California Pacific Charter Schools

School Site Council Meeting - Los Angeles

Published on October 16, 2026 at 3:01 PM PDT
Amended on October 16, 2026 at 3:42 PM PDT

Date and Time

Wednesday October 21, 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: 932-3136-3982

https://cal-pacs-org.zoom.us/j/93231363982

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Call the Meeting to Order	Discuss	Christine Feher	2 m
B.	Roll Call Attendance	Discuss	Christine Feher	3 m

Christine Feher, Superintendent
Dr. Ericka Zemmer, Assistant Superintendent
VACANT, Teacher
Amy Robinson, Teacher
Michelle Ignacio, Teacher
Daisy Carlos, Classified Staff
Maria Ortiz-Flores, Parent
Adesola Shokunbi, Parent
VACANT, Parent
VACANT, Student
VACANT, Student

II.	**Pledge of Allegiance**			**6:05 PM**
A.	Led by C. Feher, Superintendent or designee.	Discuss	Christine Feher	2 m
III.	**Approve/Adopt Agenda**			**6:07 PM**
A.	Agenda	Vote	Christine Feher	5 m

It is recommended the School Site Council adopt as presented, the agenda for the School Site Council Meeting on October 21, 2026.

Roll Call Vote:
Dr. Ericka Zemmer
VACANT, Teacher
Amy Robinson
Michelle Ignacio

	Purpose	Presenter	Time

Daisy Carlos
Maria Ortiz-Flores
Adesola Shokunbi
VACANT, Parent
VACANT, Student
VACANT, Student

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

IV. Approve Minutes 6:12 PM

A. Approve Minutes | Approve Minutes | Christine Feher | 2 m

It is recommended the School Site Council approve the minutes from the May 27, 2026 School Site Council meeting.

Roll Call Vote:
Dr. Ericka Zemmer
VACANT, Teacher
Amy Robinson
Michelle Ignacio
Daisy Carlos
Maria Ortiz-Flores
Adesola Shokunbi
VACANT, Parent
VACANT, Student
VACANT, Student

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

Approve minutes for School Site Council Meeting - Los Angeles on May 27, 2026

V. Public Comment 6:14 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

	Purpose	Presenter	Time

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

VI. Governance **6:14 PM**

A. Approval of Resignations, New and Returning Members — Vote — Christine Feher — 2 m

It is recommended the School Site Council approve, as presented, the resigning, new, and returning members of the School Site Council on October 21, 2026.

Resignations:
Jasee Rana, Teacher
Alicia De Lira, Parent
Koa Salinas, Student
Anthony Flores, Student

New Members:
Leslie Robertson, Teacher
LaKia Colquitt, Parent
Arnoldo Vega Jr, Student
Bianey Vega, Student

Returning Members:
Dr. Ericka Zemmer, Assistant Superintendent
Daisy Carlos, Classified Staff

Roll Call Vote:
Dr. Ericka Zemmer
VACANT, Teacher
Amy Robinson
Michelle Ignacio
Daisy Carlos
Maria Ortiz-Flores
Adesola Shokunbi
VACANT, Parent

		Purpose	Presenter	Time

VACANT, Student
VACANT, Student

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

B. Oath of New Members — Discuss — Christine Feher — 2 m

New Members:
Leslie Robertson, Teacher
LaKia Colquitt, Parent
Arnoldo Vega Jr, Student
Bianey Vega, Student

VII. Correspondence/Proposals/Reports — 6:18 PM

A. SSC Rights and Responsibilities — Discuss — Christine Feher — 5 m

A brief presentation on the Rights and Responsibilities to the Council by Christine Feher, Superintendent. Information only, no action will be taken.

VIII. Action Items — 6:23 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 School Plan for Student Achievement (SPSA) — Vote — Dr. Ericka Zemmer — 15 m

It is recommended that the Council approve the School Plan for Student Achievement as presented.

Roll Call Vote:
Dr. Ericka Zemmer
Leslie Robertson
Amy Robinson
Michelle Ignacio
Daisy Carlos
Maria Ortiz-Flores
Adesola Shokunbi
LaKia Colquitt
Arnoldo Vega Jr
Bianey Vega

		Purpose	Presenter	Time

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

IX. Future Agenda Items — 6:38 PM

A.	Suggestions from the Council	Discuss	Christine Feher	5 m

X. Calendar — 6:43 PM

A.	Next Meeting	Discuss	Christine Feher	2 m

The next scheduled School Site Council Meeting will be held virtually on January 27, 2027

XI. Closing Items — 6:45 PM

A.	Adjourn Meeting	Vote	Christine Feher	2 m

Roll Call Vote:
Dr. Ericka Zemmer
Leslie Robertson
Amy Robinson
Michelle Ignacio
Daisy Carlos
Maria Ortiz-Flores
Adesola Shokunbi
LaKia Colquitt
Arnoldo Vega Jr
Bianey Vega

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

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

Coversheet

Approve Minutes

Section:	IV. Approve Minutes
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for School Site Council Meeting - Los Angeles on May 27, 2026

APPROVED

California Pacific Charter Schools

Minutes

School Site Council Meeting - Los Angeles

Date and Time
Wednesday May 27, 2026 at 6:00 PM

Location
Join by telephone or via Zoom conferencing link below:
Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 937-2447-3868

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

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Committee Members Present
A. Flores (remote), A. Robinson (remote), D. Carlos (remote), E. Zemmer (remote), J. Rana (remote), M. Ignacio (remote), M. Ortiz-Flores (remote)

Committee Members Absent
A. De Lira, A. Shokunbi, K. Salinas

Committee Members who left before the meeting adjourned
E. Zemmer

Guests Present
C. Feher (remote)

I. Opening Items

A. Call the Meeting to Order

C. Feher called a meeting of the School Site Council Committee of California Pacific Charter Schools to order on Wednesday May 27, 2026 at 6:03 PM.

B. Roll Call Attendance

II. Pledge of Allegiance

A. Pledge of Allegiance

Led by E. Zemmer, Assistant Superintendent

III. Approve/Adopt Agenda

A. Agenda

A. Robinson made a motion to approve the May 27, 2026 agenda as presented.
D. Carlos seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

A. Shokunbi	Absent
M. Ortiz-Flores	Aye
J. Rana	Aye
D. Carlos	Aye
E. Zemmer	Aye

Roll Call

M. Ignacio	Aye
A. Robinson	Aye
A. De Lira	Absent
A. Flores	Aye
K. Salinas	Absent

IV. Approve Minutes

A. Approve Minutes

J. Rana made a motion to approve the minutes from School Site Council Meeting - Los Angeles on 04-22-26.
M. Ortiz-Flores seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

K. Salinas	Absent
J. Rana	Aye
M. Ortiz-Flores	Aye
M. Ignacio	Aye
A. Shokunbi	Absent
A. Robinson	Aye
E. Zemmer	Aye
D. Carlos	Aye
A. De Lira	Absent
A. Flores	Aye

V. Council Governance

A. 26-27 School Site Council Meeting Calendar

The proposed 2026–27 School Site Council meeting calendar was reviewed. This was a discussion item; no action was taken.

VI. PUBLIC COMMENT

A. Public Comments

No public comments were received.

VII. Action Items

A. Approval of the Local Control and Accountability Plan (LCAP)

M. Ignacio made a motion to approve the Local Control and Accountability Plan (LCAP).
A. Flores seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

K. Salinas	Absent
M. Ignacio	Aye
A. De Lira	Absent
A. Flores	Aye
D. Carlos	Aye
M. Ortiz-Flores	Aye
J. Rana	Aye
E. Zemmer	Aye
A. Shokunbi	Absent
A. Robinson	Aye

B. Approval of the Parent and Family Engagement Policy

M. Ortiz-Flores made a motion to approve the Parent and Family Engagement Policy.
A. Flores seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

J. Rana	Aye
M. Ortiz-Flores	Aye
A. Shokunbi	Absent
A. Robinson	Aye
M. Ignacio	Aye
A. De Lira	Absent
E. Zemmer	Aye
A. Flores	Aye
D. Carlos	Aye
K. Salinas	Absent

C. Approval of the Title I Parent Compact

D. Carlos made a motion to approve the Title I Parent Compact.
J. Rana seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

A. De Lira	Absent
A. Flores	Aye
A. Robinson	Aye
M. Ignacio	Aye
M. Ortiz-Flores	Aye
K. Salinas	Absent
D. Carlos	Aye
J. Rana	Aye
E. Zemmer	Aye
A. Shokunbi	Absent

E. Zemmer left at 6:25 PM.

VIII. Future Agenda Items

A. Suggestions from the Council

No future agenda items were suggested.

IX. Calendar

A. Next Meeting

The next School Site Council meeting was scheduled to be held virtually in October 2026.

X. Closing Items

A. Adjourn Meeting

A. Flores made a motion to adjourn the meeting.
M. Ortiz-Flores seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

A. Shokunbi	Absent
D. Carlos	Aye
E. Zemmer	Absent
M. Ignacio	Aye
A. De Lira	Absent
J. Rana	Aye
A. Flores	Aye
K. Salinas	Absent
A. Robinson	Aye
M. Ortiz-Flores	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:34 PM.

Respectfully Submitted,
C. Feher

Documents used during the meeting

- 26-27 School Site Council Meeting Calendar.pdf
- 2025-26 LCAP Presentation.pdf
- 2026_LCAP_CPC-Los Angeles.pdf
- CPCS - 6005 Parent and Family Engagement Policy.pdf

• Title 1 School-Parent Guardian Compact 25-26.pdf

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

Coversheet

Oath of New Members

Section: VI. Governance
Item: B. Oath of New Members
Purpose: Discuss
Submitted by:
Related Material: Oath of Office - SSC.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS
OATH OF OFFICE FOR SCHOOL SITE COUNCIL

State of California

I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

_____
Signature of School Site Council Member

Taken, subscribed, and sworn (or affirmed) to be this _____ day of _____ 20____.

_____
Signature of Authorized Official

Coversheet

SSC Rights and Responsibilities

Section: VII. Correspondence/Proposals/Reports
Item: A. SSC Rights and Responsibilities
Purpose: Discuss
Submitted by:
Related Material: SSC Roles & Responsibilities Presentation.pdf



School Site Council

California Pacific Charter Schools

School Site Council

ROLES & RESPONSIBILITIES



Agenda

- Role of the Council
- Budgets (Including Categorical Funds)
- Plans
- SSC Responsibilities



SCHOOL SITE COUNCIL

Roles of the SSC





“The ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan.”

– CDE

The Role of the SSC

California Education Code Section 52176

- SSCs must be established at schools participating in education programs supported by Title 1 funds.

The SSC is a decision-making committee that oversees:

- **SPSA (School Plan for Student Achievement)**
  - The SPSA is the plan that identifies academic goals and stives the school's instructional program
  - Continuously planning, monitoring, revising, and reviewing effectiveness
  - Including budgets and expenditures for strategies and actions in the SPSA
  - Ensure that the SPSA is aligned to the LCAP/LCP
- **Categorical Funds: Title 1**
  - Family Parent Involvement Policy
  - School Parent Compact



Outside the Scope of the SSC



- School Management
- Policy Making
- Political Organization
- Acting as an extension of a social organization or group
- Fund Raising
- Acting as a Grievance Committee
- Site Personnel Decisions

SSC COMPOSITION

- Director/Designee
- 3 Teachers
- 3 Parents
- 2 Students
- 1 Classified Staff



SCHOOL SITE COUNCIL

Budgets

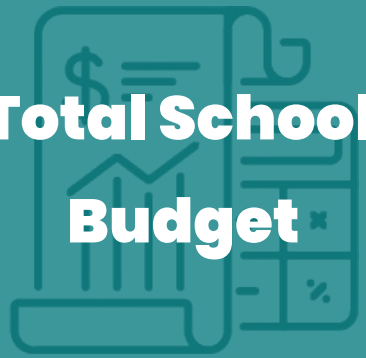
Including Title I



School Budget Make Up

Unrestricted Funds (LCFF)

Total School Budget



Restricted (Title 1)

Title I Law

- **Title I:** Federal funds are to be used to support at-promise students
- Funds are determined by the number of low-income students
- Targeted versus schoolwide



Guidelines for Title I Expenditures



The purpose of Title I funds is to:

- Provide direct instructional support to students to improve academic achievement in core subjects
- Supplement the school's general program
- Support professional development
- Foster new types of parent partnerships that focus on improving student achievement
- Support closing achievement gaps in core content areas

Title I Funding Requirements

Title I expenditures are described in the SPSA

- Current data must support all supplemental supports and expenses identified in the SPSA.
- **The SPSA is a living document. The school administration and staff may make revisions to the plan, but it requires SSC approval.**



SCHOOL SITE COUNCIL

Plans



Plans to Approve



School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) identifies academic goals and drives the school's instructional program. Aligned with LCAP/LCP. Required for schools accepting Title I funds.



Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals and improve student outcomes.

SCHOOL SITE COUNCIL

Responsibilitie



General Responsibilities

- Regularly attend SSC meetings
- Review meeting procedures
- Review procedures regarding categorical programs and budgets
- Ask questions and engage



Agenda



The agenda is subject to Brown Act and should contain:

- Call to Order
- Public Comment
- SSC Business (minutes, approval of policies, etc)
- Data Review (as needed)
- SPSA/LCAP (review goals and activities)
- Categorical Funds (Title 1, CSI)

Agenda Cont.



The Brown Act: Open Meetings

- Agenda is posted 72 hours in advance of the meeting
- Posting is in a place accessible to the public during and after school hours
- Agenda must include location, time, and date of meeting
- Agenda includes specific details of the meeting
- Voting takes place only on posted agenda items unless item is added by unanimous vote

Swearing in New Members

"I, [Name], do solemnly swear that I will faithfully discharge the duties of a member of the School Site Council for [Name of the California Pacific Charter School], in accordance with the California Education Code and the policies and bylaws of this council, to the best of my ability and for the benefit of the students and community we serve."





Questions?

Contact Christine Feher, Superintendent

855-225-7227
cfeher@cal-pacs.org



Thank You

cal-pacs.org

Coversheet

Approval of the School Plan for Student Achievement (SPSA)

Section:	VIII. Action Items
Item:	A. Approval of the School Plan for Student Achievement (SPSA)
Purpose:	Vote
Submitted by:	
Related Material:	2026_SPSA_CPC-Los_Angeles.pdf 2026-2027 SPSA Presentation.pdf

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - Los Angeles	19-75309-0132654	October 21, 2026	December 8, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by California Pacific Charter - Los Angeles for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

California Pacific Charter- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by California Pacific Charter - Los Angeles for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

California Pacific Charter- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that support high student achivement in Title 1 schools.

California Pacific Charter- Los Angeles (CPC-LA) is committed to meeting the requirements set forth by the Every Student Succeeds Act (ESSA) while seamlessly integrating our efforts with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's comprehensive plan is rooted in a student-centric approach and focuses on several key components:

Focused Support: We identify and support students who require additional assistance in order to meet academic standards. Our Title 1 program addresses the unique needs of these students, offering resources and interventions that foster growth and improvement.

Data-Driven Decision Making: We regularly assess student performance and progress through data analysis, allowing us to make informed decisions and adjust strategies as needed. This ensures that our efforts are aligned with ESSA requirements, LCAP priorities, and other educational mandates.

Family and Community Engagement: We recognize the importance of involving families and the local community in our educational endeavors. By fostering strong partnerships, we enhance student success and build a supportive network to bolster our Title 1 program.

Professional Development: Our educators receive ongoing training to stay informed about the latest research-based practices. This investment ensures that our instructional strategies are up to date and effective, aligning with ESSA and LCAP goals.

Fiscal Responsibility: We diligently manage our financial resources, ensuring that funds allocated for our Title 1 program are utilized efficiently and transparently, in accordance with federal, state, and local regulations.

Continuous Improvement: We maintain a culture of continuous improvement by assessing the outcomes of our Title 1 program and seeking ways to refine and enhance our approach in line with evolving ESSA requirements and LCAP goals.

CPC-LA's plan for effectively meeting ESSA requirements, in alignment with LCAP and other federal, state, and local programs, revolves around student-centered strategies, data-informed decisions, community collaboration, professional development, fiscal responsibility, and a commitment to continuous growth. This ensures that the Title 1 program plays a pivotal role in enhancing the academic outcomes and overall success of all students.

Educational Partner Involvement

How, when, and with whom did California Pacific Charter - Los Angeles consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners in order that that they have the opportunity to provide input on the school's programs, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Education partner surveys were distributed in Spring 2026.

Virtual staff meeting to review School Plan for Student Achievement was held on October 5, 2026.
Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on October 21, 2026.
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 8, 2026.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A. CPC-LA has not been identified for ATSI or CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

CPC- LA was Green in the area of Chronic Absenteeism, but one student group was in the orange. The student group in orange was white students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for California Pacific Charter - Los Angeles. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.23%	0.24%	1.31%	1	1	6
African American	11.21%	10.17%	9.59%	48	43	44
Asian	3.04%	1.65%	1.74%	13	7	8
Filipino	1.40%	1.65%	1.96%	6	7	9
Hispanic/Latino	52.80%	52.25%	58.61%	226	221	269
Pacific Islander	%	0.24%	0.22%		1	1
White	23.60%	25.77%	18.74%	101	109	86
Two or More Races	5.37%	6.86%	5.45%	23	29	25
Not Reported	2.34%	1.18%	2.40%	10	5	11
			Total Enrollment	428	423	459

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		12	18
Kindergarten	28	13	26
Grade 1	17	26	20
Grade 2	30	20	31
Grade3	18	30	26
Grade 4	17	19	20
Grade 5	21	22	15
Grade 6	29	23	27
Grade 7	30	22	38
Grade 8	30	21	34
Grade 9	37	44	35
Grade 10	56	42	50
Grade 11	49	69	67
Grade 12	59	60	52
Total Enrollment	428	423	459

Conclusions based on this data:

1. CPC-LA continues to see managable growth. The school goal is to continue to grow slowly while increasing the school's stability rate.
2. CPCS-LA is a school with diverse learners. White and Hispanic student groups comprise around 75% of enrolled students, CPC-LA enrolls approximately 11% African American students and 3% Asian students.
3. The majority of CPC-LA's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. Therefore, improving the school's college and career readiness is a concentrated school initiative.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	35	26	18	8.2%	6.1%	3.9%
Fluent English Proficient (FEP)	46	48	67	10.7%	11.3%	14.6%

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-LA makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 26-27 SY. CPCS will make a concentrated effort to ensure communication with families is presented in the home language in order to improve school to home communication.
3. CPC-LA continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation and Achievement

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	13	28		13	28		13	27		100	100	
Grade 4	16	15		16	15		16	15		100	100	
Grade 5	19	17		19	17		19	17		100	100	
Grade 6	24	20		24	20		23	20		100	100	
Grade 7	18	23		18	23		18	23		100	100	
Grade 8	35	19		33	18		33	18		94.3	94.7	
Grade 11	51	62		49	62		49	62		96.1	100	
All Grades	176	184		172	183		171	182		97.7	99.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	2470.	2415.		30.77	22.22		38.46	14.81		23.08	33.33		7.69	29.63	
Grade 4	2455.	2463.		18.75	13.33		31.25	40.00		12.50	26.67		37.50	20.00	
Grade 5	2466.	2500.		21.05	35.29		26.32	23.53		15.79	0.00		36.84	41.18	
Grade 6	2477.	2495.		13.04	15.00		21.74	15.00		26.09	25.00		39.13	45.00	
Grade 7	2506.	2531.		11.11	21.74		11.11	30.43		33.33	17.39		44.44	30.43	
Grade 8	2554.	2522.		18.18	11.11		30.30	27.78		18.18	11.11		33.33	50.00	
Grade 11	2511.	2594.		6.12	22.58		16.33	37.10		36.73	12.90		40.82	27.42	
All Grades	N/A	N/A	N/A	14.62	20.88		23.39	28.57		25.73	17.58		36.26	32.97	

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Reading How well do students understand stories and information that they read?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	18.18	*		57.58	*		24.24	*	
Grade 11	4.08	38.71		61.22	37.10		34.69	24.19	
All Grades	13.45	26.92		59.06	48.35		27.49	24.73	

Writing How well do students communicate in writing?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	18.18	*		39.39	*		42.42	*	
Grade 11	10.42	20.97		56.25	50.00		33.33	29.03	
All Grades	15.29	17.03		47.06	53.85		37.65	29.12	

Listening How well do students understand spoken information?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	15.15	*		63.64	*		21.21	*	
Grade 11	4.08	14.52		73.47	70.97		22.45	14.52	
All Grades	8.19	13.74		71.35	69.78		20.47	16.48	

Research/Inquiry How well can students find and present information about a topic?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	33.33	*		57.58	*		9.09	*	
Grade 11	10.20	20.97		51.02	66.13		38.78	12.90	
All Grades	18.13	17.58		57.89	60.44		23.98	21.98	

Conclusions based on this data:

1. CPC-LA met the goal of having a participation rate of over 95%.
2. CPC-LA has made considerable improvement in the area of ELA. There was an increase of 11 points for a score of 4.8 points above the standard. CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	13	28		13	28		13	27		100	100	
Grade 4	16	15		16	15		16	15		100	100	
Grade 5	19	17		19	17		19	17		100	100	
Grade 6	24	20		23	20		23	20		95.8	100	
Grade 7	18	23		18	23		18	23		100	100	
Grade 8	35	19		33	18		33	18		94.3	94.7	
Grade 11	51	62		49	62		49	62		96.1	100	
All Grades	176	184		171	183		171	182		97.2	99.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	2438.	2414.		23.08	11.11		30.77	33.33		30.77	14.81		15.38	40.74	
Grade 4	2458.	2456.		6.25	0.00		25.00	20.00		37.50	66.67		31.25	13.33	
Grade 5	2457.	2499.		21.05	35.29		0.00	5.88		26.32	23.53		52.63	35.29	
Grade 6	2462.	2531.		8.70	35.00		13.04	20.00		30.43	5.00		47.83	40.00	
Grade 7	2518.	2552.		11.11	26.09		5.56	26.09		61.11	17.39		22.22	30.43	
Grade 8	2539.	2516.		18.18	22.22		15.15	5.56		30.30	16.67		36.36	55.56	
Grade 11	2494.	2630.		6.12	27.42		14.29	33.87		20.41	11.29		59.18	27.42	
All Grades	N/A	N/A	N/A	12.28	23.63		14.04	24.73		30.99	18.13		42.69	33.52	

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Concepts & Procedures How well did students apply mathematical concepts and procedures to solve problems?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	18.18	*		48.48	*		33.33	*	
Grade 11	6.12	41.94		36.73	33.87		57.14	24.19	
All Grades	13.45	29.12		43.27	40.11		43.27	30.77	

Problem Solving & Modeling/Data Analysis How well can students show and apply their problem solving skills?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	18.18	*		48.48	*		33.33	*	
Grade 11	6.12	30.65		59.18	46.77		34.69	22.58	
All Grades	12.87	23.63		51.46	50.00		35.67	26.37	

Communicating Reasoning How well can students think logically and express their thoughts in order to solve a problem?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	12.12	*		66.67	*		21.21	*	
Grade 11	4.08	27.42		55.10	56.45		40.82	16.13	
All Grades	7.60	20.88		61.40	58.24		30.99	20.88	

Conclusions based on this data:

1. Overall, CPC-LA met the goal of 95% participation rate.
2. CPC-LA has made considerable growth in the area of Math. There was an increase of 32.6 points for a total of 20.3 points above the standard.
3. CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement in Math.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		4	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	4	
10	*	*		*	*		*	*		5	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										27	20	

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	25.00		44.44	30.00		29.63	30.00		25.93	15.00		27	20	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	29.63	55.00		33.33	25.00		11.11	5.00		25.93	15.00		27	20	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		14.81	30.00		51.85	30.00		33.33	40.00		27	20	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	7.41	10.00		55.56	65.00		37.04	25.00		27	20	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	57.69	75.00		19.23	10.00		23.08	15.00		26	20	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	3.70	5.00		40.74	40.00		55.56	55.00		27	20	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	3.70	5.00		74.07	70.00		22.22	25.00		27	20	

Conclusions based on this data:

1. Students will continue to receive both integrated and desigated ELD supports, with a focus on improving writing skills.
2. CPCS's K-8 ELD coordinators will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

School and Student Performance Data

Student Population

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2025-26 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
Total Number of Students enrolled in California Pacific Charter - Los Angeles.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2025-26 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth; however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 or AB1806 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at-promise students.
2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

School and Student Performance Data

Overall Performance

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2026 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**

Conclusions based on this data:

1. Graduation rates have consistently increased from prior years and the school has exited from CSI as a result. The Hispanic student group was in the Orange in Graduation Rate. CPC- LA will continue to focus on efforts to support Latinx students in graduating on-time with their 4-year cohort.
2. Chronic Absenteeism rates have decreased. The school will utilize its robust attendance policy and Tiered Engagement systems to continue to support attendance and student engagement. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS grew 32.2% in the area of College and Career and have achieved a rate of 54.4% prepared compared to the state average of 55.2% prepared. School goals, established programs, and allocation of resources demonstrate CPCS's commitment to ongoing improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and test readiness school initiatives.
2. Socioeconomically disadvantaged students improved from the previous year which was addressed through our academic intervention initiatives.
3. Students with Disabilities (SWD) have lower pupil outcomes than all students. This remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

School and Student Performance Data

Academic Performance
Mathematics

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of students to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
2. Socioeconomically disadvantaged students increased. This student group has pupil outcomes that are slightly lower than all students. This is an identified area of need and will be addressed through the academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, Math Paths in Middle School addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with Disabilities (SWD) have lower pupil outcomes than all students. This remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

School and Student Performance Data

Academic Performance
Science

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2026 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. CPC-LA has increased by 9.1 points in the area of Science, earning 56 science points.
2. CPC-LA is in the BLUE performance band in science.
3. Students with Disabilities (SWD) have lower pupil outcomes than all students with a score of 44 science points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2026 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
making progress.	making progress.
Number Students:	Number Students:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2026 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. CPC-LA has no performance color in the area of EL Progress due to having less than 30 students.
2. The school willl continue to offer integrated and designated supports to English Learners to ensure English language development, growth, and progress.
3. Due to having at least 11, students in this group, the school has data that 56.3% of ELs are making progress.

School and Student Performance Data

Academic Performance
College/Career Report

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2026 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This is an identified area of need for growth. CPCS has made efforts to grow and expand our CTE Pathways and has encouraged students to become Pathway completers. The number of students participating in CTE pathways has increased ieach school year.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment,

Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2026 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. CPC-LA decreased it's Chronically Absent rate by 9.5%, achieving a rate of 9.4% and is Green in this are. This is below the state average of 16.1%. The school will utilize its robust attendance policy and tiered engagement system to address student attendance.
2. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2026 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. CPC-LA has a graduation rate of 91.2%, an decrease of 1.8% and is in the Yellow performance color.
2. The Hispanic student group is in the Orange performance color.
3. CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2026 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2026 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. CPC-LA offers a virtual, independent study, program, there are fewer opportunities for students to engage in infractions that lead to suspensions. The school addresses discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.
2. CPCS will continue to embrace a restorative justice model of addressing student behaviors.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned with LCAP Goal 1.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the CA Dashboard, areas of need are identified as College and Career Readiness. College/Career Readiness 54.4% of students are prepared for college and career, which is just slightly below the state average of 55.2%. This indicates a need for continued focus on career guidance programs, ensuring students graduate college and career prepared.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	All Students: (GREEN) 4.8 points above proficient increased 11 points	Decrease distance from the standard by at least 3 points each year
CAASPP Math	All Students: (BLUE) 20.3 points above proficient increased 32.6 points	Decrease distance from the standard by at least 3 points each year
Percent Participation in local diagnostic assessment	Met or Exceeded 95% participation	Maintain
Growth Metrics on local diagnostic assessment- ELA	Renaissance STAR Spring 2026 ELA ALL STUDENTS: 66.7% met or exceeded the standard Standard Exceeded- 40.8% Standard Met- 25.9% Standard Nearly Met- 11% Standard Not met- 22.3% White- 78.7% met or exceeded Hispanic- 61.7% met or exceeded African American- 73.9% met or exceeded	Increase performance outcomes by 2% each year

	Asian- 100% met or exceeded the standard Two or more- 85.7% met or exceeded the standard SED- 76% met or exceeded EL- 45.5% met or exceeded SWD- 42.1% met or exceeded Renaissance STAR Fall 2026 ELA *Met or exceeded 95% participation ALL STUDENTS: 60% met or exceeded standard Standard Exceeded-35% Standard Met- 25% Standard Nearly Met- 18% Standard Not met- 22%	
Growth Metrics on local diagnostic assessment- Math	Renaissance STAR Spring 2026 MATH ALL STUDENTS: 47.5% met or exceeded the standard Standard Exceeded- 23.6% Standard Met- 14.9% Standard Nearly Met- 12.5% Standard Not met- 39.9% White- 54.2% met or exceeded Hispanic- 47.5% met or exceeded African American-56% met or exceeded Asian- 83.3% met or exceeded the standard Two or more- 64.75 met or exceeded the standard SED- 51.7% met or exceeded EL- 50% met or exceeded SWD- 40.4% met or exceeded Renaissance STAR Fall 2026 MATH ALL STUDENTS: 34% met or exceeded the standard Standard Exceeded- 24% Standard Met- 10% Standard Nearly Met- 16% Standard Not met- 50%	Increase performance outcomes by 2% each year
Course Completion Rates	Completion Rates (compared to SPRING 2025) SPRING 2026 Elementary School 96.7% completion at grade of 60% or higher (3.7% increase)	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

	93.3% completion at grade of 70% or higher (maintained) Middle School 93.4% completion at grade of 60% or higher (4.% increase) 88.5% completion at grade of 70% or higher (11% increase) High School 96.2% completion at grade of 60% or higher (1.7% increase) 83.3% completion at grade of 70% or higher (maintained)	
College and Career Indicators	All Students GREEN 54.4% Prepared increase of 32.2%	Increase performance outcomes by 2% each year
ELPAC/ EL Progress	ELPAC 2025-26 22.22% Proficient Level 1- (22.22%) Level 2- (16.67%) Level 3- (38.89 %) Level 4- (22.22%) 56.3 % of English Learners are making progress. (An increase of 8.9%). STATE OF CA 15.39% proficient Level 1- 21.24% Level 2- 29.67% Level 3- 33.69% Level 4- 15.39%	RFEP rate at or exceeding the state average

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	85,792 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	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.	All students	65,775 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for	Enlgish Learners and Low Income Pupils	486,323.73 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.		1000-1999: Certificated Personnel Salaries 161,570.11 Title I 1000-1999: Certificated Personnel Salaries 69,347.25 Special Education 2000-2999: Classified Personnel Salaries 2,571.75 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 4,576.55 LCFF 4000-4999: Books And Supplies 7,385.05 LCFF 5000-5999: Services And Other Operating Expenditures
1.4	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	English Learners	55,221.03 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	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.	All Students	250,784.28 Other 1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 14,358.11 Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 6,821.65 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Low Income Pupils	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No material differences between budgeted expenditures and estimated actuals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 1.

Action 1.1 – Academic Performance Monitoring: The consistent use of assessment tools, including CAASPP, Renaissance STAR, and internal course completion tracking, has allowed staff to monitor progress and adjust instruction accordingly. This contributed to notable gains in CAASPP Math (+21.1 points) and modest gains in ELA (+9.6 points), as well as improved course completion rates across all grade spans.

Action 1.2 – Professional Development: Ongoing teacher training in standards-aligned instruction and data-driven practices likely supported improvements in statewide assessments and course pass rates. Growth in CAASPP performance and STAR Math (3.4% increase) suggests that instructional capacity is improving as a result of targeted PD efforts.

Action 1.3 – Academic Support for Student Groups: Interventions targeted at SED, SWD, and EL students contributed to increased access and support. While CAASPP scores for these groups remain in the yellow or red performance bands, the upward trend in overall scores and course completion (e.g., 6% increase in high school students earning 70% or higher) reflects some impact of these supports.

Action 1.4 – EL Progress Monitoring and Support: EL performance on ELPAC and STAR assessments remains an area of concern, with limited growth noted (only 9.1% progressed at least one ELPI level). However, the continued focus on EL progress monitoring sets a foundation for refining ELD supports to better meet student needs moving forward.

Action 1.5 – Comprehensive CTE Program: The 100% completion rate among students enrolled in CTE and the 11.9% increase in students identified as College and Career Prepared underscore the effectiveness of career pathway implementation. CTE engagement is clearly contributing to postsecondary readiness metrics.

Action 1.6 – Access to AP Exams: While the number of AP participants remains low, this action helped ensure equitable access. Continued efforts to expand AP offerings and support could further improve college readiness indicators in future years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with LCAP Goal 2.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are aligned	Maintain

	to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation 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 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 individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered	

	(5 Full Implementation and sustainability)	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
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.	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students	2,037,936.60 LCFF 1000-1999: Certificated Personnel Salaries 74,877.57 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 955,548.97 Special Education 1000-1999: Certificated Personnel Salaries 55,249.85 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 1,237.50 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum	All Students	72,300.38 LCFF 1000-1999: Certificated Personnel Salaries 89,472.80 LCFF 2000-2999: Classified Personnel Salaries 251,531.03 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		4000-4999: Books And Supplies 2,279.25 LCFF 5000-5999: Services And Other Operating Expenditures 75,579.65 Other 4000-4999: Books And Supplies Other State - UPK & LREBG 3,233.25 Special Education 4000-4999: Books And Supplies
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	80,000.00 LCFF 4000-4999: Books And Supplies Computers 58,869.40 LCFF 5000-5999: Services And Other Operating Expenditures 9,000.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet) 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	7,020.00 LCFF 1000-1999: Certificated Personnel Salaries ALL PD content area (exclude Admin PD) 3,825.00 LCFF 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			18,316.02 LCFF 5000-5999: Services And Other Operating Expenditures 7,470.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 53,172.01 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) Other revenue - Educator Effectiveness and UPK
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	138,000.00 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No material differences between budged expenditures and estimated actuals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to Goal 2.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 3.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Education Partner Surveys (input and perceptions)	Participants 71 parent responses. 236 student responses. Survey Results 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education. 97.2% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 98.1% of students report that they feel safe at school. 96.8% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input May 2025.	maintain
Overall Satisfaction Rate (parents and students)	Overall Satisfaction Rate Survey Results 98.6% of parents are satisfied with their child's school. 98.7% of students express an overall satisfaction with their school.	maintain
School Safety Plan	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
Chronic Absenteeism Rate	2025-26 (GREEN)	maintain or decline by 1% each year

	CPC-LA had a chronic absenteeism rate of 9.4%, which is a 9.5% increase over 2024-25.	
Drop Out Rate	Dropout Rate (DATAQUEST) 7% (maintained)	maintain or decrease by 1% each year
Graduation Rate (4-yr cohort)	2025-26 YELLOW 91.2% graduated (1.8% decrease over 2024-25) STUDENT GROUPS Red- no student groups Orange- Hispanic Yellow- ALL Students, SED Green- no student groups Blue- no student groups	maintain or increase by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-LA 69.5% (increase of 3.2%) District 55.5% LA County 91.8% Statewide 92.3%	increase by 2% each year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	6,975.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 2,425.92 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 63,551.79 LCFF 5000-5999: Services And Other Operating Expenditures DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			RingCentral AT&T YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	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.	All Students	10,225.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 62,229.75 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	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.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low-Income	126,574.92 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 267,925.86 Special Education 1000-1999: Certificated Personnel Salaries school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA Director of Special Education - AKRIDGE, EVANGELINE

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			30,859.23 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 1,518.75 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	English Learners, Foster Youth, Low-Income	181,280.15 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 7,355.48 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	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.	All Students	317,606.26 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No material differences between budged expenditures and estimated actuals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to Goal 3.

Action 3.1 – Education Partner Input: This action was highly effective, as evidenced by high parent satisfaction (98.6%) and staff agreement (100%) regarding opportunities for engagement and participation. Regular input opportunities (e.g., SSC, IEP, 504 meetings) helped ensure voices were heard and incorporated.

Action 3.2 – Communication and Accessibility: Real-time communication, multilingual outreach, and tools like ParentSquare and Worldly helped improve parent connection and participation. These efforts likely supported the consistently strong perception metrics from families and students and helped remove barriers for English learner families.

Action 3.3 – School Safety Plan: Maintained implementation of a collaboratively developed school safety plan reflects continued success in promoting student safety. Nearly all students (98.1%) reported feeling safe at school.

Action 3.4 – School Climate: Investments in social-emotional learning, inclusive practices, and supportive programming contributed to high student satisfaction (98.7%) and increased the stability rate by 8.3%. The positive school environment is also reflected in 0% suspension and expulsion rates.

Action 3.5 – Professional Development (Cultural Competency): While not tied to a specific metric, this action supported the overall positive climate and perception data across all stakeholder groups, suggesting it has contributed to staff awareness and inclusiveness.

Action 3.6 – Attendance Monitoring: This action was less effective this year, as chronic absenteeism rose to 16.6% (RED). While monitoring systems and SARB processes were in place, increased supports or earlier intervention may be needed to address this challenge more effectively, especially for SED and SWD student groups.

Action 3.7 – Mental Health Support: This was a high-impact action, helping maintain strong perceptions of student support (96.8% of students report having someone to talk to). The expansion of counseling, referral services, and partnerships like Care Solace directly addressed SEL needs and contributed to improved graduation (+4%) and dropout (-0.7%) rates.

Action 3.8 – Student Group Engagement: This action effectively addressed the needs of unduplicated student groups and contributed to improved graduation rates (91.2%), especially for SED and Hispanic students. Increased attendance support and mentoring were key in maintaining high levels of student connection.

Action 3.9 – Transcript Review and Evaluation: Systematic transcript reviews, credit recovery options, and success tracking (e.g., “Plan Your Path – Pick Your Plus”) contributed to increased graduation and stability rates, as well as the school’s strong performance in ensuring students stay on track toward college and career goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$141,858.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$6,293,973.90
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$161,570.11
Title II Part A: Improving Teacher Quality	$7,470.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $179,040.11

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$4,180,963.18
Other	$467,537.30
Special Education	$1,466,433.31

Subtotal of state or local funds included for this school: $6,114,933.79

Total of federal, state, and/or local funds for this school: $6,293,973.90

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	4,180,963.18
Other	467,537.30
Special Education	1,466,433.31
Title I	161,570.11
Title II Part A: Improving Teacher Quality	7,470.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,816,277.88
2000-2999: Classified Personnel Salaries	582,163.11
4000-4999: Books And Supplies	458,326.26
5000-5999: Services And Other Operating Expenditures	437,206.65

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,125,198.81
2000-2999: Classified Personnel Salaries	LCFF	481,956.63
4000-4999: Books And Supplies	LCFF	352,583.50
5000-5999: Services And Other Operating Expenditures	LCFF	221,224.24
1000-1999: Certificated Personnel Salaries	Other	306,034.13
4000-4999: Books And Supplies	Other	92,509.51
5000-5999: Services And Other Operating Expenditures	Other	68,993.66

1000-1999: Certificated Personnel Salaries	Special Education	1,223,474.83
2000-2999: Classified Personnel Salaries	Special Education	100,206.48
4000-4999: Books And Supplies	Special Education	3,233.25
5000-5999: Services And Other Operating Expenditures	Special Education	139,518.75
1000-1999: Certificated Personnel Salaries	Title I	161,570.11
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,470.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,210,526.51
Goal 2	4,004,919.28
Goal 3	1,078,528.11

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Amy Robinson	Classroom Teacher
Leslie Robertson	Classroom Teacher
Michelle Ignacio	Classroom Teacher
Daisy Carlos	Other School Staff
Maria Ortiz-Flores	Parent or Community Member
Adesola Shokunbi	Parent or Community Member
LaKai Colquitt	Parent or Community Member
Arnoldo Vega Jr.	Secondary Student
Bianey Vega	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 21, 2026.

Attested:

	Principal, Ericka Zemmer on October 21, 2026
	SSC Chairperson, Daisy Carlos on October 21, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

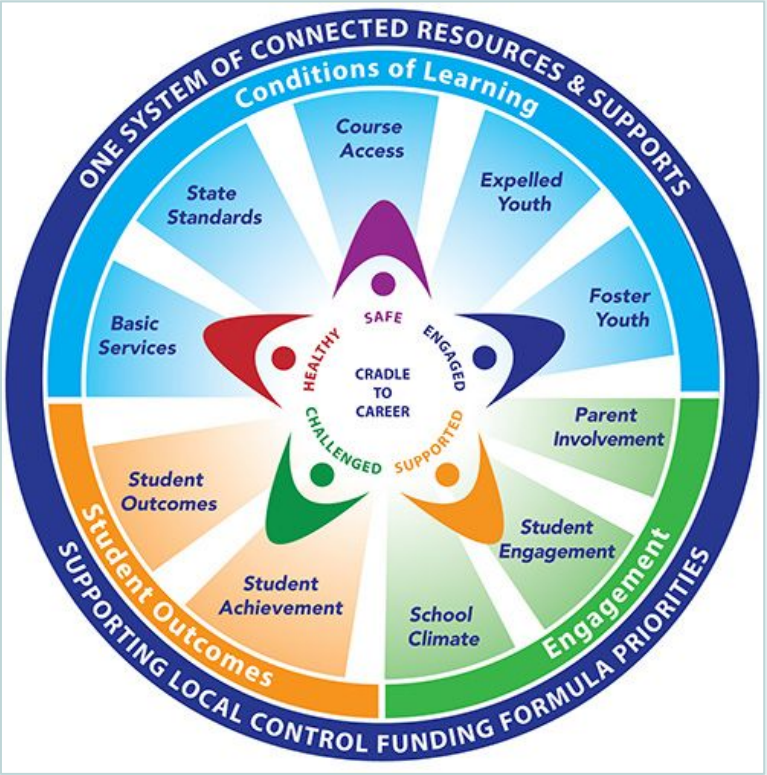


2026-2027 School Plan for Student Achievement (SPSA)

California Pacific Charter Schools

LCFF Priorities/Whole Child Resource Map

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



LCFF Resources by Priority

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

Categorical Funding

- → Title I Funds
- → Learning Recovery Emergency Block Grant
- → CTEIG

Title I funds:

- Support academic tutors offering personalized assistance to struggling students.
- Support English Learners (designated & integrated ELD curriculum.

The Learning Recovery Emergency Block Grant:

- Renaissance Learning, Inc., which aids in identifying and addressing academic skill gaps and funds supplemental curriculum for learning acceleration.
- Summer school programs
- Social emotional learning curriculum and services to students.

Career Technical Education Incentive Grant (CTEIG):

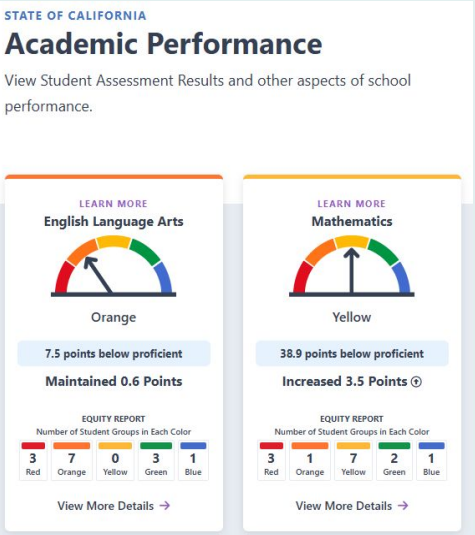
- 6 teachers (added teacher 2026-27)
- 50% salary and benefits for a college and career counselor
- Curriculum & Educational platforms eg: Pathful and Edgenuity (CTE courses)
- 25-26 Added CTE Hospitality & Tourism,
- Adding **NEW** Pathway for 2027-28: Information and Communication Technologies

Goal 1- Student Outcomes

Metrics

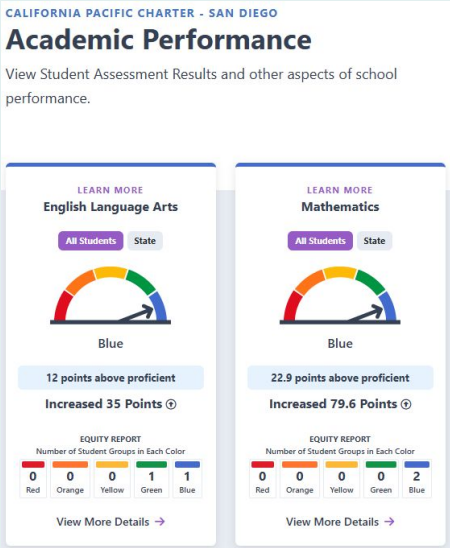
- CAASPP ELA
- CAASPP Math
- Participation in Local Assessment
- Growth Metrics on Local Assessment
- Course Completion Rates
- College and Career Readiness
- English Learner Progress

2026 State Assessment Data



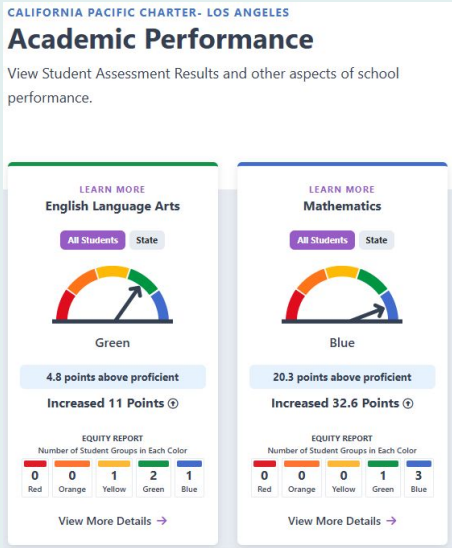
ELA- 7.5 points below proficient

MATH- 38.9 points below proficient



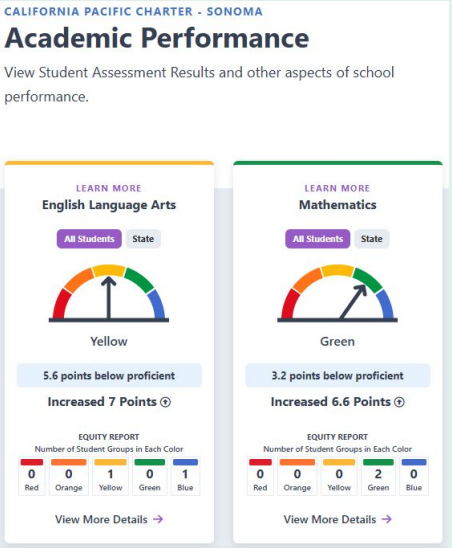
ELA- increased 35 points
12 points above proficient

MATH- increased 79.6 points
22.9 points above proficient



ELA- increased 11 points
4.8 points above proficient

MATH- increased 32.6 points
20.3 points above proficient

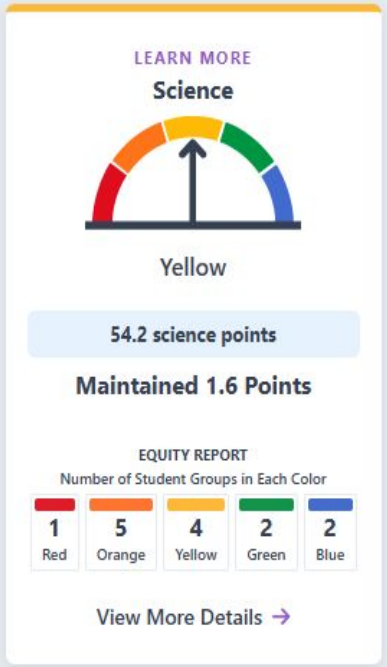


ELA- increased 7 points
5.6 points below proficient

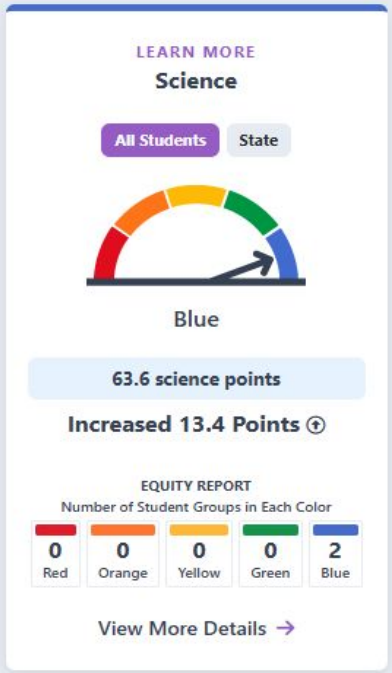
MATH- increased 6.6 points
3.2 points below proficient

2026 Science Assessment Data

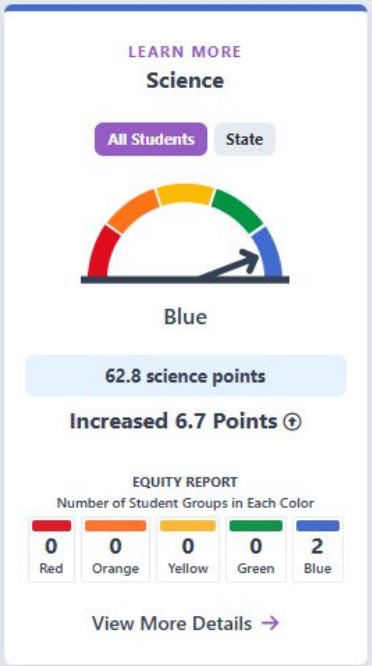
State of CA



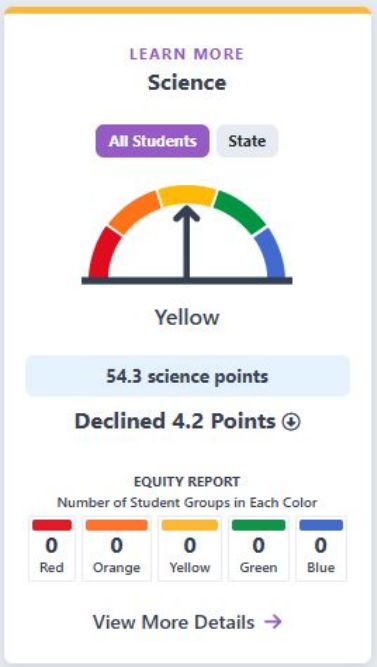
CPC- San Diego



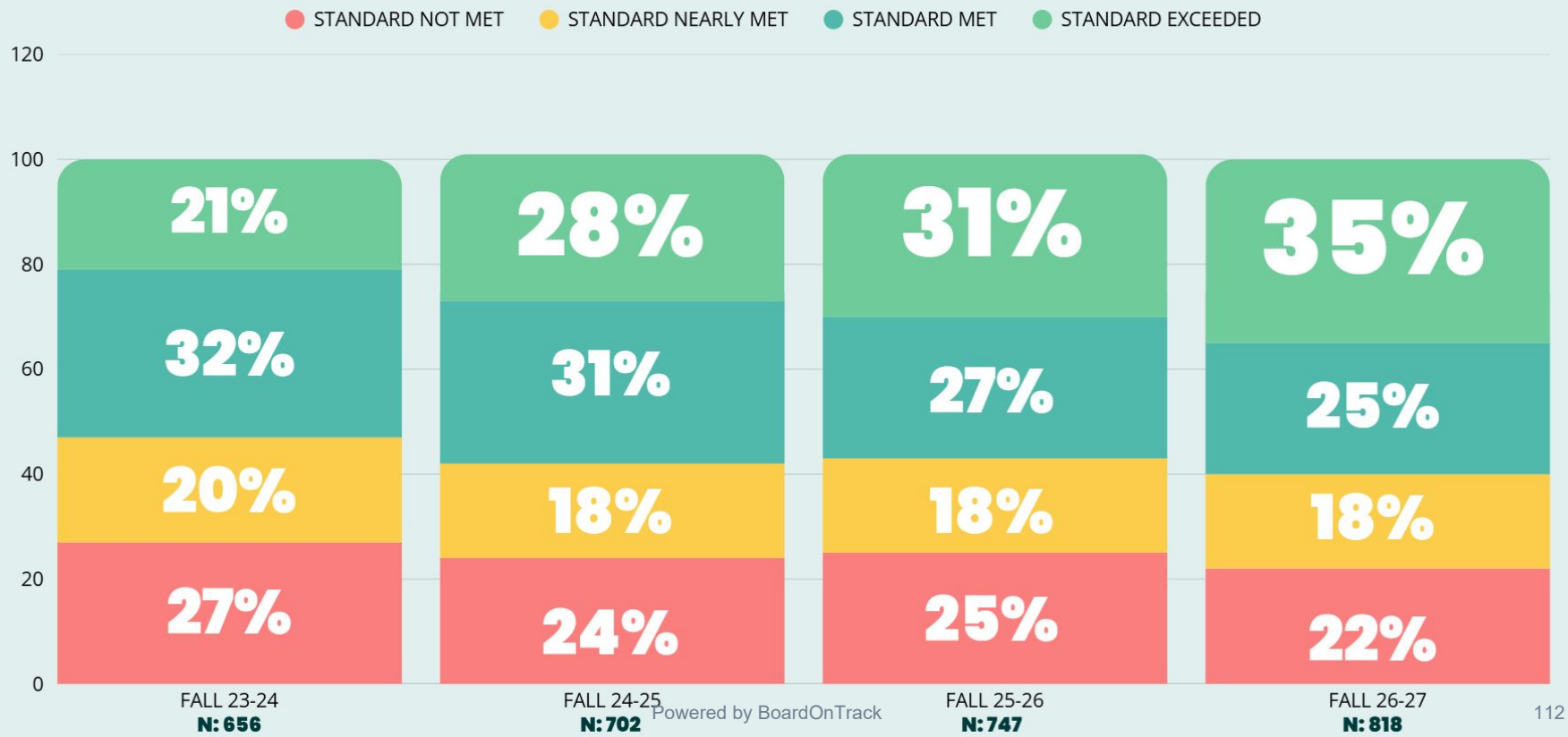
CPC- Los Angeles



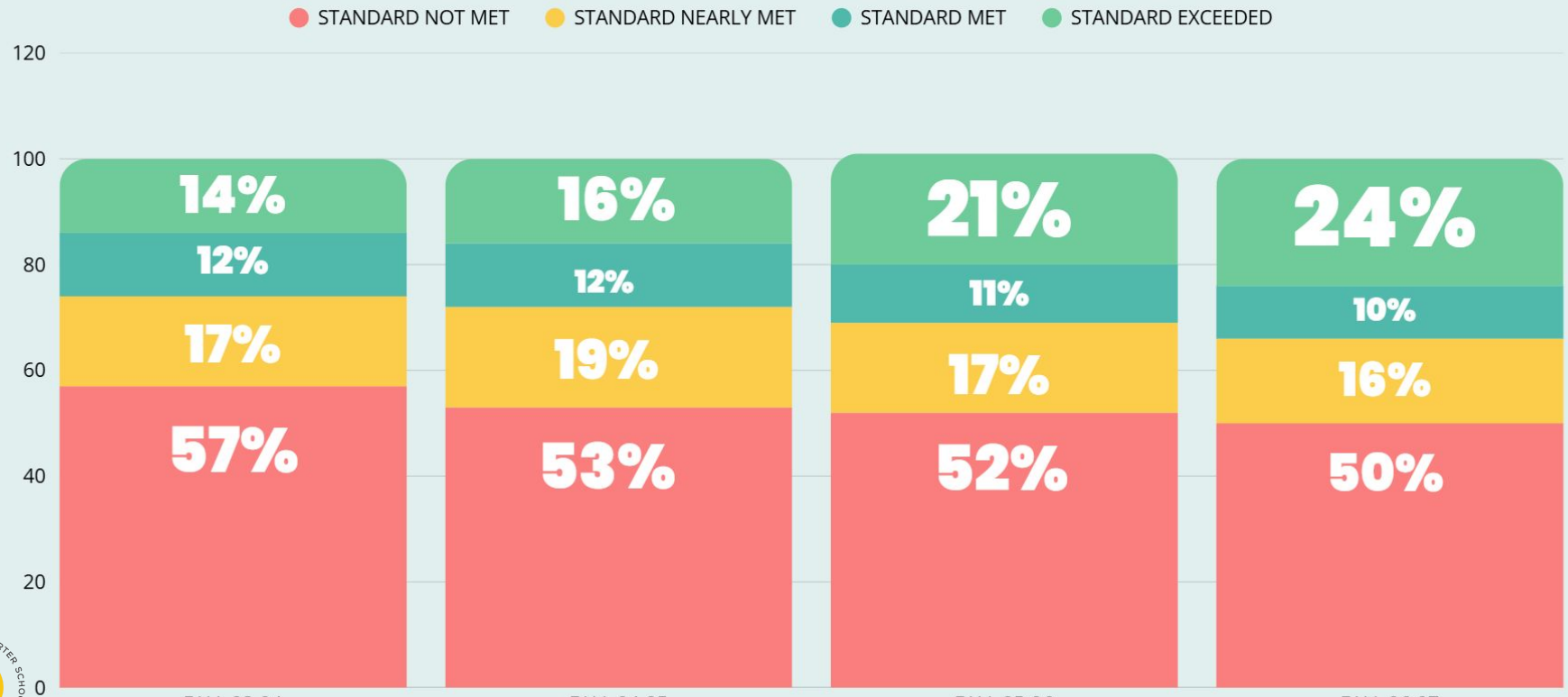
CPC- Sonoma



STAR Reading Performance Trends



STAR Math Performance Trends



S26 Completion Rates

Change from S25

	Elementary School	Middle School	High School
2025 Passed with 60%+	96.7% (+3.7%)	93.4% (+4.7%)	96.2% (+1.7%)
2025 Passed with 70%+	93.3% (maintained)	88.5% (-1.5%)	83.3% (maintained)

	Elementary School	Middle School	High School
2026 Passed with 60%+	97.1% (maintained)	95.9% (+2.5%)	96.4% (maintained)
2026 Passed with 70%+	94.0% (maintained)	91.4% (+2.9%)	89.3% (+6.0%)

2026 College & Career

State of CA

LEARN MORE

College/Career



Green

Prepared 55.2%

Increased 2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	5	6	2
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- San Diego

LEARN MORE

College/Career

All Students | State



Yellow

Prepared 37.5%

Maintained -0.7%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- Los Angeles

LEARN MORE

College/Career

All Students | State



Green

Prepared 54.4%

Increased 32.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- Sonoma

LEARN MORE

College/Career

All Students | State



No Performance Color

Prepared 60%

Increased 25%

EQUITY REPORT

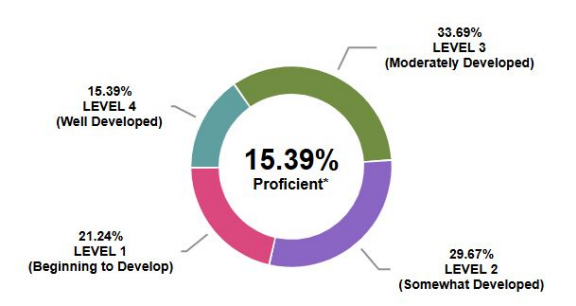
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

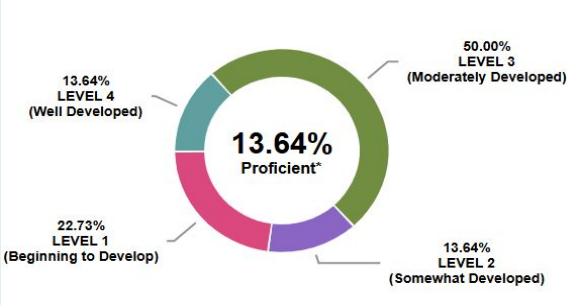
View More Details →

2026 ELPAC Performance

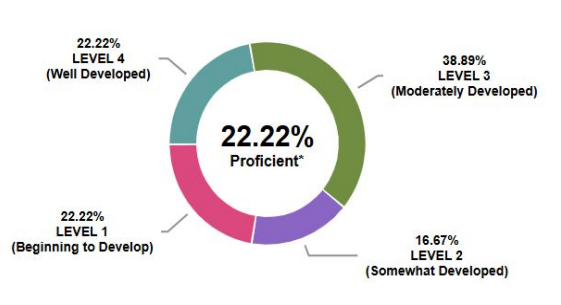
State of CA



CPC- San Diego



CPC- Los Angeles



CPC- Sonoma

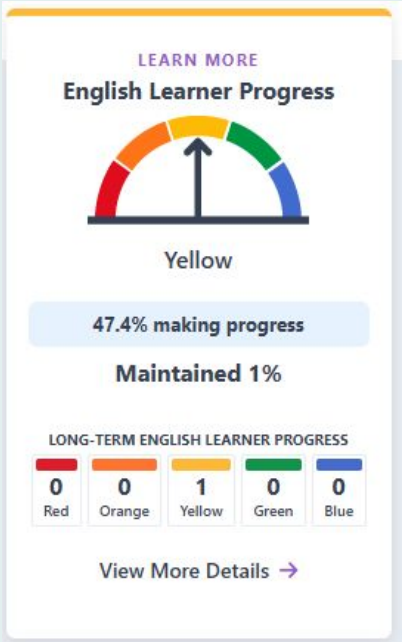
English Language Proficiency for Summative ELPAC

Percentage of students within each performance level

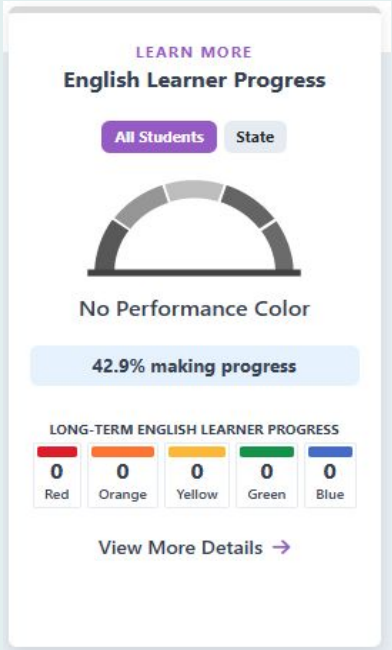
⚠ **In order to protect student privacy, data is suppressed because fewer than 11 students tested.**

2026 EL Progress

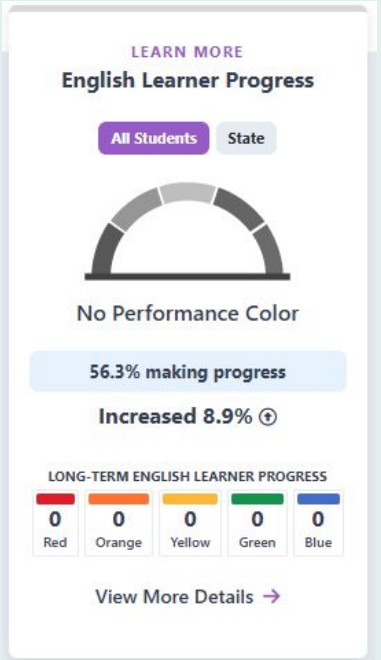
State of CA



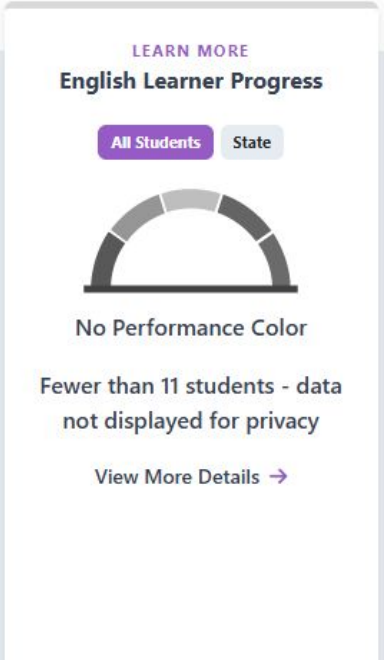
CPC- San Diego



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Goal 2- Conditions of Learning

Metrics

- Teacher Assignments
- Implementation of the State Content Standards
- Student Access to Standards Aligned Instructional Materials & Resources
- Facilities

Priority 1: Basic Conditions



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

LCFF Priority 2: Implementation of State Standards

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

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

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

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

Priority 2: Implementation of State Standards

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

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

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

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

Priority 2: Implementation of State Standards

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

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

Goal 3- Engagement

Metrics

- Education Partner Surveys (input & perceptions)
- Overall Satisfaction Rates
- School Safety Plan
- Chronic Absenteeism Rate
- Graduation & Drop Out Rates
- Suspension and Expulsion Rates
- Stability Rate

Education Partner Engagement Students

- High rate of participation (163, 236, 148)
- 99% of students agree that their teacher cares about their education and helps them succeed.
- 99% of students report that they feel safe at school.
- 94.9% of students report that they know they have someone at school to talk to for support if they have a problem.
- 98.7% of students express an overall satisfaction with their school.
- Virtual Learning Hub (57.4%), Power Hour (66.5%), Social/Emotional Learning resources (14%), and Career and Technical Education (10.3%) were found to be particularly helpful by students.
- Positive feedback from students included, “Nearpod is very helpful to me in live sessions,” and “Power hour and homeroom meetings are very effective.”
- Students indicated they would like more socialization opportunities in Zoom and more HS language options

Education Partner Engagement Parents

- High rate of participation (55, 71, 37)
- 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.
- 97.2% of parents indicate that they feel their input is valued.
- 98.6% of parents are satisfied with their child's school.
- The Virtual Learning Hub (52.7%). Power Hour (38.2%), Elective/Enrichment classes (49.1%) and the Summer Bridge Program (12.7%) were highlighted as beneficial by parents.
- Positive feedback from parents included statements, “This school is wonderful, very supportive.”
- Parents indicated they would like to see an increase in in-person field trips & leadership opportunitities for students

School Safety Plan

The Comprehensive School Safety Plan was developed in conjunction with the School Site Council and adopted at the January 2026 School Site Council meetings or all 3 schools.

2026 Chronic Absenteeism

State of CA

LEARN MORE

Chronic Absenteeism



Yellow

16.1% chronically absent

Declined 1%

EQUITY REPORT

Number of Student Groups in Each Color

0	9	5	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- San Diego

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Chronic Absenteeism

All Students | State



Yellow

12.1% chronically absent

Declined 7.3%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	4	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

CPC-Los Angeles

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Chronic Absenteeism

All Students | State



Green

9.4% chronically absent

Declined 9.5%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- Sonoma

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Chronic Absenteeism

All Students | State



Green

7.6% chronically absent

Declined 6.3%

EQUITY REPORT

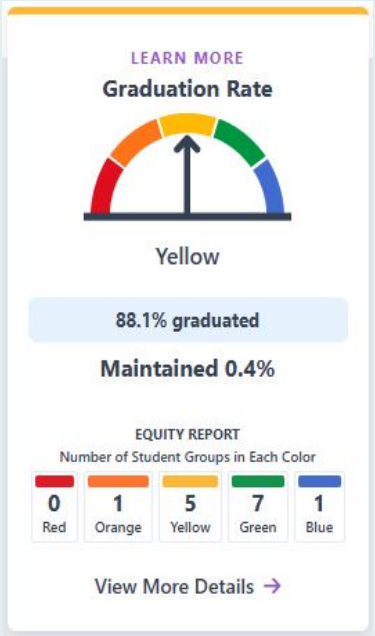
Number of Student Groups in Each Color

0	0	0	3	0
Red	Orange	Yellow	Green	Blue

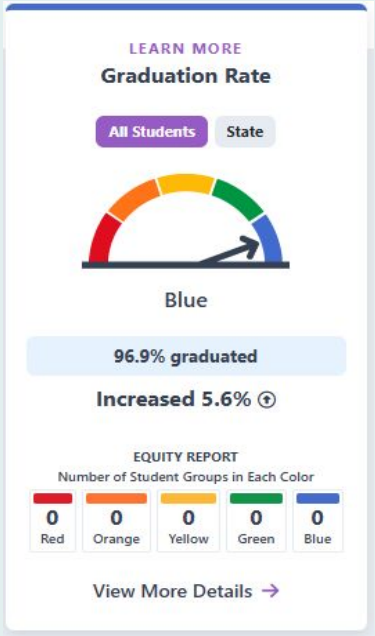
View More Details →

2026 Graduation Rates

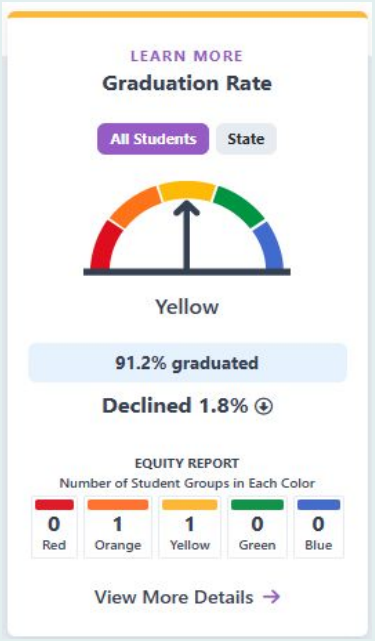
State of CA



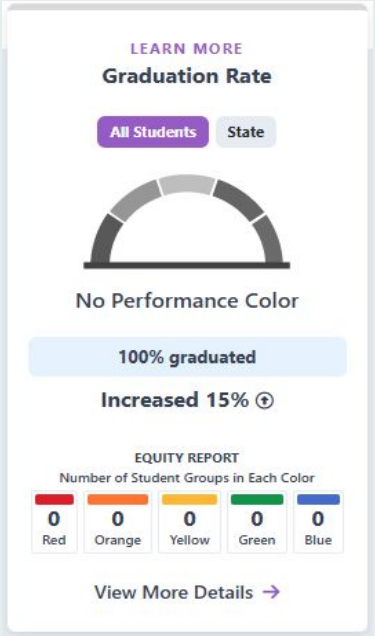
CPC- San Diego



CPC- Los Angeles



CPC- Sonoma



Orange- Hispanic student group

2026 Suspensions & Expulsions

State of CA

LEARN MORE

Suspension Rate



Yellow

2.7% suspended at least one day

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

1	3	5	3	2
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- San Diego

LEARN MORE

Suspension Rate

All Students | State



Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	6
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- Los Angeles

LEARN MORE

Suspension Rate

All Students | State



Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	6
Red	Orange	Yellow	Green	Blue

View More Details →

CPC- Sonoma

LEARN MORE

Suspension Rate

All Students | State



Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	5
Red	Orange	Yellow	Green	Blue

View More Details →

2026 Stability Rates

CPC- SD: 70.2% (+5.4)	CPC- LA: 69.5% (+1.8)	CPC- SO: 67.5% (-2.9%)
District- 52.9%	District- 55.5%	District- 74.1%
County- 91.0%	County- 91.8%	County- 92.9%
State- 92.3%	State- 92.3%	State- 92.3%

2026 Goals Reflection & Summary

- There were no substantive differences in planned actions and actual implementation.
- No material differences between budgeted expenditures and estimated actuals.
- The planned actions established in Goals 1, 2, & 3 have contributed to growth in student achievement outcomes.
- No changes will be made to goals 1, 2, or 3.



Thank You

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