



California Pacific Charter Schools

California Pacific Charter Schools

School Site Council Meeting - Sonoma

Published on April 17, 2026 at 7:47 PM PDT

Date and Time

Wednesday April 22, 2026 at 6:00 PM PDT

Location

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: 965-2041-6619

<https://cal-pacs-org.zoom.us/j/96520416619>

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	Discuss	Christine Feher	2 m
B. Roll Call Attendance	Discuss	Christine Feher	3 m
Christine Feher, Superintendent			
Dr. Ericka Zemmer, Assistant Superintendent			
Jasee Rana, Teacher			
Amy Robinson, Teacher			
Michelle Ignacio, Teacher			
Daisy Carlos, Classified Staff			
MaryKathyn Marion, Parent			
Nicole Diepenbrock, Parent			
Jacqueline Macfadyen, Parent			
Myra Rodriguez, Student			
Skya Macfadyen, Student			
II. Pledge of Allegiance			6:05 PM
A. Pledge of Allegiance	Discuss	Christine Feher	2 m
Led by C. Feher, Superintendent or designee.			
III. Approve/Adopt Agenda			6:07 PM
A. Agenda	Vote	Christine Feher	2 m
It is recommended the School Site Council adopt as presented, the agenda for the School Site Council Meeting on April 22, 2026.			
Roll Call Vote:			
Dr. Ericka Zemmer			
Jasee Rana			
Amy Robinson			

Purpose	Presenter	Time
Michelle Ignacio Daisy Carlos MaryKathyn Marion Nicole Diepenbrock Jacqueline Macfadyen Myra Rodriguez Skya Macfadyen		

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

IV. Approve Minutes

6:09 PM

A. Approve Minutes	Approve Minutes	Christine Feher	2 m
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It is recommended the School Site Council approve the minutes from the January 28, 2026, School Site Council meeting agenda.

Roll Call Vote:

- Dr. Ericka Zemmer
- Jasee Rana
- Amy Robinson
- Michelle Ignacio
- Daisy Carlos
- MaryKathyn Marion
- Nicole Diepenbrock
- Jacqueline Macfadyen
- Myra Rodriguez
- Skya Macfadyen

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

Approve minutes for School Site Council Meeting - Sonoma on January 28, 2026

V. PUBLIC COMMENT

Members of the public may be heard on any item. A person addressing the Council will be limited to 3 minutes, unless the Executive Director grants a longer period of time. Comments by members of the public on an item on the agenda will only be allowed during consideration of the item by the Council. Public comments must be submitted 30 minutes prior to the start of the SSC meeting. Public comments submitted, including the person's name and comment,

Purpose Presenter Time

will be read aloud during the SSC meeting. Member of the public may submit comments on items on the agenda, and any item within the jurisdiction of the school in the following manner:
 By email at the following address: cfeher@cal-pacs.org
 Via telephone: 855-225-7227

VI. Correspondence/Proposals/Reports 6:11 PM

A. LCAP Local Performance Indicator Self-Reflection Discuss Ericka Zemmer 10 m

A brief presentation on this year’s LCAP Local Performance Indicator Self-Reflection to the Council by Dr. Ericka Zemmer, Assistant Superintendent of Educational Services. Information only, no action will be taken.

B. Education Partner Survey Data Discuss Ericka Zemmer 10 m

A brief presentation on this year’s Education Partner Survey Data to the Council by Dr. Ericka Zemmer, Assistant Superintendent of Educational Services. Information only, no action will be taken.

VII. Future Agenda Items 6:31 PM

A. Suggestions from the Council Discuss Christine Feher 5 m

VIII. Calendar 6:36 PM

A. Next Meeting Discuss Christine Feher 2 m

The next scheduled School Site Council Meeting will be held virtually on May 27, 2026

IX. Closing Items 6:38 PM

A. Adjourn Meeting Vote Christine Feher 2 m

Roll Call Vote:
 Dr. Ericka Zemmer
 Jasee Rana
 Amy Robinson
 Michelle Ignacio
 Daisy Carlos
 MaryKathyn Marion
 Nicole Diepenbrock

	Purpose	Presenter	Time
Jacqueline Macfadyen Myra Rodriguez Skya Macfadyen			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

FOR MORE INFORMATION

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

Coversheet

Approve Minutes

Section: IV. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for School Site Council Meeting - Sonoma on January 28, 2026

DRAFT



California Pacific Charter Schools

Minutes

School Site Council Meeting - Sonoma

Date and Time

Wednesday January 28, 2026 at 6:00 PM

Location

Join by telephone or via Zoom conferencing link below:

Dial by your location

(213) 338 8477 (Los Angeles)

(669) 900 6833 (San Jose)

Meeting ID: 988-3470-7895

<https://cal-pacs-org.zoom.us/j/98834707895>

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-688-7798.

Committee Members Present

A. Robinson (remote), D. Carlos (remote), E. Zemmer (remote), J. Macfadyen (remote), J. Rana (remote), M. Ignacio (remote), M. Marion (remote), M. Rodriguez (remote), N. Diepenbrock (remote), S. Macfadyen (remote)

Committee Members Absent

None

Guests Present

C. Feher (remote)

I. Opening Items

A. Call the Meeting to Order

C. Feher called a meeting of the School Site Council Committee of California Pacific Charter Schools to order on Wednesday Jan 28, 2026 at 6:03 PM.

B. Roll Call Attendance

II. Pledge of Allegiance

A. Led by C. Feher, Superintendent or designee.

Pledge of Allegiance led by Dr. E Zemmer

III. Approve/Adopt Agenda

A. Agenda

J. Rana made a motion to approve the agenda, as presented.

N. Diepenbrock seconded the motion.

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

Roll Call

J. Macfadyen	Aye
A. Robinson	Aye
M. Marion	Aye
D. Carlos	Aye
N. Diepenbrock	Aye
C. Feher	Aye
E. Zemmer	Aye

Roll Call

S. Macfadyen Aye
J. Rana Aye
M. Ignacio Aye
M. Rodriguez Aye

IV. Approve Minutes

A. Approve Minutes

A. Robinson made a motion to approve the minutes from School Site Council Meeting - Sonoma on 10-22-25.

S. Macfadyen seconded the motion.

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

Roll Call

J. Rana Aye
M. Marion Aye
E. Zemmer Aye
D. Carlos Aye
M. Ignacio Aye
N. Diepenbrock Aye
J. Macfadyen Aye
A. Robinson Aye
C. Feher Aye
M. Rodriguez Aye
S. Macfadyen Aye

V. PUBLIC COMMENT

A. Public Comment

No public comments were submitted.

VI. Correspondence/Proposals/Reports

A. School Accountability Report Card (SARC)

Presented by Dr. E Zemmer

VII. Action Items

A. Approval of the Comprehensive School Safety Plan

J. Rana made a motion to approve the Comprehensive School Safety Plan.

S. Macfadyen seconded the motion.

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

Roll Call

- A. Robinson Aye
- N. Diepenbrock Aye
- J. Rana Aye
- S. Macfadyen Aye
- E. Zemmer Aye
- D. Carlos Aye
- C. Feher Aye
- M. Marion Aye
- M. Ignacio Aye
- M. Rodriguez Aye
- J. Macfadyen Aye

VIII. Future Agenda Items

A. Suggestions from the Council

No suggestions given.

IX. Calendar

A. Next Meeting

The next scheduled School Site Council Meeting will be held virtually on April 22, 2026

X. Closing Items

A. Adjourn Meeting

J. Rana made a motion to adjourn the meeting.

A. Robinson seconded the motion.

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

Roll Call

- J. Macfadyen Aye
- A. Robinson Aye
- M. Marion Aye
- S. Macfadyen Aye
- C. Feher Aye
- D. Carlos Aye
- N. Diepenbrock Aye
- M. Rodriguez Aye
- E. Zemmer Aye
- J. Rana Aye
- M. Ignacio Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:38 PM.

Respectfully Submitted,
E. Zemmer

Documents used during the meeting

- SARC Presentation 25-26.pdf
 - 2025 SARC CPC - Sonoma.pdf
 - 2026 CalPac School Safety Plan_redline_2.10.26.pdf
 - 2026 CalPac School Safety Plan.pdf
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FOR MORE INFORMATION

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

Coversheet

LCAP Local Performance Indicator Self-Reflection

Section: VI. Correspondence/Proposals/Reports
Item: A. LCAP Local Performance Indicator Self-Reflection
Purpose: Discuss
Submitted by:
Related Material:
2026 Local Indicators Presentation.pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_California_Pacific_Charter_-_Sonoma_20260417.pdf



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



SCHOOL PERFORMANCE OVERVIEW








California Pacific Charter - Sonoma

Generate PDF Report

View Additional Reports

2024

Explore the performance of California Pacific Charter - Sonoma under California's Accountability System.

<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Blue</p>	<p>English Learner Progress</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>
<p>College/Career</p>  <p>No Performance Color</p>	<p>English Language Arts</p>  <p>Yellow</p>	<p>Mathematics</p>  <p>Yellow</p>	<p>Basics: Teachers, Instructional Materials, Facilities</p> <p>STANDARD MET</p>
<p>Implementation of Academic Standards</p> <p>STANDARD MET</p>	<p>Parent and Family Engagement</p> <p>STANDARD MET</p>	<p>Local Climate Survey</p> <p>STANDARD MET</p>	<p>Access to a Broad Course of Study</p> <p>STANDARD MET</p>



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

- 386 students surveyed (TK-12)
- 131 (TK-5), 93 (6-8), 162 (9-12)
- **97.6%** of students feel safe at school
 - Hispanic- 99%
 - African American- 100%
 - White- 97%
 - Asian- 100%
 - EL- 100%
 - SWD- 96%
 - SED- 98%
 - HY- 86%
- **83.9%** of students feel a sense of belonging and connectedness
 - Hispanic- 83%
 - African American- 79%
 - White- 88%
 - Asian- 100%
 - EL- 89%
 - SWD- 86%
 - SED- 84%
 - HY-57%

SD

- 285 students surveyed (TK-12)
- 125 (TK-5), 63 (6-8), 97 (9-12)
- **98.1%** of students feel safe at school
 - Hispanic- 96%
 - African American- 92%
 - White- 98%
 - Asian- 100%
 - EL- 100%
 - SWD- 97%
 - SED- 96%
 - HY- 100%
- **88.8%** 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- 67%

SO

- 221 students surveyed (TK-12)
- 52 (TK-5), 54 (6-8), 115 (9-12)
- **98.2%** of students feel safe at school
 - Hispanic- 100%
 - African American- 100%
 - White- 98%
 - Asian- 100%
 - EL-100%
 - SWD-100%
 - SED-98%
 - HY-100%
- **83.4%** 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-100%

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

cal-pacs.org



Questions?



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

[Please keep all responses to a maximum of 3,000 characters.](#)

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.

<p>Please keep all responses to a maximum of 3,000 characters.</p> <p>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</p>

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.

Please keep all responses to a maximum of 3,000 characters.

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.

Please keep all responses to a maximum of 3,000 characters.

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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, 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 uniform complaint form available to education partners.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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 individual student outcome data and set goals for student engagement and academic growth.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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.</p>

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.

Please keep all responses to a maximum of 3,000 characters.
<p>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.</p>

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.

Please keep all responses to a maximum of 3,000 characters.

All students in grades TK-12 were invited to participate in the annual school climate survey, which gathered student perceptions in areas such as grade-level instruction, teacher support, goal setting, safety, sense of belonging, and overall satisfaction with the school. A total of 221 students completed the survey, including 52 students in grades TK-5, 54 in grades 6-8, and 115 in grades 9-12.

To the question, "I feel safe and welcome at school," 98.2% of students responded affirmatively, indicating a strong overall perception of safety across all grade spans. This high level of perceived safety was reflected consistently across all student groups, with 100% of Hispanic, African American, White, Asian, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students agreeing that they feel safe at school.

When asked if they have a problem or are feeling anxious, sad, or discouraged, they know they have someone at school that I can talk to for support, 82.2% of students agreed, highlighting the effectiveness of the school's support structures. Additionally, 83.4% of students indicated they feel a sense of belonging and connectedness at school. Disaggregated data showed high connectedness among African American, Asian, EL, and SWD students (all 100%), while slightly lower levels of connectedness were reported among Hispanic (88%), White (83%), SED (83%), and HY (75%) students.

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

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

Please keep all responses to a maximum of 3,000 characters.

Based on the analysis of the current school climate survey data, several key learnings and areas of strength have been identified. A significant majority of students (98.2%) across grades TK-12 reported feeling safe and welcome at school, reflecting a strong and positive school culture. This sense of safety was consistent across all student groups, with 100% of Hispanic, African American, White, Asian, English Learner (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and Homeless Youth (HY) students reporting that they feel safe at school—demonstrating the school’s success in fostering an inclusive and secure environment for all learners.

In addition, 82.2% of students stated that they have someone at school they can talk to when they have a problem, underscoring the strength of the school’s support systems and staff-student relationships. While overall student connectedness remains strong at 87.8%, the data revealed some variation across groups. African American, Asian, EL, and SWD students all reported a 100% sense of connectedness, while connectedness was slightly lower among Hispanic (88%), White (83%), SED (83%), and HY (75%) students.

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

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

Please keep all responses to a maximum of 3,000 characters.

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

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

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

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

Please keep all responses to a maximum of 3,000 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.

- 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)

Please keep all responses to a maximum of 3,000 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.

- 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)

Please keep all responses to a maximum of 3,000 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.

- 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)

Please keep all responses to a maximum of 3,000 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 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).					
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					