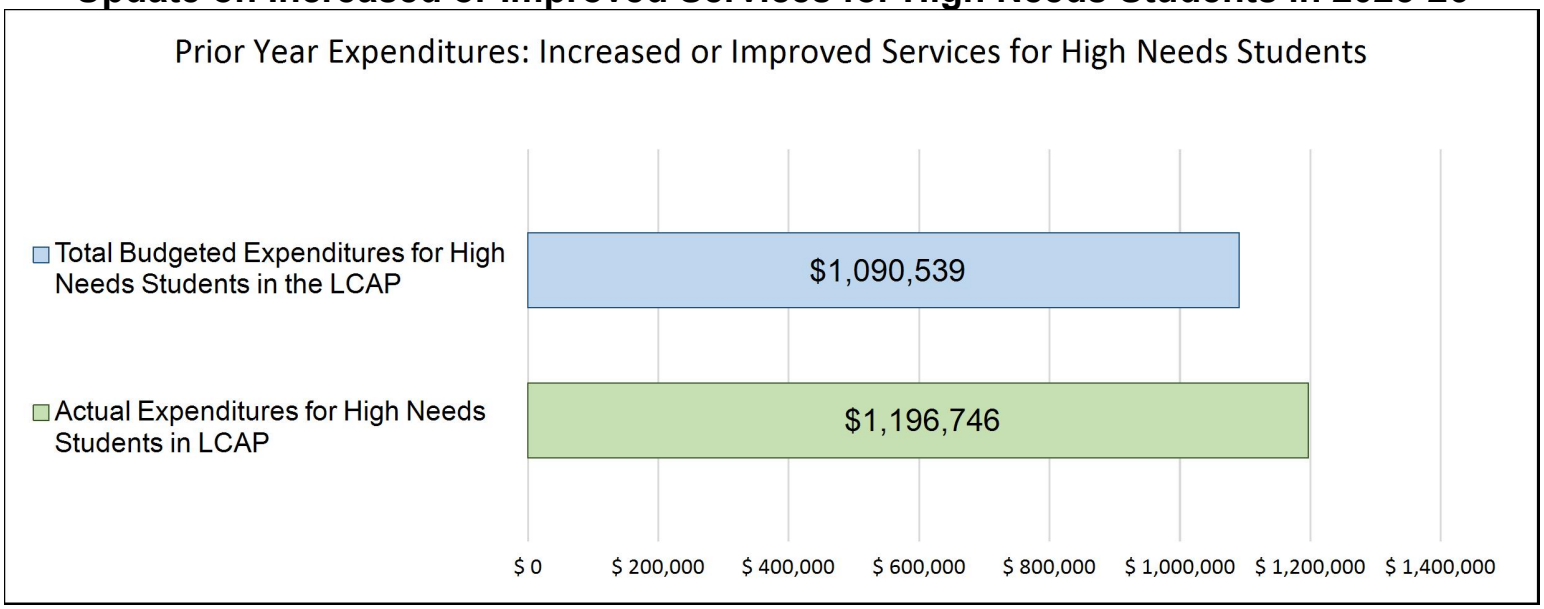
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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

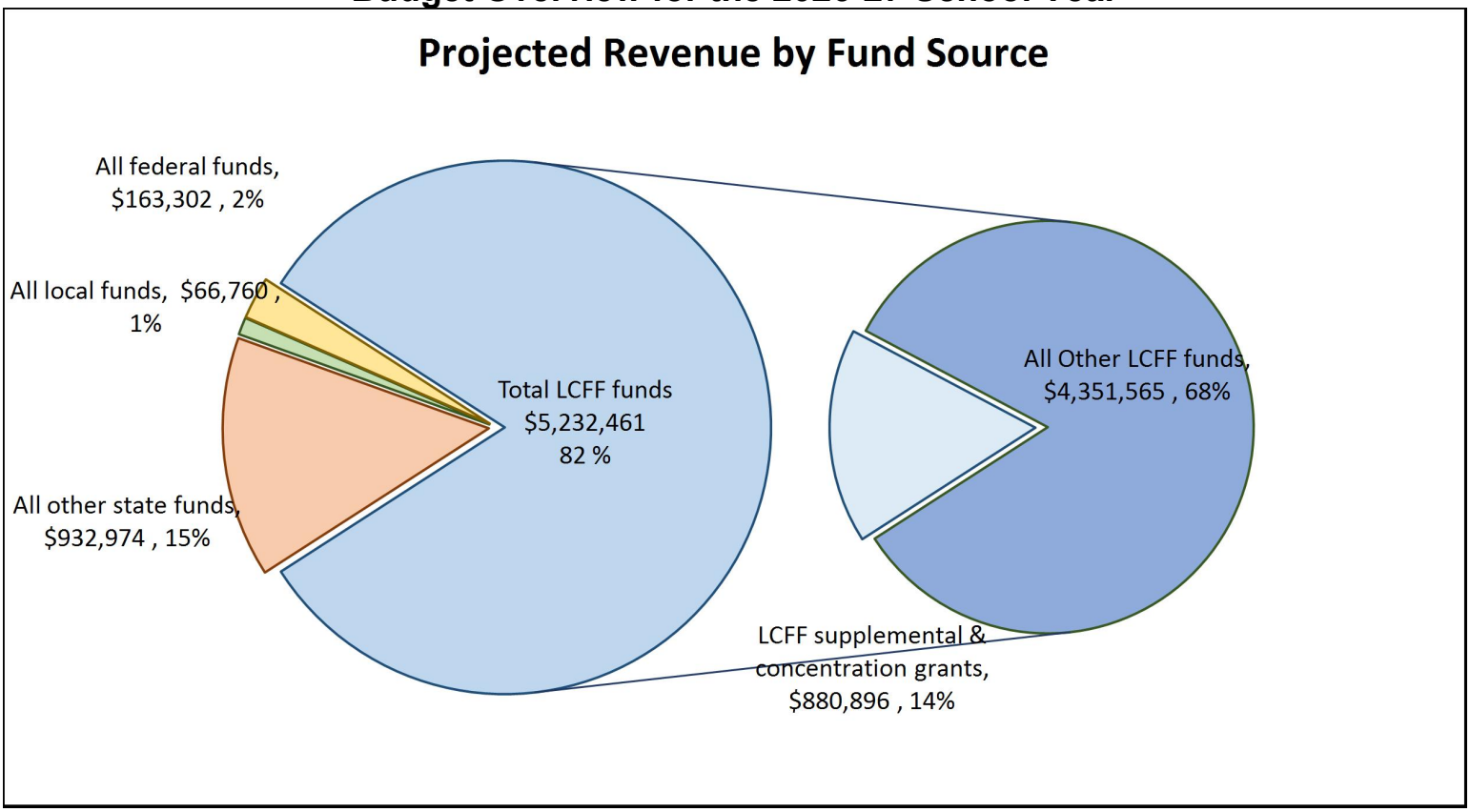
LCFF Budget Overview for Parents

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

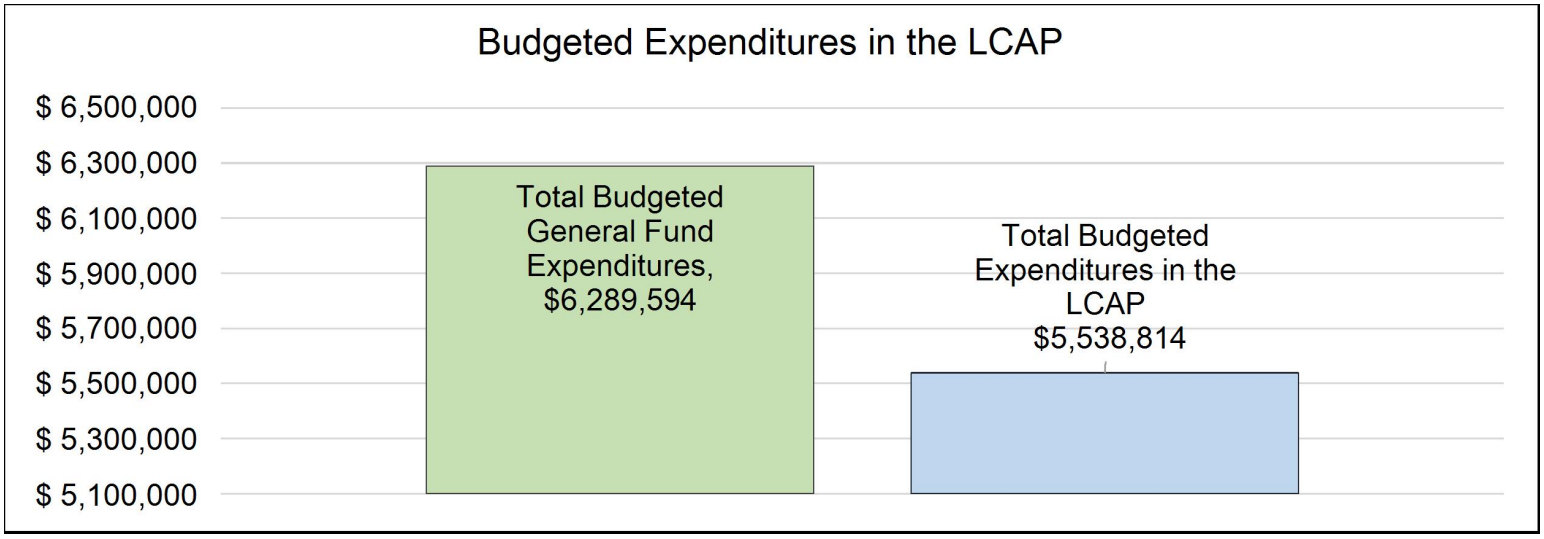


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

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:

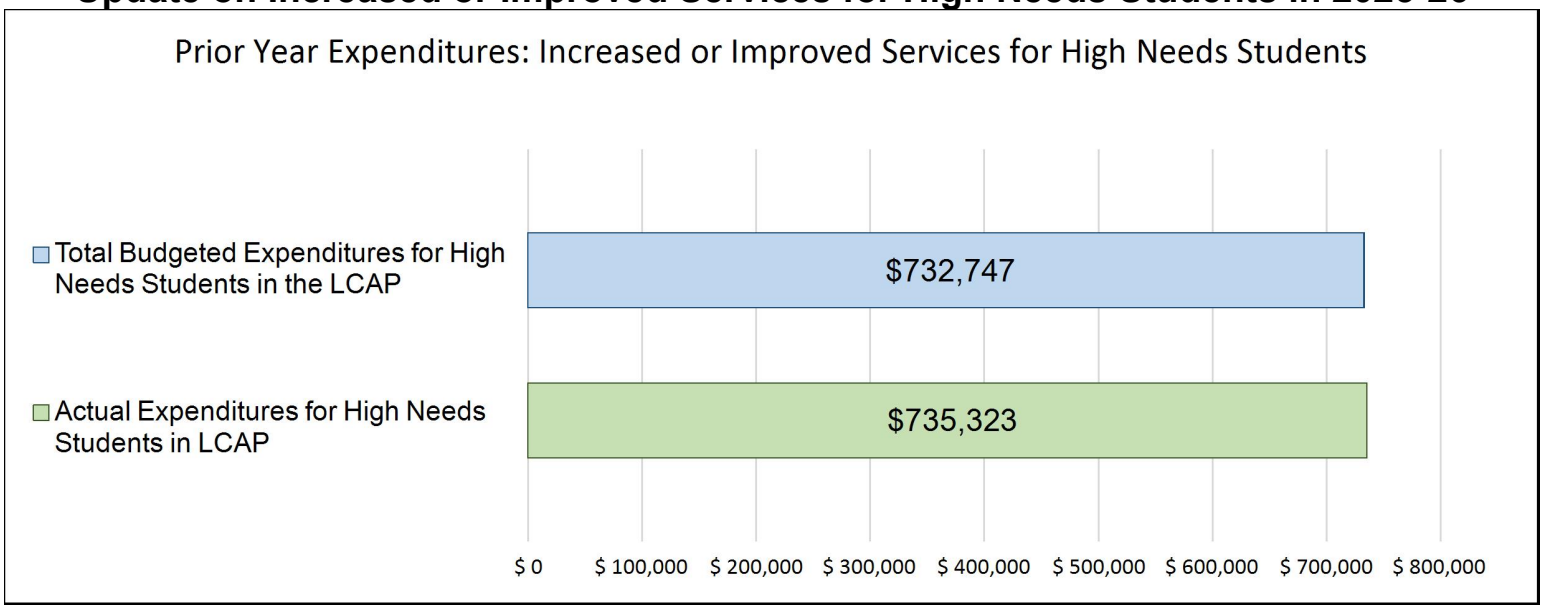
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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 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

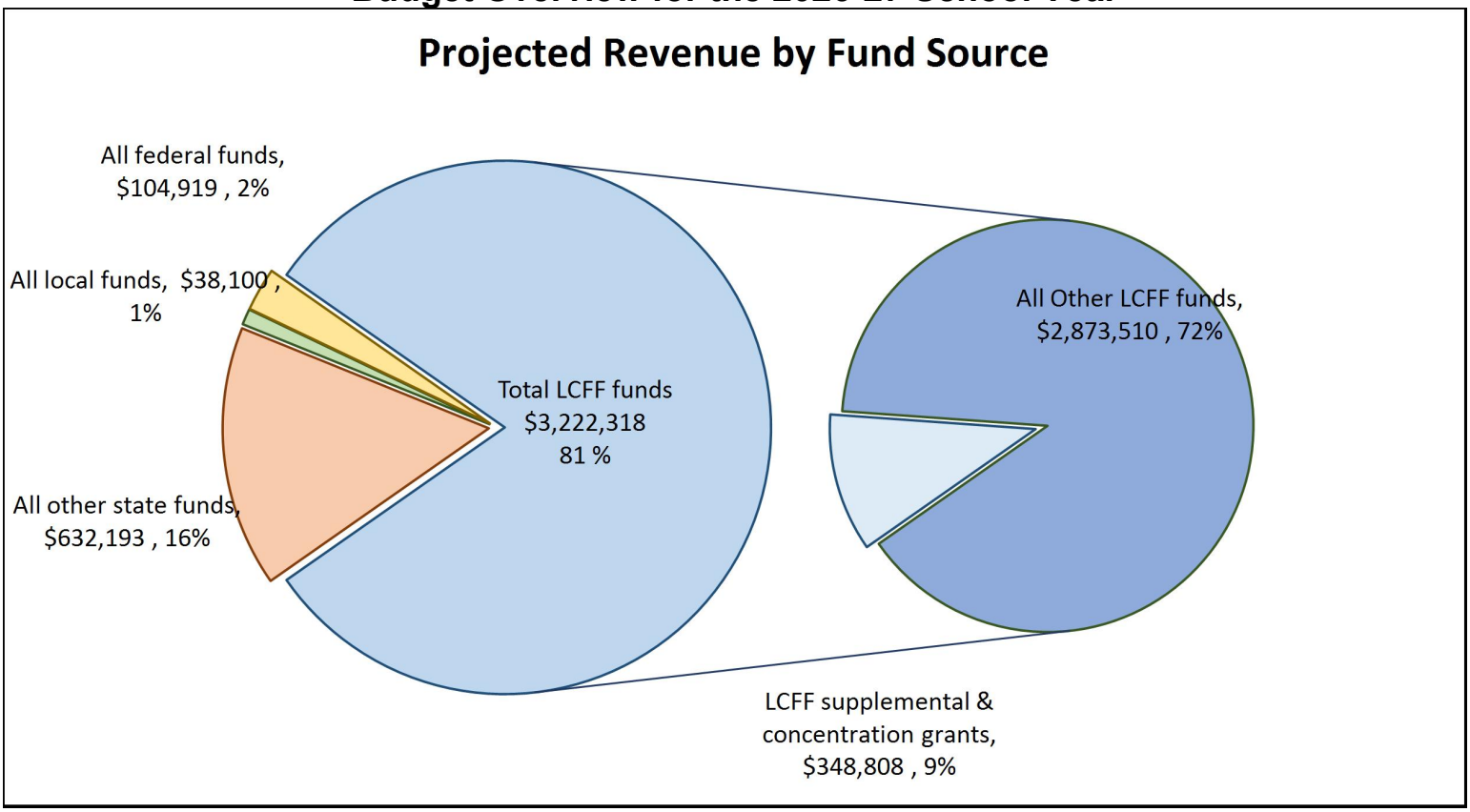
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - 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

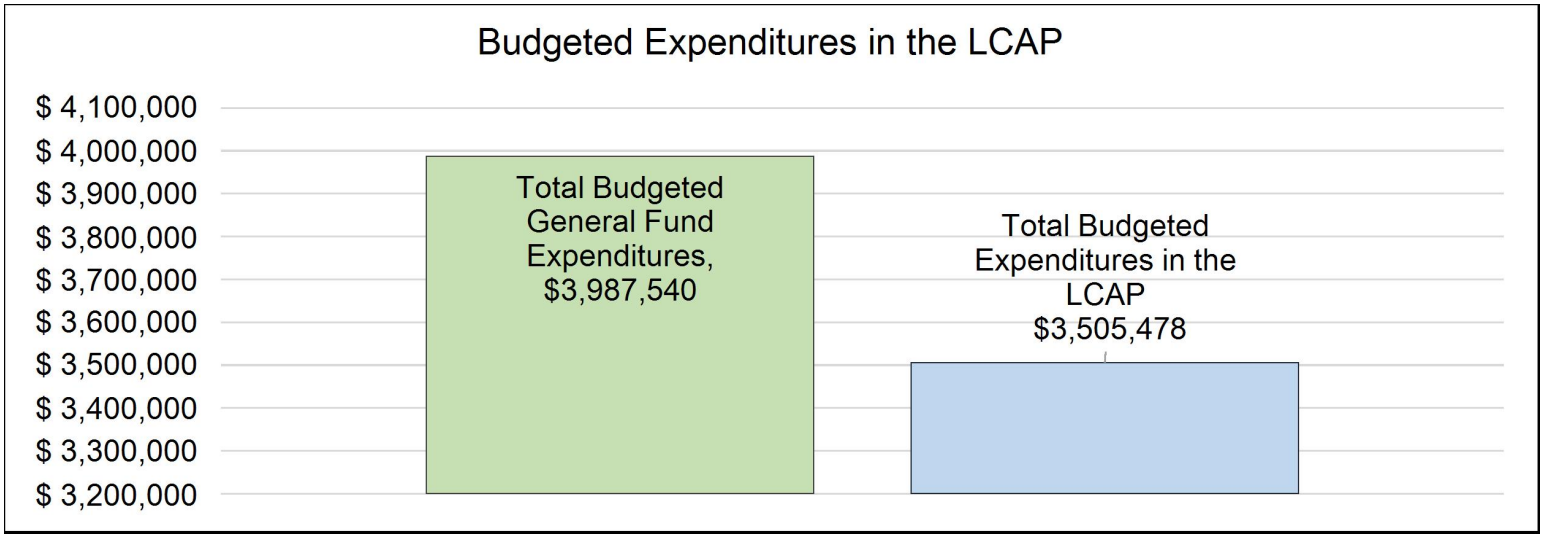


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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:

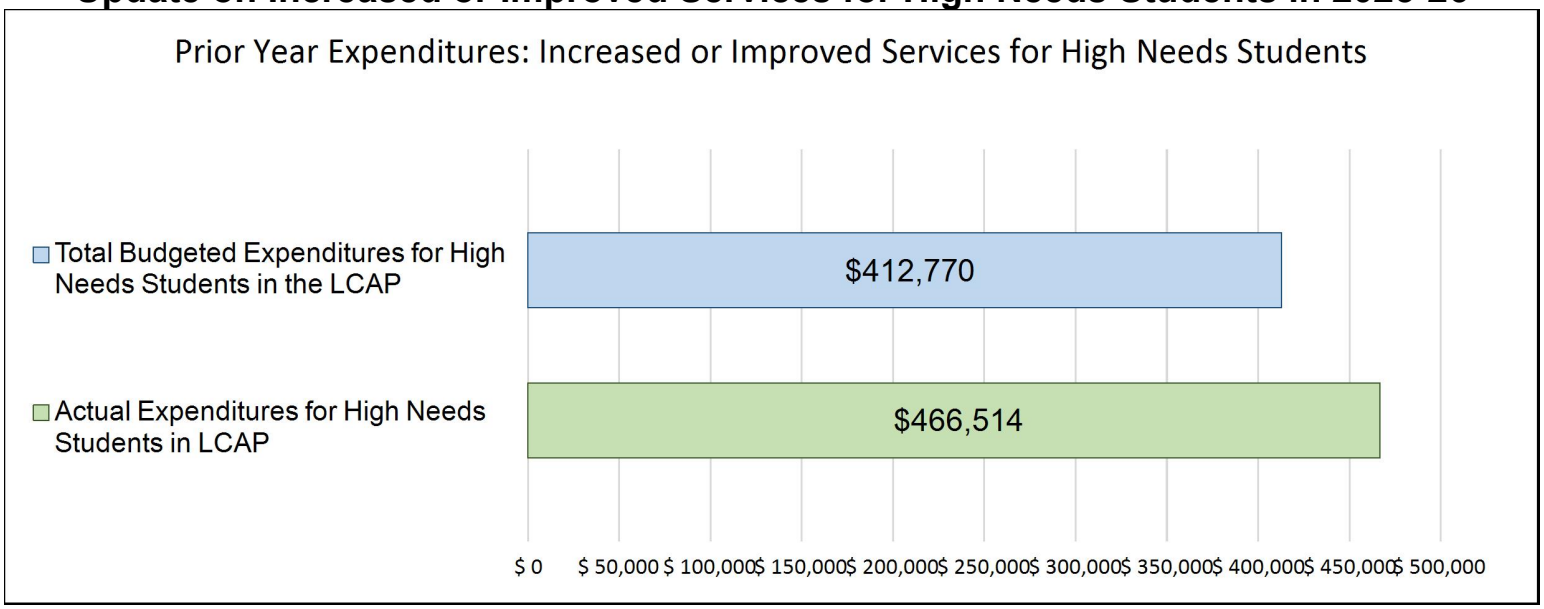
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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.

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

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- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 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

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

Coversheet

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

Section: X. Policy Development
Item: A. Second Reading of 9250 - CPCS Remuneration, Reimbursement, and Other Benefits
Purpose: Vote
Submitted by: Christine Feher
Related Material:
9250 - CPCS Remuneration, Reimbursement and Other Benefits Policy.pdf
9250 - CPCS Remuneration, Reimbursement, and Other Benefits_redline_06.16.26.pdf

BACKGROUND:

Board Policy 9250, Remuneration, Reimbursement and Other Benefits, has been updated to reflect a proposed increase in monthly Board member compensation from $600 to $700, effective July 1, if approved. The proposed increase is supported by the budget and reflects the school's expected ADA growth above 1,000 in the upcoming year.

The Board previously discussed recent legislative changes related to Board member compensation and how those changes may apply to the organization's compensation practices. The discussion included a review of current compensation language, comparable practices, and potential future considerations for annual evaluation of Board remuneration. No other policy changes are recommended at this time.

RECOMMENDATION:

It is recommended the Board approve the revisions to 9250 - CPCS Remuneration, Reimbursement and Other Benefits Policy for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751, as presented.

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 $700.00.

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.

BOARD POLICIES AND PROCEDURES 9250-CPCS

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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.