

**Local  
Control  
Accountability  
Plan**

# **LCAP for 2015-16**



**CALIFORNIA PACIFIC  
CHARTER SCHOOLS**  
EXCEL ACADEMY | CALPAC ONLINE

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

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LCAP Year 1: 2015-16

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The 2015-16 school year will be the first year of operation for California Pacific Charter Schools (CPCS). 3 goals were identified by a group of newly hired faculty which represents all departments for the school. As there are no identified subgroups or data to rely on, goals are meant to provide achievement and growth school wide. The Board of Directors will review and give input on the goals, giving final approval in June. The goals will be presented and strategies developed for implementation at the professional development meeting for all faculty prior to school starting. At the first parent meeting when school begins, LCAP goals will be presented.</p>	<p>Since this is the first year of operation for CPCS, it will be important to review feedback from the Board, Parent Advisory Committee, parent/student surveys, and faculty to ensure the relevance of the goals selected.</p>
<p><b>Annual Update:</b> The Board of Directors will be updated throughout the year on progress toward goals. A review of goals to update the LCAP will occur in Spring of 2016. Parent surveys will be sent to assess achievement/growth of goals. Standardized assessment data will give us a baseline for growth for the following years listed in the LCAP. The updated LCAP for 2016-17 will be presented to our Parent Advisory Committee, faculty, students, and Board prior to Board approval.</p>	<p><b>Annual Update:</b> Once baseline numbers are established measurable numbers can be used for the annual update. The needs of low income pupils, English learners, foster youth, redesignated fluent English proficient students and other subgroups can be identified and goals adjusted to meet those needs. Once established, budgeted expenditures and estimated annual expenditures can be determined and revised.</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?





<p>School-wide training for all district and school leaders in AVID Leadership for College Readiness: training in structures, processes, protocols and systems that have significant impact on the school's ability to close achievement gaps.</p>	<p>CalPac online school wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries: Salaries &amp; Benefits: Unrestricted \$20,000</p>
<p><b>LCAP Year 2: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Implementation of CCSS for all students Improvement in student performance on course assessments and formative exams Improvement in performance on standardized tests Increased student access and enrollment in all required areas of study</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Continued school-wide training in effective teaching practices in content areas (AVID Summer Institute for teachers in math, science, English language arts, social studies, critical reading, and writing).</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Services: Unrestricted \$8,000</p>
<p>Provide AVID elective classes in 7<sup>th</sup> grade and 8<sup>th</sup> grade, materials and tutors for targeted students; AVID includes parental involvement activities.</p>	<p>CalPac Online 7<sup>th</sup> and 8<sup>th</sup> grades</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries: Salaries &amp; Benefits: Unrestricted \$25,000  Books &amp; Supplies: Unrestricted: \$10,000</p>

<p>Continued school-wide training for all district and school leaders in AVID Leadership for College Readiness: training in structures, processes, protocols and systems that have significant impact on the school's ability to close achievement gaps.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries: Salaries &amp; Benefits: Unrestricted \$15,000</p>
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Implementation of CCSS for all students Improvement in student performance on course assessments and formative exams Improvement in performance on standardized tests Increased student access and enrollment in all required areas of study</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Continued school-wide training in effective teaching practices in content areas (AVID Summer Institute for teachers in math, science, English language arts, social studies, critical reading, and writing).</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Services: Unrestricted: \$8,000</p>
<p>Provide AVID elective classes in 7<sup>th</sup> grade, 8<sup>th</sup> grade, and 9<sup>th</sup> grade, materials and tutors for targeted students; AVID includes parental involvement activities.</p>	<p>CalPac Online 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries: Salaries &amp; Benefits: Unrestricted \$25,000  Books &amp;</p>

			Supplies: Unrestricted: \$10,000
Continued school-wide training for all district and school leaders in AVID Leadership for College Readiness: training in structures, processes, protocols and systems that have significant impact on the school's ability to close achievement gaps.	CPCS school wide	<input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$15,000

<b>GOAL #2:</b>	Increase completion rates for all students and provide strategic intervention to students not passing classes.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
<b>Identified Need:</b>	Students not passing classes are less likely to graduate from high school and will not be career and college ready.		
<b>Goal Applies to:</b>	<b>Schools:</b> CPCS school wide		
	<b>Applicable Pupil Subgroups:</b> All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	This will be a baseline year to determine completion rates for the school. For years following it will be to decrease the number of incomplete classes. For years following it will be to increase attendance rates as they are reflective of completion rates. For years following it will be to increase student participation/engagement through extracurricular activities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Implement AVID strategies school wide to ensure college readiness for all and improved academic performance.	CalPac Online first year	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Assessment Tools; Books & supplies; Unrestricted; \$10,000
Monitor attendance and pacing to ensure students have sufficient time to complete courses. Implement an attendance recognition plan for students (monthly drawings for perfect attendance; end of year drawing for perfect attendance for year).	CPCS school wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$5,000

<p>Provide opportunities for student participation/engagement such as clubs, fieldtrips, Career Day/Week, and weekly Wednesday workshops.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$5,000</p>
<p><b>LCAP Year 2: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease the number of incomplete classes. Increase attendance rates as they are reflective of completion rates. Increase student participation/engagement through extracurricular activities.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Continue to implement AVID strategies school wide to ensure college readiness for all and improved academic performance.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Assessment Tools; Books &amp; supplies; Unrestricted; \$12,000</p>
<p>Continue to monitor attendance and pacing to ensure students have sufficient time to complete courses. Continue to implement an attendance recognition plan for students (monthly drawings for perfect attendance; end of year drawing for perfect attendance for year).</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$7,500</p>

<p>Continue to provide opportunities for student participation/engagement such as clubs, fieldtrips, Career Day/Week, and weekly Wednesday workshops.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$7,500</p>
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease the number of incomplete classes. Increase attendance rates as they are reflective of completion rates. Increase student participation/engagement through extracurricular activities.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Continue to implement AVID strategies school wide to ensure college readiness for all and improved academic performance.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$10,000</p>
<p>Continue to monitor attendance and pacing to ensure students have sufficient time to complete courses. Continue to implement an attendance recognition plan for students (monthly drawings for perfect attendance; end of year drawing for perfect attendance for year).</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$3,000</p>

<p>Continue to provide opportunities for student participation/engagement such as clubs, fieldtrips, Career Day/Week, and weekly Wednesday workshops.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$3,000</p>
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GOAL #3:	Increase graduation rates for all seniors and provide strategic interventions to graduate on time.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u>  </u> 10 <u>  </u> Local: Specify _____	
Identified Need:	Students who do not graduate from high school are not career or college ready.		
Goal Applies to:	Schools: CPCS school wide		
	Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	This will be a baseline year to determine graduation rates. Students will complete their course requirements for graduation. Students will pass CAHSEE.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Credit Recovery will be offered for students who are already credit deficient.	CalPac Online	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Books & Supplies; Unrestricted \$30,000  Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$10,000
Offer CAHSEE support classes/workshops to provide additional support and skills to pass the test.	CPCS school wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Books & Supplies; Unrestricted \$5,000 Certificated

			Personnel Salaries; Salaries & Benefits; Unrestricted \$10,000
Prepare for a summer school option for students to make up missed credits.	CalPac Online	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$50,000
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Increase number of seniors graduating. Increase number of students completing their course requirements for graduation. Increase number of students passing both parts of the CAHSEE.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to offer a Credit Recovery option for students who are credit deficient.	CalPac Online	<input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books & Supplies; Unrestricted \$35,000  Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$12,000

<p>Continue to offer CAHSEE support classes/workshops to provide additional support and skills to pass the test.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books &amp; Supplies; Unrestricted \$7,500 Certificated  Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$12,000</p>
<p>Continue to offer summer school for students to make up missed credits.</p>	<p>CalPac Online</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$50,000</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase number of seniors graduating. Increase number of students completing their course requirements for graduation. Increase number of students passing both parts of the CAHSEE.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

<p>Continue to offer a Credit Recovery option for students who are credit deficient.</p>	<p>CalPac Online</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books &amp; Supplies; Unrestricted \$30,000  Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$15,000</p>
<p>Continue to offer CAHSEE support classes/workshops to provide additional support and skills to pass the test.</p>	<p>CPCS school wide</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books &amp; Supplies; Unrestricted \$10,000  Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$18,000</p>
<p>Continue to offer summer school for students to make up missed credits.</p>	<p>CalPac Online</p>	<p><input checked="" type="checkbox"/> ALL (Subgroups and others will be determined after baseline year) ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salaries; Salaries &amp; Benefits; Unrestricted \$30,000</p>

## Annual Update

There is no annual update for this year as this is the first year of the LCAP for California Pacific Charter Schools.

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 50,000 (projected)
<p>As a new charter school for 2015-16, California Pacific Charter Schools has no prior year student demographic data for which to based our 2015-16 projected funding on. At this stage in our development cycle it is difficult for the school to predict where our Unduplicated Student Count will ultimately fall and therefore any funding projection at this date could be significantly different.</p> <p>With that said, California Pacific Charter Schools will ensure academic growth and content mastery for our Unduplicated Students by investing our Supplemental &amp; Concentration funds into the following: • Adaptive online content from Edmentum, Edgenuity, Aventa, College &amp; Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell • Diagnostic and benchmark assessment tool from Scantron • Expanded course catalog that adapts to targeted subgroups • Enhanced project based learning, options for EL students • Comprehensive curriculum for EL learners • Improved data analytics reporting across subgroups using third a party dashboard • Extended world language platform for English language • Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program • Transportation costs for college tours • Project based learning connecting high school to college projects.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

NA	%
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As discussed above, as California Pacific Charter Schools is a new charter set to open in 2015-16, our Unduplicated Pupil count is simply a projection at this point and California Pacific Charter Schools has no prior year to increase services from. California Pacific Charter Schools projects between 9.5% and 11% in LCFF model funding compared to what would have been generated under the previous funding model. Again, because California Pacific Charter Schools will not be in operation until after the LCFF funding model takes effect, the percentage increase in funding is speculative - based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, California Pacific Charter Schools has budgeted a commensurate increase in funding to reach these subgroups, specifically: Adaptive online content from Edmentum, Edgenuity, Aventa, Fuel Ed, College & Career Readiness platform from Naviance, Technology equipment from Apple and Dell, Diagnostic and benchmark assessment tool from Scantron, Technology equipment from Apple and Dell, Expanded course catalog that adapts to targeted subgroups, Enhanced project based learning, options for ELL students, Comprehensive curriculum for EL learners, Improved data analytics reporting across subgroups using third a party dashboard, Extended world language platform for English language, Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program, Transportation costs for college tours.

The increase in funds based on the LCFF model, compared to the previously funded model (assuming that California Pacific Charter Schools was in operation before the implementation of LCFF and assuming static subgroup population levels), generates between 9.5 and 11% in additional funding. Based on the 11% increase, funds have been budgeted to reach targeted subgroups. We anticipate this figure to remain the same or slightly increase for Year 2 for the LCFF model. As identified in previous questions, California Pacific Charter Schools will be investing in a variety of instructional programs to support EI learners such as technological devices, enriched curriculum, and intervention programs. California Pacific Charter Schools will also invest in resources to ensure equitable access to for all students to technology, curriculum, instructional support and intervention programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time

grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).