California Pacific Charter Schools

School Site Council Meeting - Sonoma

Published on May 22, 2026 at 2:37 PM PDT

Date and Time

Wednesday May 27, 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: 937-2447-3868

https://cal-pacs-org.zoom.us/j/93724473868

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

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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 May 27, 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

It is recommended the School Site Council approve the minutes from the April 22, 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 April 22, 2026

V. Council Governance 6:11 PM

A. 26-27 School Site Council Meeting Calendar — Discuss — Christine Feher — 5 m

The School Site Council will discuss the proposed meeting dates for the year. The Council is scheduled to meet four times per year, as required by the bylaws. Christine

	Purpose	Presenter	Time

Feher, Superintendent, will present the proposed meeting schedule. This item is for information and discussion only; no action will be taken.

VI. PUBLIC COMMENT 6:16 PM

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, 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

A.	Public Comments	Discuss	Christine Feher	5 m

VII. Action Items 6:21 PM

Items listed under Action Items require a vote by the Council members. Each item will have a brief discussion and require separate action to approve.

A.	Approval of the Local Control and Accountability Plan (LCAP)	Vote	Ericka Zemmer	20 m

It is recommended that the Council approve the Local Control and Accountability Plan (LCAP) as presented.

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

		Purpose	Presenter	Time

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

B. Approval of the Parent and Family Engagement Policy — Vote — Christine Feher — 5 m

It is recommended that the Council approve the Parent and Family Engagement Policy as presented.

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 _____

C. Approval of the Title I Parent Compact — Vote — Christine Feher — 5 m

It is recommended that the Council approve the Title 1 Parent Compact as presented.

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 _____

VIII. Future Agenda Items — 6:51 PM

		Purpose	Presenter	Time
A.	Suggestions from the Council	Discuss	Christine Feher	5 m

IX. Calendar — 6:56 PM

A.	Next Meeting	Discuss	Christine Feher	2 m

The next scheduled School Site Council Meeting will be held virtually in October 2026.

X. Closing Items — 6:58 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
Jacqueline Macfadyen
Myra Rodriguez
Skya Macfadyen

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

FOR MORE INFORMATION
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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 April 22, 2026

APPROVED

California Pacific Charter Schools

Minutes

School Site Council Meeting - Sonoma

Date and Time
Wednesday April 22, 2026 at 6:00 PM

Location
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(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 965-2041-6619

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

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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), C. Feher (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

Committee Members who left before the meeting adjourned
M. Ignacio

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 Apr 22, 2026 at 6:03 PM.

B. Roll Call Attendance

II. Pledge of Allegiance

A. Pledge of Allegiance

Pledge of Allegiance led by C. Feher, Superintendent.

III. Approve/Adopt Agenda

A. Agenda

M. Marion made a motion to approve the agenda, as presented.
J. Rana seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
E. Zemmer	Aye
J. Macfadyen	Aye
M. Rodriguez	Aye
M. Marion	Aye
J. Rana	Aye
C. Feher	Aye
M. Ignacio	Aye

Roll Call

A. Robinson	Aye
D. Carlos	Aye
N. Diepenbrock	Aye
S. Macfadyen	Aye

IV. Approve Minutes

A. Approve Minutes

M. Ignacio made a motion to approve the minutes from School Site Council Meeting - Sonoma on 01-28-26.
M. Marion seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

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

V. PUBLIC COMMENT

A. Public Comments

No public comments were submitted.

VI. Correspondence/Proposals/Reports

A. LCAP Local Performance Indicator Self-Reflection

Presented by Dr. E Zemmer, Assistant Superintendent.

B. Education Partner Survey Data

Presented by Dr. E Zemmer, Assistant Superintendent.
M. Ignacio left at 6:29 PM.

VII. Future Agenda Items

A. Suggestions from the Council

Council members shared suggestions to increase family engagement, improve communication about school programs, and expand field trip and event opportunities throughout California to include a broader range of grade levels. The suggestions were noted for future consideration.

VIII. Calendar

A. Next Meeting

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

IX. Closing Items

A. Adjourn Meeting

J. Rana made a motion to adjourn the meeting.
D. Carlos seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:50 PM.

Respectfully Submitted,
C. Feher

Documents used during the meeting

- 2026 Local Indicators Presentation.pdf
- 2026_Local_Indicator_Self-Reflection_25-26_Indicators_California_Pacific_Charter_-_Sonoma_20260417.pdf

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FOR MORE INFORMATION
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please contact California Pacific Charter Schools,
Telephone, 949-688-7798

Coversheet

26-27 School Site Council Meeting Calendar

Section: V. Council Governance
Item: A. 26-27 School Site Council Meeting Calendar
Purpose: Discuss
Submitted by:
Related Material: 26-27 School Site Council Meeting Calendar.pdf

California Pacific Charter Schools

2026-2027 School Site Council Meeting Calendar

(All dates are on the third or fourth Wednesday of the designated month)

Date	Items
October 21, 2026	Resignations and Swearing of New Members SSC Rights and Responsibilities Presentation School Plan for Student Achievement (SPSA)
January 27, 2027	School Accountability Report (SARC) Comprehensive School Safety Plan
April 21, 2027	LCAP Local Performance Indicator Self-Reflection Education Partner Input and Perceptions
May 26, 2027	2027-2028 School Site Council Meeting Calendar Parent and Family Engagement Policy Title I Parent Compact Local Control and Accountability Plan (LCAP)

Coversheet

Approval of the Local Control and Accountability Plan (LCAP)

Section:	VII. Action Items
Item:	A. Approval of the Local Control and Accountability Plan (LCAP)
Purpose:	Vote
Submitted by:	
Related Material:	2025-26 LCAP Presentation.pdf 2026_LCAP_CPC-Sonoma.pdf



2025-26 LCAP

California Pacific Charter Schools

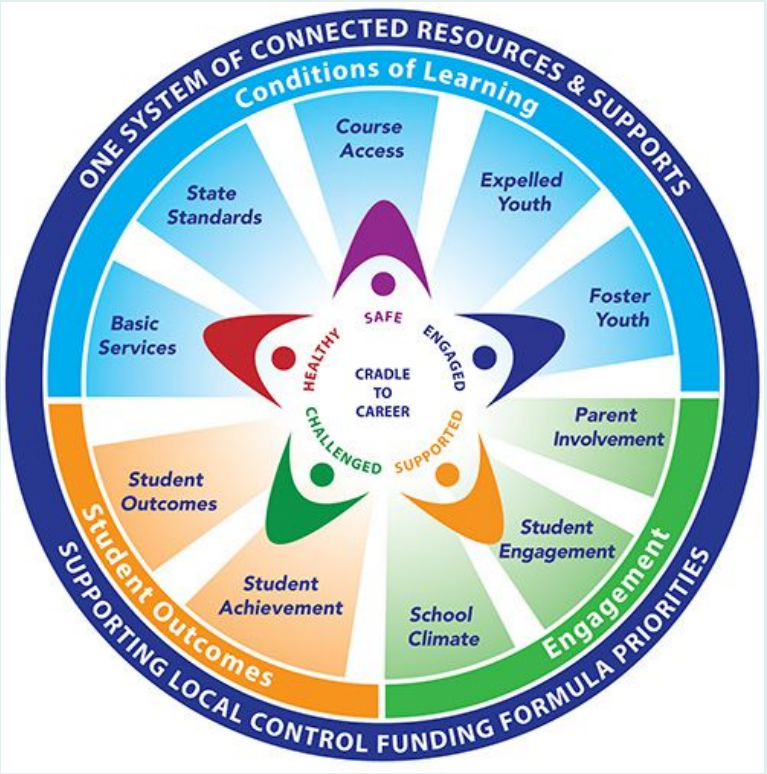
LCAP Components



- Title Page
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services
- Expenditure Tables
- Instructions

LCFF Priorities/Whole Child Resource Map

This map provides Local Control Funding Formula (LCFF) priorities and whole child resources and supports to help local educational agencies, schools, and families serve the needs of the whole child.



LCFF Resources by Priority

- LCFF Priority 1: Basic Services (Conditions of Learning)
- LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
- LCFF Priority 3: Parent Involvement (Engagement)
- LCFF Priority 4: Student Achievement (Pupil Outcomes)
- LCFF Priority 5: Student Engagement (Engagement)
- LCFF Priority 6: School Climate (Engagement)
- LCFF Priority 7: Course Access (Conditions of Learning)
- LCFF Priority 8: Student Outcomes (Pupil Outcomes)
- LCFF Priority 9: Expelled Youth (Conditions of Learning)
- LCFF Priority 10: Foster Youth (Conditions of Learning)

Goal 1

Type of Goal- Broad Goal

LCFF Priority Areas Addressed
Priority 4- Student Achievement
Priority 8- Student Outcomes

"This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success."



Goal 1

"This goal was developed based on data from the CA Dashboard and other student outcome and achievement data, pinpointing the need to enhance our academic outcomes, particularly in Mathematics. The goal strategically aligns actions and metrics that support and enhance instructional practices and learning opportunities, directly aiming to improve academic and developmental outcomes. It is closely aligned with State Priorities 4 (Student Achievement) and 8 (Other Student Outcomes), focusing on instruction, curriculum, and equity, to achieve marked improvements in academic performance and post-secondary readiness for all students."

→ Metrics

- Participation & Growth Metrics on CAASPP/ PFT
- Participation & Growth metrics on local assessment Renaissance STAR
- EL Progress
- Course completion rates
- CCI (College and Career Indicators)

→ Actions

1.1 Academic Performance Monitoring

1.2 Professional Development

1.3 Academic Support for Student Groups

1.4 EL Progress

1.5 Comprehensive CTE program

1.6 Access to AP Exams

2025 State Assessment Data









ELA- increased 25.6 points

MATH- increased 4.2 points

- SWD (Red)
- decrease of 14 points
- 30% of testing population

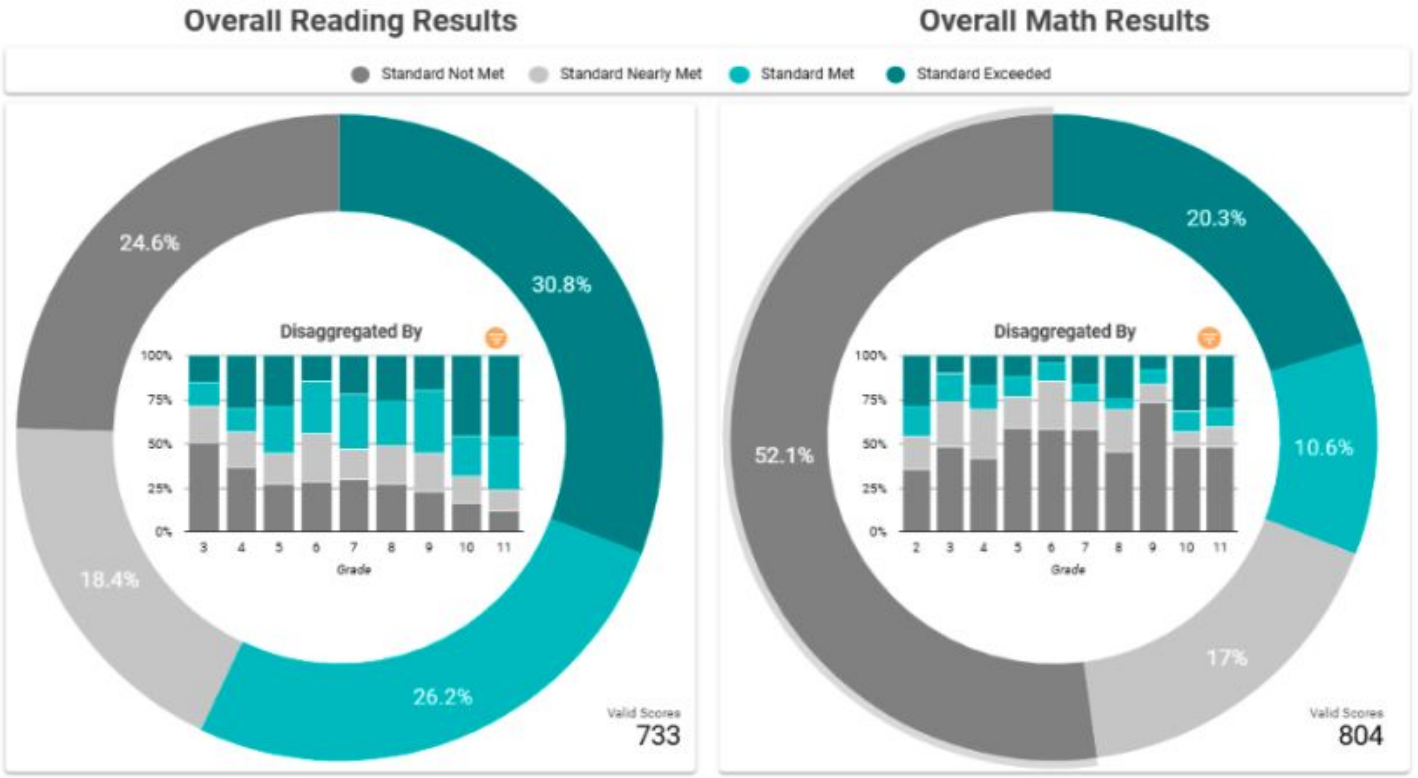
ELA- increased 27.6 points

MATH- increased 56.9 points

ELA- increased 12.6 points

MATH- increased 44.7 points

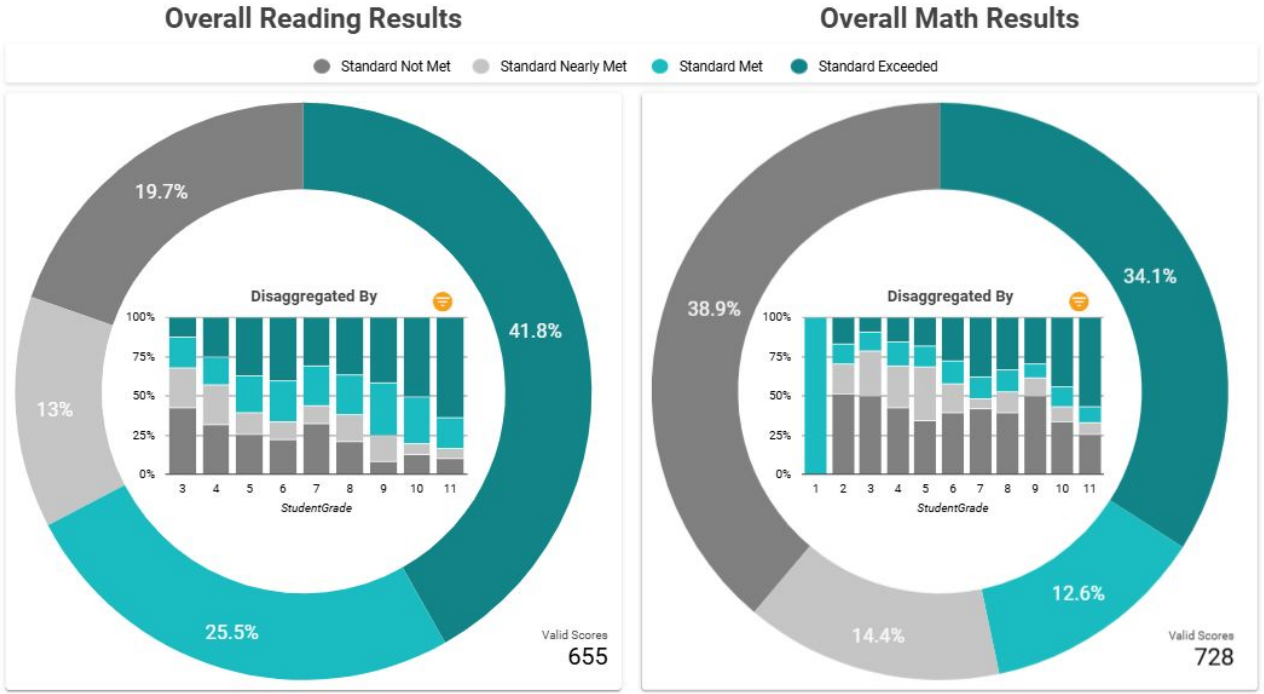
Fall 2025: Renaissance STAR



ELA: 57% met or exceeded the standard

MATH: 30.9% met or exceeded the standard

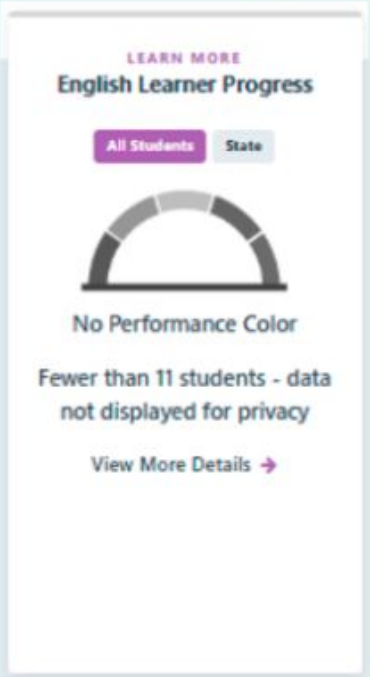
SPRING 2026: Renaissance STAR



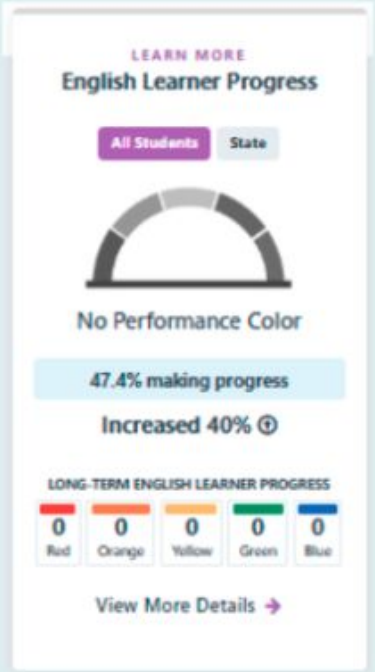
ELA: 67.3% met or exceeded (+10%) **MATH: 46.7% met or exceeded (+16%)**

2025 EL Progress

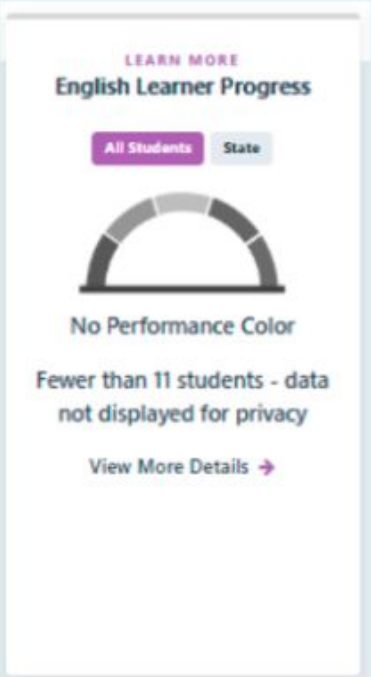
San Diego



Los Angeles



Sonoma



F25 Completion Rates

	Elementary School	Middle School	High School
Passed with 60%+	97.8%	95.8%	97.4%
Passed with 70%+	96.6%	90.3%	87.5%
Change from S23	(maintained)	(maintained)	(+5.7%, +10%)

2025 College & Career

State of CA

LEARN MORE
College/Career



Green

Prepared 51.7%

Increased 3.1%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	5	7	2
Red	Orange	Yellow	Green	Blue

View More Details →

San Diego

LEARN MORE
College/Career

All Students | State



Green

Prepared 38.2%

Increased 18.2%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Los Angeles

LEARN MORE
College/Career

All Students | State



Orange

Prepared 22.2%

Declined 7.6%

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Sonoma

LEARN MORE
College/Career

All Students | State



No Performance Color

Prepared 35%

Increased 11.5%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →



Goal 2

→ **Type of Goal- Maintenance of Progress Goal**

→ **LCFF Priority Areas Addressed**
Priority 1- Basic
Priority 2- State Standards
Priority 7- Course Access

"Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment."

Goal 2

"This goal was developed to support the whole child by improving the conditions of learning through access to basic services, state standards, curriculum, and technology. By providing comprehensive resources, including instructional materials, technological tools, and professional development for teachers, we ensure that all students receive the necessary support to succeed academically and personally. By strategically aligning actions and metrics, this goal focuses on creating an inclusive and supportive learning environment that enhances educational outcomes for all students."

→ Metrics

- % Fully Credentialed & Assigned Teachers
- Implementation of State Content Standards
- Instructional Materials & Resources
- Facilities

→ Actions

2.1 Staff Assignments

2.2 Curriculum and Instruction

2.3 Technology

2.4 Professional Development

2.5 Vendor Services

*CalPac has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are included in Goal 2, Actions 2 and 3.



Goal 2 Review

- **100% Fully credentialed and appropriately assigned teachers**
- **All students have access to standards aligned instructional materials and resources**
- **CalPac does not operate any learning centers, but has an administrative office which is in excellent condition**

Goal 3

→ **Type of Goal- Broad Goal**

→ **LCFF Priority Areas Addressed**
Priority 3- Parental Involvement
Priority 5- Pupil Engagement
Priority 6- School Climate

"**Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.**"



Goal 3

"This goal was developed to enhance education partner engagement, recognizing that strong relationships and effective communication are essential for student success. By fostering inclusive practices and ensuring active participation from all education partners, we aim to create a supportive and positive school climate. The actions and services grouped under this goal focus on parent involvement, student attendance and retention. By strategically aligning actions and metrics, this goal aims to support high levels of engagement and satisfaction, which are critical for achieving positive educational outcomes for all students."

→ Metrics

- Education Partner Input
- Education Partner Perceptions & Overall Satisfaction Rate
- School Safety Plan
- Chronic Absenteeism
- 4-Year Graduation Rate & Drop Out Rate
- Expulsion & Suspension Rates
- Stability Rate

→ Actions

3.1 Education Partner Input

3.2 Communication and Accessibility

3.3 School Safety Plan

3.4 School Climate

3.5 Professional Development

3.6 Attendance Monitoring

3.7 Mental Health Support

3.8 Student Group Engagement

3.9 Transcript Review and Engagement

Education Partner Input –students

Student participation:
SD- 285 students surveyed (TK-12): 125 (TK-5), 63 (6-8), 97 (9-12)
LA- 386 students surveyed (TK-12): 131 (TK-5), 93 (6-8), 162 (9-12)
SO- 221 students surveyed (TK-12): 52 (TK-5), 54 (6-8), 115 (9-12)

Students identified the following programs as enjoyable/helpful:

- Virtual Learning Hub (47%)
- Summer Bridge Program (15%)
- Power Hour (60%)
- Middle School Electives (19%)
- Social/Emotional Learning resources (15%)
- Individual/Group Counseling (9%)
- Career and Technical Education (13%)

Education Partner Input -students

Celebrations:

- Field Trips are fun and a great for connecting with classmates, help students feel like they belong.
- Tutoring and power hour help keep me on track with my classes.
- Clubs are helpful and encourage participation.
- I appreciate working at my own pace in Edgenuity.

Education Partner Input - students

Opportunities:

- Extra help with reading
- More opportunities to socialize and make friends

Education Partner Perceptions -students

- My school work provides me with grade level instruction and assessment of my academic progress.
  - SD 97.5% LA 98.4% SO 98.2%
- My teacher cares about my education and helps me succeed.
  - SD 98.8% LA 99.6% SO 98.8%
- My teacher helps me set goals to be successful in school.
  - SD 98.1% LA 98.8% SO 98.2%
- I feel safe at school.
  - SD 98.1% LA 97.6% SO 98.2%
- If I have a problem or am feeling anxious, sad, or discouraged, I know I have someone at school that I can talk to for support.
  - SD 85.6% LA 84.3% SO 82.2%
- I feel a sense of belonging and connectedness at school.
  - SD 88.8% LA 83.9% SO 83.4%
- Overall, I am happy with my school.
  - SD 93.8% LA 93.3% SO 93.5%

Education Partner Input – parents

Parent participation: **SD- 52, LA- 64, SO- 40**

Parents identified the following programs as helpful:

- Virtual Learning Hub (64%)
- Summer Bridge Program (38%)
- Power Hour (58%)
- Electives & Enrichment classes (TK-8) (65%)
- Social/Emotional Learning resources (19%)
- Individual/Group Counseling (19%)
- Career and Technical Education (15%)
- Small Group ELD instruction (25%)

Education Partner Input - parents

Celebrations:

- “This school is wonderful, very supportive.”
- “My daughter has learned so much and is improving everyday. I am very happy with all that she has learned so far.”
- “We love Calpac! The teachers are amazing and so helpful. My son has never done better in school until he joined Calpac. It has been a truly amazing experience for him and he’s able to understand and learn at a perfect pace for him. Calpac is the best!”
- “I love the school it was our first year and it has been amazing. Will be attending next year!”
- “I truly appreciate the school's effective communication and wealth of information provided.”

Education Partner Input - parents

Opportunities:

- Accelerated learning program opportunities
- More socialization time for students via Zoom
- Field Trip capacity

Education Partner Perceptions - parents

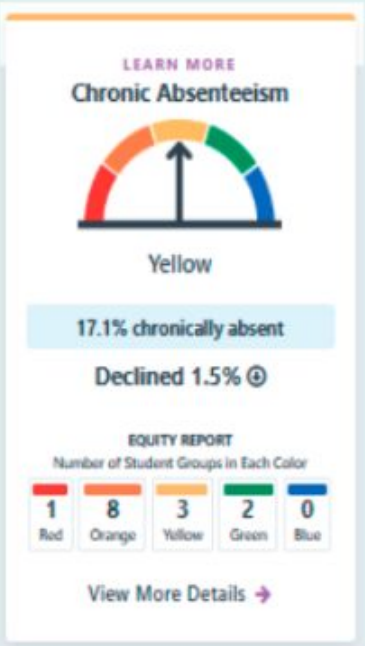
- My child's curriculum and instruction supports their ability to master grade level standards.
  - SD 96.2% LA 96.9% SO 92.5%
- I participate in meeting with my child's teacher to discuss and set educational goals for my child.
  - SD 100% LA 95.3% SO 95%
- When working with school staff and administration, I feel my input is valued.
  - SD 100% LA 98.4% SO 97.5%
- Overall, I feel satisfied with the opportunities available for me to participate and provide input in the school and my child's education.
  - SD 98.1% LA 98.4% SO 97.5%
- Overall, I feel satisfied with the support my child receives to attain their academic goals.
  - SD 98.1% LA 95.3% SO 97.5%
- Overall, I feel satisfied with my child's school.
  - SD 98.1% LA 98.4% SO 97.5%

School Safety Plan

- The School Safety Plan was developed and adopted by the School Site Council for all 3 schools at the January 2026 meetings.

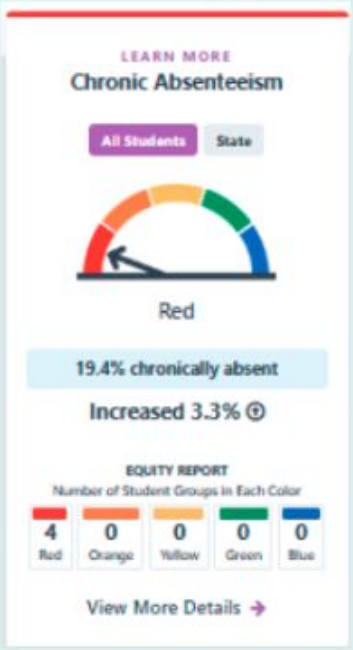
2025 Chronic Absenteeism

State of CA



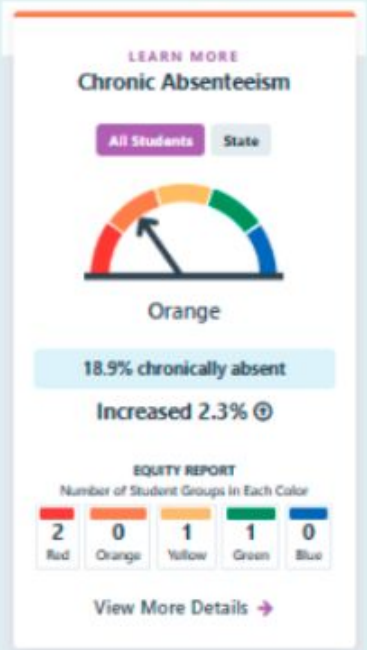
Hispanic, SED, SWD, White

San Diego

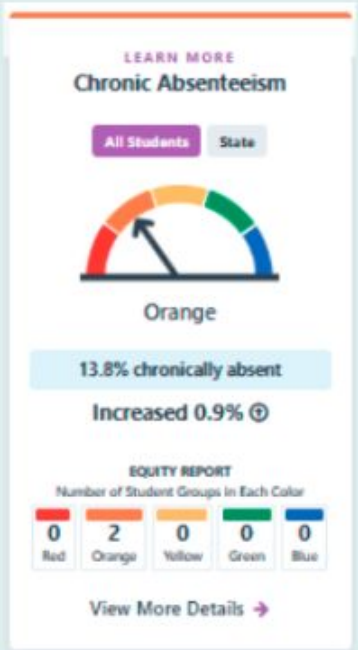


SED, SWD

Los Angeles

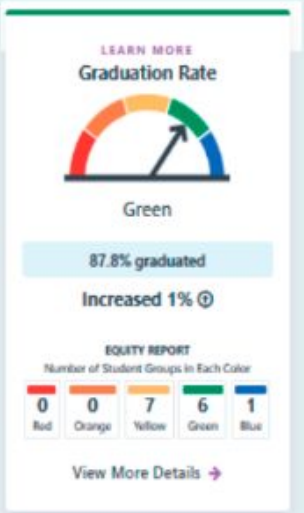


Sonoma

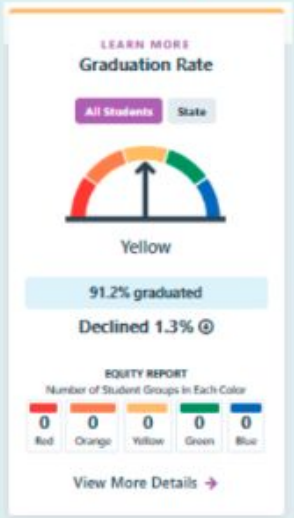


2025 Graduation Rates

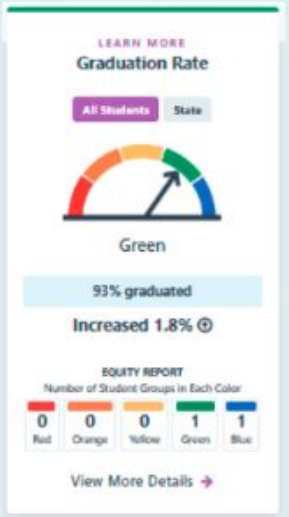
State of CA



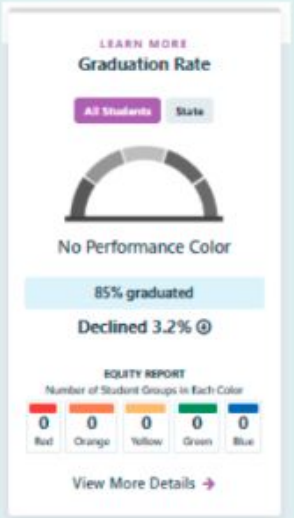
San Diego



Los Angeles



Sonoma

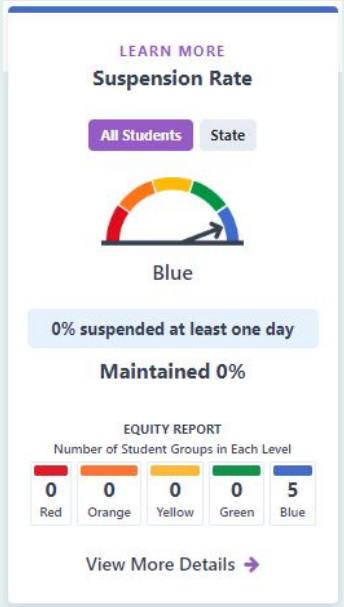


Dropout Rates

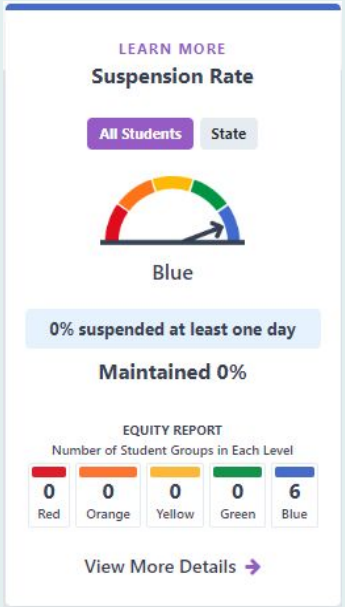
SD: 3.6% (-1%), LA: 7.4% (maintained), SO: 15% (+15%) (3 students)

Suspensions & Expulsions

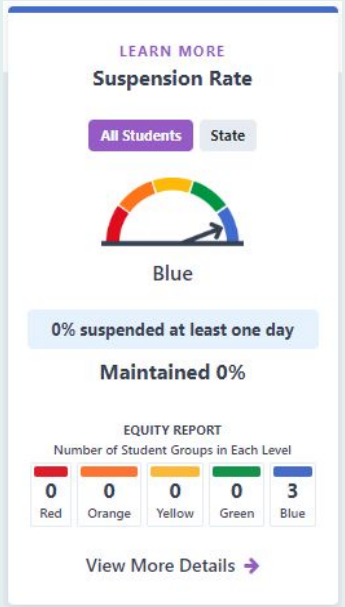
San Diego



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

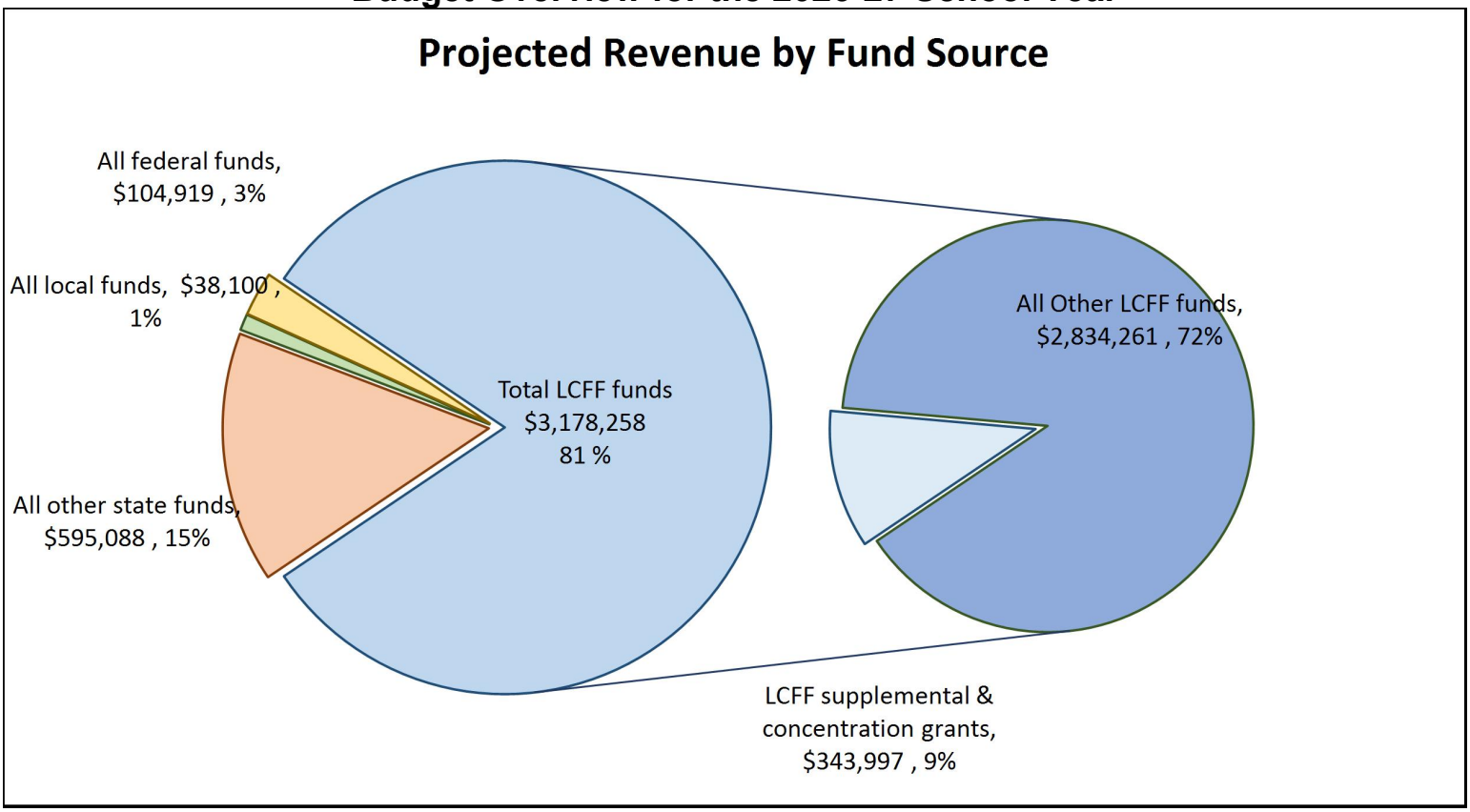
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - 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

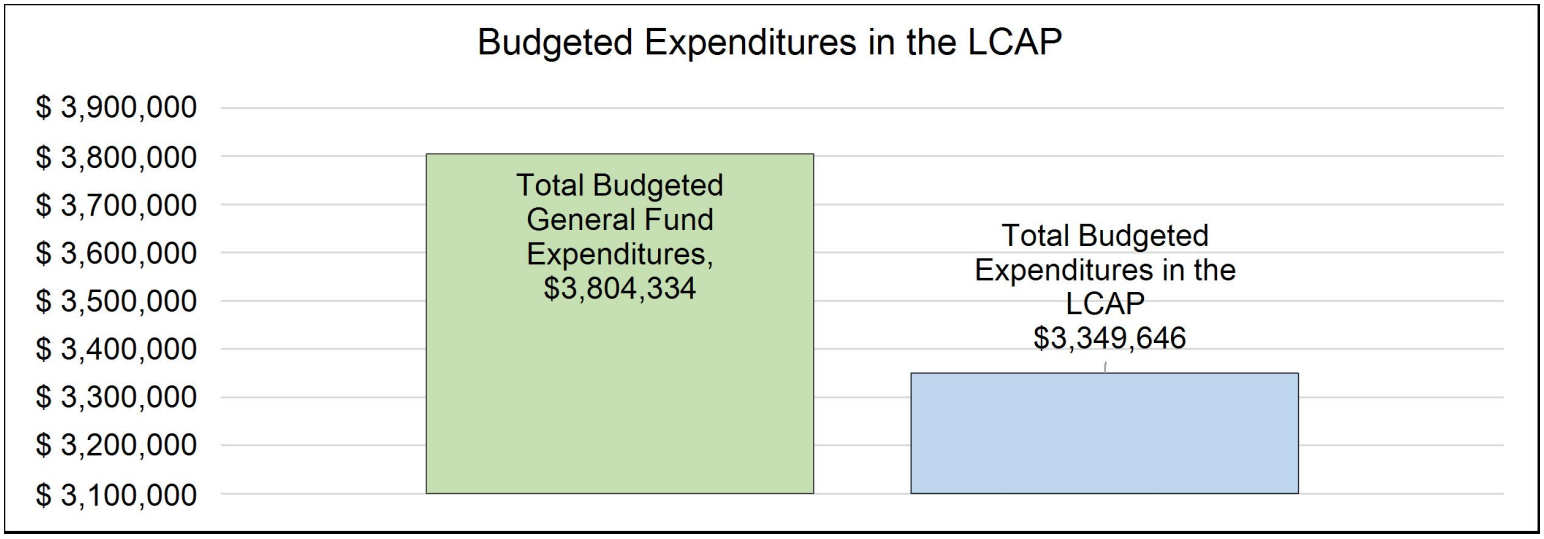


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is $3,916,365, of which $3,178,258 is Local Control Funding Formula (LCFF), $595,088 is other state funds, $38,100 is local funds, and $104,919 is federal funds. Of the $3,178,258 in LCFF Funds, $343,997 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 $3,804,334 for the 2026-27 school year. Of that amount, $3,349,646 is tied to actions/services in the LCAP and $454,688 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

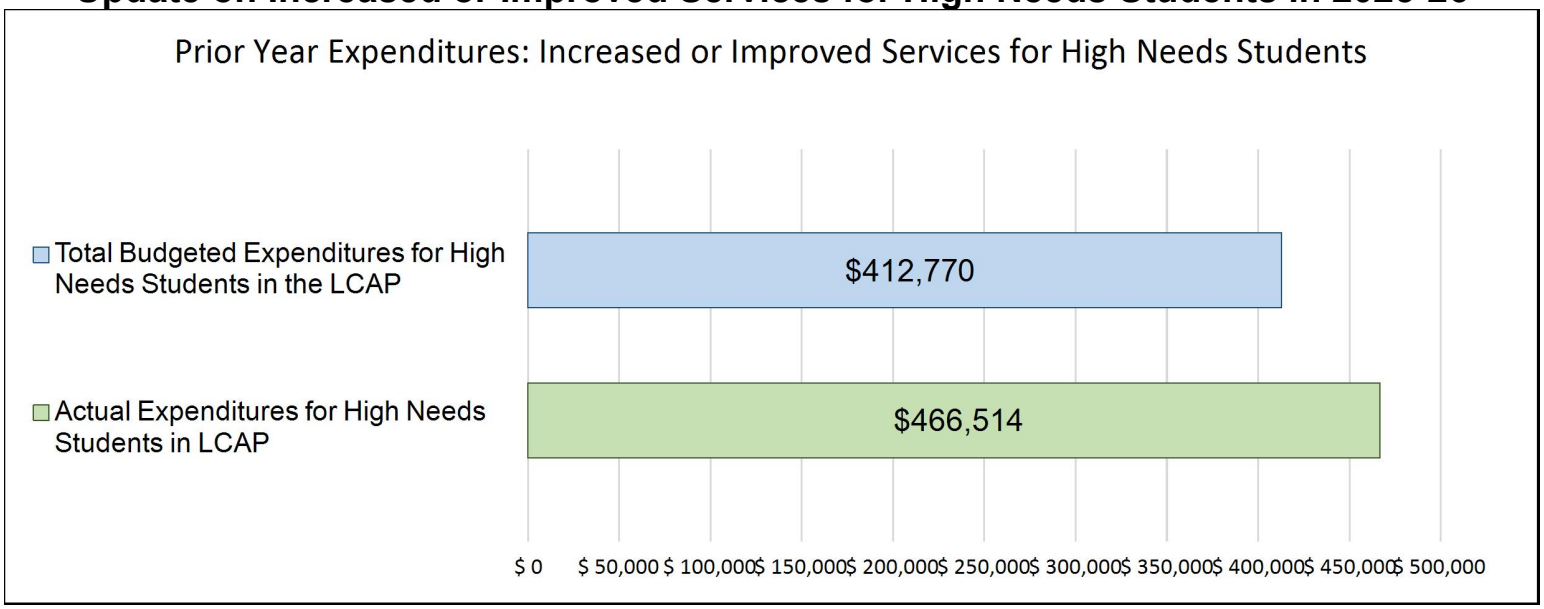
Expenditures not included in the LCAP are general operational expenses for the school, such as rent, and salaries for support positions such as Accounting, or other expenses that are not directly tied to a Goal or Action in the LCAP.

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 $343,997 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 $443,437 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.	$34,578.00	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.	$253,818.00	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.	$142,971.00	No
1.6	Access to AP Exams	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support the whole child by improving the conditions of learning through access to basic services, state standards, curriculum, and technology. By providing comprehensive resources, including instructional materials, technological tools, and professional development for teachers, we ensure that all students receive the necessary support to succeed academically and personally. By strategically aligning actions and metrics, this goal focuses on creating an inclusive and supportive learning environment that enhances educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	maintain	maintained
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently	1. The LEA's progress in providing professional	1. The LEA's progress in providing professional	maintain	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability	learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks	learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation	identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic	identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)	standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability	standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 Full Implementation NGSS Science- 5 Full Implementation History-Social Science- 5 Full Implementation 4. The LEA's progress in implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Identifying the professional learning needs of individual teachers (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability) -Identifying the professional learning needs of	Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability) -Identifying the professional learning needs of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)		
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%	maintain	maintained
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	maintain	maintained

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation.

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budged expenditures and estimated actuals.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Staff Assignments: This action was highly effective, as the school successfully maintained 100% fully credentialed and appropriately assigned teachers for a second consecutive year. This ensures students are taught by qualified educators in their respective subject areas and contributes directly to the delivery of high-quality instruction across content areas.

Action 2.2 – Curriculum and Instruction: The LEA achieved full implementation and sustainability across most academic standards, including ELA, Math, ELD, and NGSS. Notably, improvements were made in professional learning systems, with the self-reflection ratings increasing from level 4 to level 5 in areas such as identifying teacher needs and providing support. This suggests that the curriculum and professional support systems are well-aligned and responsive to both student and educator needs.

Action 2.3 – Technology: The school ensured continued access to devices and connectivity for all students, particularly supporting low-income students who may lack access. This action helped sustain equitable access to instruction and promoted engagement in the virtual learning environment, especially important in a fully online instructional model.

Action 2.4 – Professional Development: Targeted PD sessions aligned with academic content and technology use were maintained and supported effective instruction. The high level of implementation reflected in the self-reflection tool confirms that PD was both accessible and impactful in building instructional capacity.

Action 2.5 – Vendor Services: Ensuring vendor alignment with safety and academic standards has supported compliance and consistent access to quality instructional services. This action helps safeguard the integrity and equity of the learning environment, especially when engaging external supports.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to Goal 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Assignments	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	$1,774,160.00	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	$260,137.00	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	$82,992.00	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.	$74,758.00	No
2.5	Vendor Services	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	$82,152.00	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.	$39,780.00	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.	$224,409.00	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.	$99,166.00	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.	$166,966.00	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
$343,997	$6,230

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
12.137%	0.000%	$0.00	12.137%

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	2,834,260	343,997	12.137%	0.000%	12.137%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,208,589.00	$1,004,002.00	$0.00	$137,055.00	$3,349,646.00	$2,836,905.00	$512,741.00

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		$34,578.00	$0.00	$34,578.00	$0.00	$0.00	$0.00	$34,578.00	
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		$245,628.00	$8,190.00	$131,073.00	$37,808.00	$0.00	$84,937.00	$253,818.00	
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		$131,837.00	$11,134.00	$0.00	$142,971.00	$0.00	$0.00	$142,971.00	
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		$1,773,509.00	$651.00	$1,242,783.00	$497,661.00	$0.00	$33,716.00	$1,774,160.00	
2	2.2	Curriculum and Instruction	All	No			All Schools		$85,044.00	$175,093.00	$218,705.00	$41,432.00	$0.00	$0.00	$260,137.00	
2	2.3	Technology	Low Income	Yes	Schoolwide	Low Income	All Schools		$0.00	$82,992.00	$78,261.00	$4,731.00	$0.00	$0.00	$82,992.00	
2	2.4	Professional Development	All	No			All Schools		$3,690.00	$71,068.00	$16,978.00	$53,853.00	$0.00	$3,927.00	$74,758.00	

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	$82,152.00	$0.00	$70,324.00	$0.00	$11,828.00	$82,152.00	
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		$3,667.00	$36,113.00	$39,780.00	$0.00	$0.00	$0.00	$39,780.00	
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		$223,611.00	$798.00	$66,540.00	$155,222.00	$0.00	$2,647.00	$224,409.00	
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		$95,299.00	$3,867.00	$99,166.00	$0.00	$0.00	$0.00	$99,166.00	
3	**3.9**	Transcript Review and Evaluation	All	No			All Schools		$166,966.00	$0.00	$166,966.00	$0.00	$0.00	$0.00	$166,966.00	

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
2,834,260	343,997	12.137%	0.000%	12.137%	$443,437.00	0.000%	15.646 %	**Total:**	$443,437.00
								LEA-wide Total:	$0.00
								Limited Total:	$365,176.00
								Schoolwide Total:	$78,261.00

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	$131,073.00	
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	$78,261.00	
3	**3.2**	Communication and Accessibility	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,780.00	
3	**3.7**	Mental Health Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$66,540.00	
3	**3.8**	Student Group Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$99,166.00	

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.

- **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

Coversheet

Approval of the Parent and Family Engagement Policy

Section:	VII. Action Items
Item:	B. Approval of the Parent and Family Engagement Policy
Purpose:	Vote
Submitted by:	
Related Material:	CPCS - 6005 Parent and Family Engagement Policy.pdf

PARENT AND FAMILY ENGAGEMENT POLICY

California Pacific Charter Schools ("CPCS" or the "Charter School") has developed a written Parent and Family Engagement Policy ("Policy") with input from Title I parents and families. CPCS has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

CPCS Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, CPCS has established the following practices:

1. CPCS involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    a. Community meetings
    b. School Site Council
    c. Education partner surveys

2. CPCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    a. Parent trainings and webinars
    b. School-Parent/Guardian Compact
    c. Local Control Accountability Plan

3. CPCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    a. ELAC
    b. Title 1, Part A
    c. Local Control Accountability Plan

4. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    a. Education partner surveys
    b. Local Control Accountability Plan engagement
    c. Revisiting the parent and family engagement policy annually

5. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited

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English proficiency, have limited literacy, or are of any racial or ethnic minority background).
   a. ELAC
   b. Local Control Accountability Plan engagement
   c. School Site Council
   d. Education partner Surveys

6. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
   a. Parent trainings and webinars
   b. Education partner surveys
   c. ELAC
   d. School Site Council
   e. Local Control Accountability Plan engagement

7. CPCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
   a. Education partner surveys
   b. ELAC
   c. School Site Council
   d. Local Control Accountability Plan engagement

8. CPCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
   a. Leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
      i. Education partner surveys
      ii. ELAC
      iii. School Site Council
      iv. Local Control Accountability Plan engagement

9. CPCS involves parents in the activities of the Charter School to adequately represent the needs of the population.
   a. School Site Council
   b. ELAC

<u>Involvement of Parents in the Title I Program</u>

PARENT AND FAMILY ENGAGEMENT POLICY

To involve parents in the Title I program at CPCS, the following practices have been established:

1. CPCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    a. Title I information is covered in Master Agreement meetings, which are required for all new and returning students.

2. CPCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    a. Master Agreement meetings are scheduled at times that are mutually agreed upon between the school and parent, which may include morning and evening meetings.

3. CPCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
    a. This is completed through the following:
        i. Education partner surveys
        ii. School Site Council
        iii. Local Control Accountability Plan engagement
        iv. Parent trainings and webinars

4. CPCS provides parents of Title I students with timely information about Title I programs.
    a. Parent/Student Handbook
    b. Parent trainings and webinars

5. CPCS provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    a. Parent/Student Handbook
    b. California Pacific Charter School website
    c. Parent trainings and webinars
    d. Direct communication via email to parents of Title I students
    e. Individual conferences between parents and staff

6. If requested by parents of Title I students, CPCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
    a. Meeting will be held virtually with email invitations being sent out to all parents of Title I eligible students.
    b. Local Control Accountability Program education partner information meeting
    c. School Site Council

PARENT AND FAMILY ENGAGEMENT POLICY

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If CPCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

CPCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. CPCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.

2. The ways parents will be responsible for supporting their children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

3. The importance of ongoing communication between parents and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's education; and regular communication between family members and school staff,

The Charter School developed the Compact with Title I parent input and the Charter School distributes the Compact to Title I parents electronically. Title I School- Parent Compact

Building Capacity for Involvement

CPCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, CPCS has established the following practices.

1. CPCS provides Title I parents with assistance in understanding state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
    a. Parent/Student Handbook
    b. California Pacific Charter School website
    c. Parent trainings and webinars
    d. Weekly communication emails from the teacher.
    e. Virtual homeroom and progress report meetings with their homeroom teacher or learning period meetings with their teacher facilitator.

f. California Pacific Charter School's MTSS program that provides support for students that are struggling academically

2. CPCS provides Title I parents with materials and training, as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    a. Parent trainings and webinars
    b. California Pacific Charter School website
    c. Direct communication via email to parents

3. With the assistance of Title I parents, CPCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
    a. Staff professional development
    b. Staff participation in family and student outreach events

4. CPCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
    a. Parent trainings and webinars
    b. School sponsored events, STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show

5. CPCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    a. Meeting will be held virtually with email invitations being sent out to all parents of Title 1 eligible students.
    b. Digital format that can be translated with the use of technology
    c. Information is presented in a way that is understandable by parents
    d. Information is presented visually and verbally, as applicable.

6. CPCS provides support for parental involvement activities requested by Title I parents.
    a. Education partner surveys
    b. Title 1 information and feedback meeting
    c. School Site Council

Accessibility

CPCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

PARENT AND FAMILY ENGAGEMENT POLICY

1. Digital format that can be translated with the use of technology.
2. Information is presented in a way that is understandable by parents
3. Information is presented visually and verbally, as applicable.

Coversheet

Approval of the Title I Parent Compact

Section: VII. Action Items
Item: C. Approval of the Title I Parent Compact
Purpose: Vote
Submitted by:
Related Material: Title 1 School-Parent Guardian Compact 25-26.pdf

School - Parent/Guardian Compact

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians,family members, and teachers through goal setting meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter.
2. Parent/Guardian, student, and teacher sign the school's master agreement outlining course of study and performance expectations.
3. Communication and access to the staff are conducted and available through weekly check in meetings/communication, school email communication and newsletters, conferences, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is emailed weekly and discussed at each meeting with the homeroom teacher. Report cards are provided each semester to all students. Progress reports are provided after the 1st quarter and 3rd quarter for all students, and parent-teacher conferences held (as-needed).

6. Given the model of the school, the parents/guardians are highly active participants in their child's education. Parents have access to student progress at all times through the Parent Portal.
7. Parents/guardians have access to staff via email, phone, text during normal office hours, and may request a parent conference at any time.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
    a. Through homeroom meetings and parent-teacher conferences
    b. Review of local and state assessments and performance score
    c. The school's MTSS program that provides support for students that are struggling academically
    d. Through six week progress check ins with the student support team for students identified for Level 3 intervention
2. In which ways does the school provide Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
    a. Parent/guardian training and webinars
    b. Parent/guardian resources found on the CalPac website
3. With the assistance of Title I, Part A parents/guardians and family members, in which ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
    a. Teacher professional development
    b. Teacher resources found in the school's teacher professional development repository
4. In which ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?
    a. The school will provide Title I goals and action items via SPSA and/or LCAP

   b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
5. In which ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
   a. Information will be presented in a digital format that can be translated with the use of technology
   b. Information will be presented in a way that is understandable to parents
   c. Information will be presented visually and verbally, as applicable
6. In which ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
   a. Given the model of the school, the parents are highly active participants in their child's education
   b. The school will provide parent/guardian and student outreach events, such as STEM and Makerspace event days, field trips, grade level Connection Clubs, Art Events, Science Fair, and the Talent Show
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In which ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
   a. A digital format that can be translated with the use of technology
   b. Information is presented in a way that is understandable by parents
   c. Information is presented visually and verbally, as applicable
   d. Information is translated verbally, as applicable

This Compact was adopted by California Pacific Charter Schools for the 2026-2027 school year and will be in effect for the period of the 2026-2027 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program as part of the school's annual notices.