



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on January 6, 2023 at 2:37 PM PST

Date and Time

Tuesday January 10, 2023 at 5:00 PM PST

Location

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial by your location

+1 213 338 8477 US (Los Angeles)

+1 669 900 6833 US (San Jose)

Meeting ID: 959 1256 5793

<https://cal-pacs-org.zoom.us/j/95912565793>

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 949-752-0527.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call:			
Kelly Wylie, President			
Dr. Shirley Peterson, Vice President			
Tanya Rogers, Clerk			
Bill Howard, Member			
Jason McFaul, Member			
II. Pledge of Allegiance			5:02 PM
A. Led by Board President or designee.		Board President	5 m
III. Approve Adopt/Agenda			5:07 PM
A. Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the regular Board meeting of January 10, 2023.			
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
IV. Approve Minutes			5:08 PM

	Purpose	Presenter	Time
A. Minutes of the Regular Board meeting that was held on December 6, 2022	Approve Minutes	Board President	3 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

V. Board Governance **5:11 PM**

A. Approval of Resolution No. 2023-1-10 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	Board President	3 m
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It is recommended the Board approve Resolution No. 2023-1-10 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.

Option 1

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

Option 2

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Purpose Presenter Time

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

VI. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

VII. Correspondence/Proposals/Reports 5:14 PM

- | | | | |
|---|---------|--------------------|------|
| A. School Highlights, Presented by Christine Feher, CEO/Superintendent | Discuss | Christine Feher | 5 m |
| B. Letter from Guerneville School District re: 2022-23 First Interim Report, California Pacific Charter School - Sonoma, Presented by Christine Feher, CEO/Superintendent | Discuss | Christine Feher | 2 m |
| C. Special Education Department Mid-Year Update, Presented by Dr. Vangie Akridge, Special Education Assistant Director | Discuss | Dr. Vangie Akridge | 10 m |
| D. CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - California Pacific Charter Schools (Final), Presented by Shannon Green, Assistant Director of Fiscal Services | Discuss | Shannon Green | 3 m |

VIII. Consent 5:34 PM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

- | | |
|---|-----|
| A. Consent - Business/Financial Services | 1 m |
|---|-----|

1. Check Registers and J.P. Morgan Statement - December 2022

	Purpose	Presenter	Time
2.	Approval of Contract for Legal Services with McDougal Boehmer Foley Lyon Mitchell & Erickson		
B.	Vote	Board President	1 m
	<ul style="list-style-type: none"> 1. Approval of Certificated Personnel Report 2. Approval of Classified Personnel Report 3. Approval of 2023 IRS Mileage Reimbursement Rate 4. Approval of Employee Handbook Revisions, Effective January 1, 2023 5. Approval of COVID-19 Testing Plan 		

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

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

IX. Business/Financial Services 5:36 PM

A.	Approval of Veale Outdoor Advertising Contract for Digital Network Advertising	Vote	Christine Feher	4 m
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It is recommended the Board approve the Veale Outdoor Advertising Contract for Digital Network Advertising for California Pacific Charter Schools - Sonoma (#2037).

Fiscal Impact: \$20,000 California Pacific Charter Schools - Sonoma (#2037)

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

X. Education/Student Services 5:40 PM

	Purpose	Presenter	Time
A. Approval of 2021-22 School Accountability Report Card (SARC)	Vote	Gretchen Chamberlain	5 m

It is recommended the Board approve the 2021-22 School Accountability Report Card (SARC) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XI. Calendar

The next scheduled meeting will be held virtually on February 21, 2023.

XII. Comments 5:45 PM

A. Board Comments 5 m

B. CEO/Superintendent Comments 5 m

XIII. Closing Items 5:55 PM

A. Adjourn Meeting	Vote	Board President	1 m
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Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

FOR MORE INFORMATION

For more information concerning this agenda, contact
California Pacific Charter Schools. Telephone: 949-752-0527

Coversheet

Minutes of the Regular Board meeting that was held on December 6, 2022

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board meeting that was held on December 6, 2022
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on December 6, 2022

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday December 6, 2022 at 5:00 PM

Location

The meeting will be held virtually.

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Dial by your location

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+1 669 900 6833 US (San Jose)

Meeting ID: 953 3493 4592

<https://cal-pacs-org.zoom.us/j/95334934592>

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Directors Present

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

Directors Absent

None

Guests Present

C. Amador (remote), C. Feher (remote), K. Madden (remote), L. Hath (remote), Lili Huang, CLA (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Dec 6, 2022 at 5:05 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

Shirley Peterson, Vice President led the Pledge of Allegiance.

III. Approve Adopt/Agenda

A. Agenda

S. Peterson made a motion to Kelly Wylie, President.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

IV. Approve Minutes

A. Minutes of the Regular Board meeting that was held on November 8, 2022

J. McFaul made a motion to approve the minutes from Regular Meeting of the Board of Directors on 11-08-22.
S. Peterson seconded the motion.
Tanya Rogers made a request to correct the November 8th minutes to reflect the agenda was amended to remove closed session.

The motion was amended by Jason McFaul and seconded Shirley Peterson to make the correction to the November 8th agenda.
The board **VOTED** unanimously to approve the motion.

V. Board Governance

A. Approval of Resolution No. 2022-12-6 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

J. McFaul made a motion to Kelly Wylie, President.
W. Howard seconded the motion.

Option 2 was selected by Board Members.
The board **VOTED** to approve the motion.

B. Annual Organizational Structure of the Board of Directors - Election of Officers

T. Rogers made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.

Discussion:

William Howard made a motion to continue with the current President, and Tanya Rogers seconded it. 4 yes votes, 1 abstain.

William Howard made a motion to continue with the current Vice President, and Tanya Rogers seconded it. 4 yes votes, 1 abstain.

William Howard made a motion to continue with the current Clerk, and Kelly Wylie seconded it. 4 yes votes, 1 abstain.

Election of Officers:

President: **Kelly Wylie**
Vice President: **Shirley Peterson**
Clerk: **Tanya Rogers**
The board **VOTED** to approve the motion.

VI. Public Comments

A. Closed Session.

There were no public comments regarding closed session.

VII. Adjourn to Closed Session

A. Closed Session

S. Peterson made a motion to Kelly Wylie, President.
T. Rogers seconded the motion.

Kelly Wylie, President requested Board Members adjourn to closed session at 5:14 p.m.
The board **VOTED** to approve the motion.

VIII. Reconvene Regular Meeting

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

The meeting reconvened at 5:38 p.m.

Shirley Peterson, Vice President reported out "no action was taken during the closed session."

IX. Public Comments

A. Recognition and Reports.

There were no public comments regarding recognition and reports.

X. Correspondence/Proposals/Reports

A. School Highlights, Presented by Christine Feher, CEO/Superintendent

Presented by Christine Feher, CEO/Superintendent

B. Board Meeting Calendar and Schedule Revisions 2022-2023

Presented by Christine Feher, CEO/Superintendent

February 14th meeting date has been changed to February 21st.

C. Williams Settlement Findings - California Pacific Charter - San Diego (CalPac-SD)

Presented by Christine Feher, CEO/Superintendent

XI. Consent

A. Consent - Business/Financial Services

1. Check Registers and J.P. Morgan Statement - November 2022

B. Consent - Personnel Services

1. Approval of Certificated - Personnel Report
2. Approval of Classified - Personnel Report
3. Approval of Job Descriptions
4. Receive the Annual Report of Mandatory Staff Training and Notices 2022-2023

C. Consent - Policy Development

T. Rogers made a motion to Kelly Wylie, President.

W. Howard seconded the motion.

Board Policy: Revised

The following policy has been revised to provide clarity or alignment with changes in law or procedures.

1000 Series - Community Relations

1025-CPCS Uniform Complaint Policy

Consent items listed under A through C were approved by a single motion.

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

XII. Personnel Services

A. Approval of Revised Entry Step Placement on the Certificated Salary Schedule

S. Peterson made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

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

XIII. Business/Financial Services

A.

Approval of 2022-23 First Interim Financial Report

T. Rogers made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.

Presented by Shannon Green.
The board **VOTED** to approve the motion.

B. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - California Pacific Charter Schools (Draft)

T. Rogers made a motion to Kelly Wylie, President.
S. Peterson seconded the motion.

Presented by Lili Huang, CLA.
The board **VOTED** to approve the motion.

C. Approval of Office Furniture

S. Peterson made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of SeaStone Productions Video Projects

S. Peterson made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Goalbook Toolkit Membership

J. McFaul made a motion to Kelly Wylie, President.
T. Rogers seconded the motion.
The board **VOTED** to approve the motion.

XIV. Education/Student Services

A. Approval of Arizona State University (ASU) Universal Learner Course Agreement

J. McFaul made a motion to Kelly Wylie, President.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

XV. Policy Development

A. Approval of New Board Policy

T. Rogers made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.

6000 Series - Instruction

6215-CPCS Field Trips and Excursion Policy
The board **VOTED** to approve the motion.

XVI. Calendar

A.

The next scheduled meeting will be held virtually on January 10, 2023.

Kelly Wylie, President shared that the next meeting will be held virtually on January 10, 2023.

XVII. Comments

A. Board Comments

The Board congratulated Kelly, Shirley, and Tanya on their reelection to Officer positions. They then wished everyone a safe and enjoyable winter break, and said "we will see you all in 2023." They closed with wishing everyone good health, and wished everyone a nice new year. Thank you.

B. CEO/Superintendent Comments

The CEO thanked the Board for a good year and said she is excited for another year together. The first in-person meeting next year will be held in March in Los Angeles County, because it has the largest enrollment. She wants the Board to think about discussing categorizing part of CPCS's reserve for special items during a study session, saying we are in great financial place now, but we are also entering a time of economic uncertainty.

She is also working on finding a date to have a Board retreat. This may not happen until August or July due to everyone's busy schedules, but will she continue to work on a date.

She then thanked her team for their work; Shannon with finances, Corrie for getting staff onboarded, and all other staff/teachers, saying it takes a village to make this happen. She is looking forward to a bright 2023. Happy Holidays!

XVIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:44 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- AMENDED-CPCS Resolution-re-authorizing-AB-361_12.6.22.docx.pdf
- CPCS BB 9100 Organization.pdf
- 22_23 Board Meeting Calendar- REVISED.pdf
- Williams Superintendent Charter Letter Findings2022-CA Pacific San Diego.pdf
- 11.2022 44 CAL-PAC-SD Check Register.pdf
- 11.2022 55 CAL-PAC-LA Check Register.pdf
- 11.2022 95 CAL-PAC-SO Check Register.pdf
- 2022.11.31 J.P. MORGAN STATEMENT NOV 2022.pdf
- DRAFT School Social Worker Board Approval December 2022.docx.pdf
- DRAFT Executive Assistant Board Approval December 2022.pdf
- Annual Report of Mandatory Staff Training and Notices 2022-2023.pdf

- CPCS - 1025 UCP Policy and Complaint Form-Final 12-6-2022.docx.pdf
- Certificated Staff Step Placement Review 11-2022.xlsx - Salary Step Adj.pdf
- California Pacific Charter Schools 2022-23 (BOARD FINAL).pdf
- 2021-22 Audit Certification.pdf
- 2021-22 Audit Report California Pacific Charter DRAFT.pdf
- 2021-22 CalPac Governance Communication Draft.pdf
- 2021-22 CalPac Mgmt representation letter - Draft.pdf
- Office Furniture 1.pdf
- Office Furniture 2.pdf
- Office Furniture 3.pdf
- Carly Stone CalPac Letter .pdf
- CalPac Aquarium Field Trip Video Project Estimate 1.pdf
- Goalbook Invoice 2022.pdf
- Goalbook Letter 2022.pdf
- Goalbook Toolkit Flyer 2022.pdf
- CalPac_ASU UNIVERSAL LEARNER COURSE AGREEMENT.pdf
- Universal Learner Courses.pdf
- CPCS - 6215 Field Trips and Excursions.pdf

FOR MORE INFORMATION

For more information concerning this agenda, contact
California Pacific Charter Schools. Telephone: 949-752-0527

Coversheet

Approval of Resolution No. 2023-1-10 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: V. Board Governance
Item: A. Approval of Resolution No. 2023-1-10 Recognizing a State of
Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material: AMENDED-CPCS Resolution-re-authorizing-AB-361_1.10.23.pdf.pdf

BACKGROUND:

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in the following circumstances:

1. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or
2. There is a proclaimed state of emergency, and the local agency's meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.

RECOMMENDATION:

It is recommended the Board adopt Resolution 2023-1-10, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the California Pacific Charter Schools Board of Directors to conduct meetings virtually/remotely.

Fiscal Impact: None.



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

CALIFORNIA PACIFIC CHARTER SCHOOLS GOVERNING BOARD

RESOLUTION NO. 2023-1-10

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 12, 2021, the governing board of the California Pacific Charter Schools Board of Directors passed Resolution 2021-10-12 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the California Pacific Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[OPTION 1] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.

[OPTION 2] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

BE IT FURTHER RESOLVED, the governing board of the California Pacific Charter Schools Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 10th day of the month of January in 2023.

AYES

NOES

ABSENT

ABSTAIN

Signed:

Signed:

Kelly Wylie
President, Governing Board

Tanya Rogers
Clerk, Governing Board

Coversheet

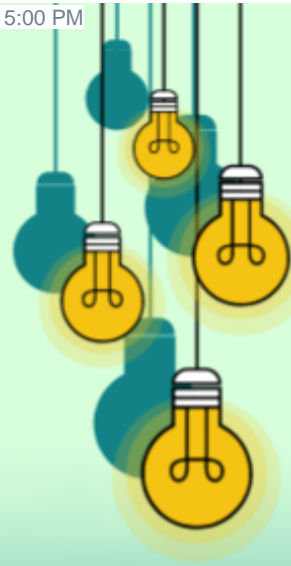
School Highlights, Presented by Christine Feher, CEO/Superintendent

Section: VII. Correspondence/Proposals/Reports
Item: A. School Highlights, Presented by Christine Feher, CEO/Superintendent
Purpose: Discuss
Submitted by:
Related Material: December 22-23 SO School Highlights.pdf
December 22-23 SD School Highlights.pdf
December 22-23 LA School Highlights.pdf

CPCS SONOMA SCHOOL HIGHLIGHTS



December 2022



CURRENT ENROLLMENT

141

PROGRAM HIGHLIGHTS

December was a short month at CPCS and we were excited to end 2022 with a staff holiday party and a much needed Winter Break. Attention was spent this month preparing for P1 attendance reporting, working with students to create catch up plans for the break, holding enrollment lotteries, and publishing the second edition of our schoolwide cookbook. Our monthly theme focused on goal setting and habit building, with emphasis on SEL strategies to increase student engagement and progress improvement as we head into the end of first semester. Students participated in virtual activities including fun trivia days and a winter wear spirit day. We also had a very well attended, hands on learning field trip to the Aquarium of the Pacific in Long Beach.





SONOMA

December 2022

CTE Academy Spotlight

CTE students were joined by special guest speaker, Kurt Madden, at their monthly academy meeting. The focus of this meeting was on team work. Kurt was able to share stories of his upbringing, vocational journey, and athletic achievements. Our CalPac students were extremely inspired and compiled a video of their gratitude [here](#).

STUDENT ACHIEVEMENT

Student Attendance and Engagement

Student engagement and support are a primary focus this year and we are seeing the positive impact of this focus on our attendance rates. Providing opportunities for students to connect through weekly synchronous opportunities, get daily support in virtual learning hub, and attend academic support classes to drive learning acceleration, in addition to their independent study work, continues to increase overall attendance and engagement. P1 reporting indicated that CPCS-SO had a 94.03% attendance rate. We are hopeful that high student attendance rates will have a positive correlation to final Semester 1 grades.

Semester Completion Countdown

With the countdown to the end of the semester on, staff held follow up progress conferences and worked with students to create catch-up course completion plans for Winter Break. Students are hard at work focusing on completing outstanding assignments in each class so that they are ready for final exams and to wrap up the first semester in January.

CA School Dashboard Release

On December 15, the 2022 California School Dashboard restarted for the first time since 2019. Staff will be analyzing dashboard metrics as part of PLCs and department discussions. While there are areas of improvement, especially in language arts and mathematics, CPCS-SO students were in line with the state average for graduation rates and had a 9.3% lower chronic absenteeism rate than the state average.





SONOMA

December 2022

PROFESSIONAL DEVELOPMENT

Alludo Professional Development: Staff continued their asynchronous professional development work in Alludo to support staff yearly SMART Goals. All staff are required to utilize this platform to grow their technical and teaching skills this year.

PLC Work: Teachers have signed up to focus on one of the various CA School Dashboard initiatives to collaboratively work on a schoolwide approach to improving our school dashboards. Teachers will work together on school initiatives to improve test scores, college & career indicators (CCI), and EL reclassification as our highest priorities. Each staff member will also commit to at least one SMART goal to improve a dashboard area in their own classroom.

Leadership Book Club: The admin team and department chairs participated in their third book club session with Kurt Madden. This group is doing a deep dive into Impact Players by Liz Wiseman and discussing ways to improve their own practice as impact players at CalPac.

Middle School Aspire Network: 7th and 8th grade teachers participated in their second ASPIRE network session hosted by SDCOE this month. The emphasis of this training expanding on building meaningful relationships to building student agency and taking an assets based learning approach to student support. Teachers are applying their learning by continuing to work with their focus students to create a targeted approach to support the unique needs of our middle school students.

Power Standards Training with PARSEC: 3rd-6th and middle school math and language arts teachers completed their asynchronous power standards training this month. The training unpacks which standards are most likely to show up the most on state testing. With this information teachers are analyzing current curriculum and lessons to best teach the skills and concepts students need to do well on state tests. To conclude the training, these teachers attended a synchronous review session with PARSEC to break down learning, ask lingering questions, and plan next steps for implementation.





SONOMA

December 2022

SMART GOALS

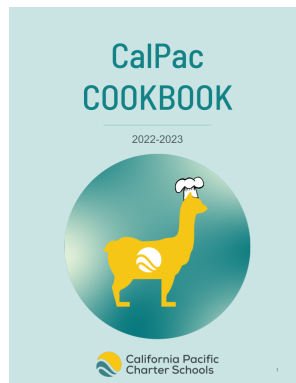
For the 2022-23 school year, CalPac will focus on measures of academic achievement, college and career readiness, and EL Progress as we pursue the core values of CalPac C.A.R.E.S.

PICTURES & VIDEOS

CTE Academy Meeting #4 - 12/2/22: In response to the information gleaned at this month's meeting, CTE students compiled [this video](#) highlighting the impact this meeting had on our CTE students.

Aquarium of the Pacific Field Trip - 12/16/22: Ms. Aguilar and Ms. Freeman hosted a hands on learning experience for elementary students at the aquarium. Check out the video [here](#).

CalPac Cookbook: The Tasty Treats Club and Cooking Club collaborated together to gather recipes from students and staff to create this year's school cookbook. Take a look [here](#).





SONOMA

December 2022

FUTURE PROJECTS

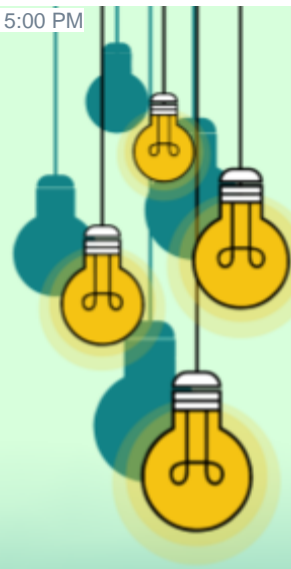
Future projects include continuing to focus on SMART Goals, looking at ways to refine staff development and evaluation process with SDCOE E3 program, supporting staff development and training on how to best use CERS and data to support student achievement, enhancing cybersecurity for staff to better protect student and school information, and planning additional professional development for the 22-23 school year. The admissions team is gearing up for spring enrollment and marketing/student recruitment continue to be an area of focus. Additional planning is being made for field trips and other in person activities, spirit days and student engagement opportunities, and the elementary team is gearing up for the Great Kindness Challenge in January.



CPCS SAN DIEGO SCHOOL HIGHLIGHTS



December 2022



CURRENT ENROLLMENT

258

PROGRAM HIGHLIGHTS

December was a short month at CPCS and we were excited to end 2022 with a staff holiday party and a much needed Winter Break. Attention was spent this month preparing for P1 attendance reporting, working with students to create catch up plans for the break, holding enrollment lotteries, and publishing the second edition of our schoolwide cookbook. Our monthly theme focused on goal setting and habit building, with emphasis on SEL strategies to increase student engagement and progress improvement as we head into the end of first semester. Students participated in virtual activities including fun trivia days and a winter wear spirit day. We also had a very well attended, hands on learning field trip to the Aquarium of the Pacific in Long Beach.





SAN DIEGO

December 2022

CTE Academy Spotlight

CTE students were joined by special guest speaker, Kurt Madden, at their monthly academy meeting. The focus of this meeting was on team work. Kurt was able to share stories of his upbringing, vocational journey, and athletic achievements. Our CalPac students were extremely inspired and compiled a video of their gratitude [here](#).

STUDENT ACHIEVEMENT

Student Attendance and Engagement

Student engagement and support are a primary focus this year and we are seeing the positive impact of this focus on our attendance rates. Providing opportunities for students to connect through weekly synchronous opportunities, get daily support in virtual learning hub, and attend academic support classes to drive learning acceleration, in addition to their independent study work, continues to increase overall attendance and engagement. P1 reporting indicated that CPCS-SD had a 94.7% attendance rate. We are hopeful that high student attendance rates will have a positive correlation to final Semester 1 grades.

Semester Completion Countdown

With the countdown to the end of the semester on, staff held follow up progress conferences and worked with students to create catch-up course completion plans for Winter Break. Students are hard at work focusing on completing outstanding assignments in each class so that they are ready for final exams and to wrap up the first semester in January.

CA School Dashboard Release

On December 15, the 2022 California School Dashboard restarted for the first time since 2019. Staff will be analyzing dashboard metrics as part of PLCs and department discussions. While there are areas of improvement, especially in language arts and mathematics, CPCS-SD students surpassed the state average for graduation rates by 5.9% and had a 14.3% lower chronic absenteeism rate than the state average.





SAN DIEGO

December 2022

PROFESSIONAL DEVELOPMENT

Alludo Professional Development: Staff continued their asynchronous professional development work in Alludo to support staff yearly SMART Goals. All staff are required to utilize this platform to grow their technical and teaching skills this year.

PLC Work: Teachers have signed up to focus on one of the various CA School Dashboard initiatives to collaboratively work on a schoolwide approach to improving our school dashboards. Teachers will work together on school initiatives to improve test scores, college & career indicators (CCI), and EL reclassification as our highest priorities. Each staff member will also commit to at least one SMART goal to improve a dashboard area in their own classroom.

Leadership Book Club: The admin team and department chairs participated in their third book club session with Kurt Madden. This group is doing a deep dive into Impact Players by Liz Wiseman and discussing ways to improve their own practice as impact players at CalPac.

Middle School Aspire Network: 7th and 8th grade teachers participated in their second ASPIRE network session hosted by SDCOE this month. The emphasis of this training expanding on building meaningful relationships to building student agency and taking an assets based learning approach to student support. Teachers are applying their learning by continuing to work with their focus students to create a targeted approach to support the unique needs of our middle school students.

Power Standards Training with PARSEC: 3rd-6th and middle school math and language arts teachers completed their asynchronous power standards training this month. The training unpacks which standards are most likely to show up the most on state testing. With this information teachers are analyzing current curriculum and lessons to best teach the skills and concepts students need to do well on state tests. To conclude the training, these teachers attended a synchronous review session with PARSEC to break down learning, ask lingering questions, and plan next steps for implementation.





SAN DIEGO

December 2022

SMART GOALS

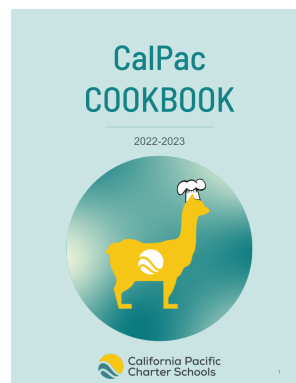
For the 2022-23 school year, CalPac will focus on measures of academic achievement, college and career readiness, and EL Progress as we pursue the core values of CalPac C.A.R.E.S.

PICTURES & VIDEOS

CTE Academy Meeting #4 - 12/2/22: In response to the information gleaned at this month's meeting, CTE students compiled [this video](#) highlighting the impact this meeting had on our CTE students.

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SAN DIEGO

December 2022

FUTURE PROJECTS

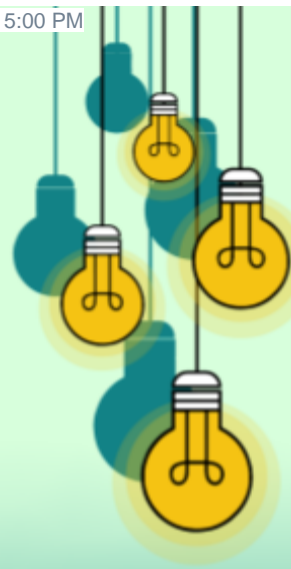
Future projects include continuing to focus on SMART Goals, looking at ways to refine staff development and evaluation process with SDCOE E3 program, supporting staff development and training on how to best use CERS and data to support student achievement, enhancing cybersecurity for staff to better protect student and school information, and planning additional professional development for the 22-23 school year. The admissions team is gearing up for spring enrollment and marketing/student recruitment continue to be an area of focus. Additional planning is being made for field trips and other in person activities, spirit days and student engagement opportunities, and the elementary team is gearing up for the Great Kindness Challenge in January.



CPCS LOS ANGELES SCHOOL HIGHLIGHTS



December 2022



CURRENT ENROLLMENT

394

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LOS ANGELES

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Semester Completion Countdown

With the countdown to the end of the semester on, staff held follow up progress conferences and worked with students to create catch-up course completion plans for Winter Break. Students are hard at work focusing on completing outstanding assignments in each class so that they are ready for final exams and to wrap up the first semester in January.

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December 2022

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LOS ANGELES

December 2022

SMART GOALS

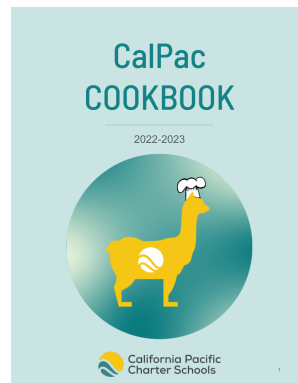
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LOS ANGELES

December 2022

FUTURE PROJECTS

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Coversheet

Letter from Guerneville School District re: 2022-23 First Interim Report, California Pacific Charter School - Sonoma, Presented by Christine Feher, CEO/Superintendent

Section: VII. Correspondence/Proposals/Reports
Item: B. Letter from Guerneville School District re: 2022-23 First Interim Report, California Pacific Charter School - Sonoma, Presented by Christine Feher, CEO/Superintendent
Purpose: Discuss
Submitted by:
Related Material: First Interim Review signed.pdf



GUERNEVILLE
SCHOOL DISTRICT

14630 Armstrong Wood Road
Guerneville, CA 95446
707.869.2864
Fax 707.869.3149
guernevilleschool.org

Date 1/4/23

Christine Feher
Executive Director, California Pacific Charter Sonoma
4101 Birch Street #150
Newport Beach, CA 92660

Dear Christine:

In accordance with Education Code Section 47604.32, the district has the responsibility to monitor the fiscal condition of California Pacific Charter School Sonoma. We have examined the first interim report and backup data provided.

Based on our review and analysis, we are satisfied that the first interim report approved by the charter school's board on December 6, 2022 accurately reflects the financial status of the school and is consistent with the state's Criteria and Standards. Projected ending fund balance for 2022-23 is \$675,400 or 37.79% reserve. We therefore concur with the district's positive certification, with our comments outlined below.

Enrollment was previously projected at 115 at budget adoption and is now updated to actual enrollment to date of 134 and 124.62 ADA. First Interim report reflects all adjustments to the revenue and expense budgets that were overestimated previously. The financials look healthy for the 2022-23 fiscal year and the following two years. Staffing adjustments have been made in accordance with the changes in enrollment. Also included in the First Interim budget was an increase for a revised entry step placement on the Certificated Salary Schedule effective December 1, 2022.

The multi-year projection provided assumes an estimated ADA of 124.62 in each year. These estimates seem reasonable at this time and the charter is looking to increase enrollment based on their advertising campaign. The multi-year projection estimates funding and staffing increases in line with the projected ADA and the ending fund balance is expected to remain fairly steady from 37.79% in 2022-23 to 37.43% in 2024-25. Cash flow is also reflecting a positive balance throughout the year.

Thank you for providing all the backup and explanations of changes since last reporting. This is very helpful to review your financials.

We want to acknowledge and express our appreciation to the charter's staff, and the governing board for their diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,

A handwritten signature in cursive script that reads "Cherie Cahn".

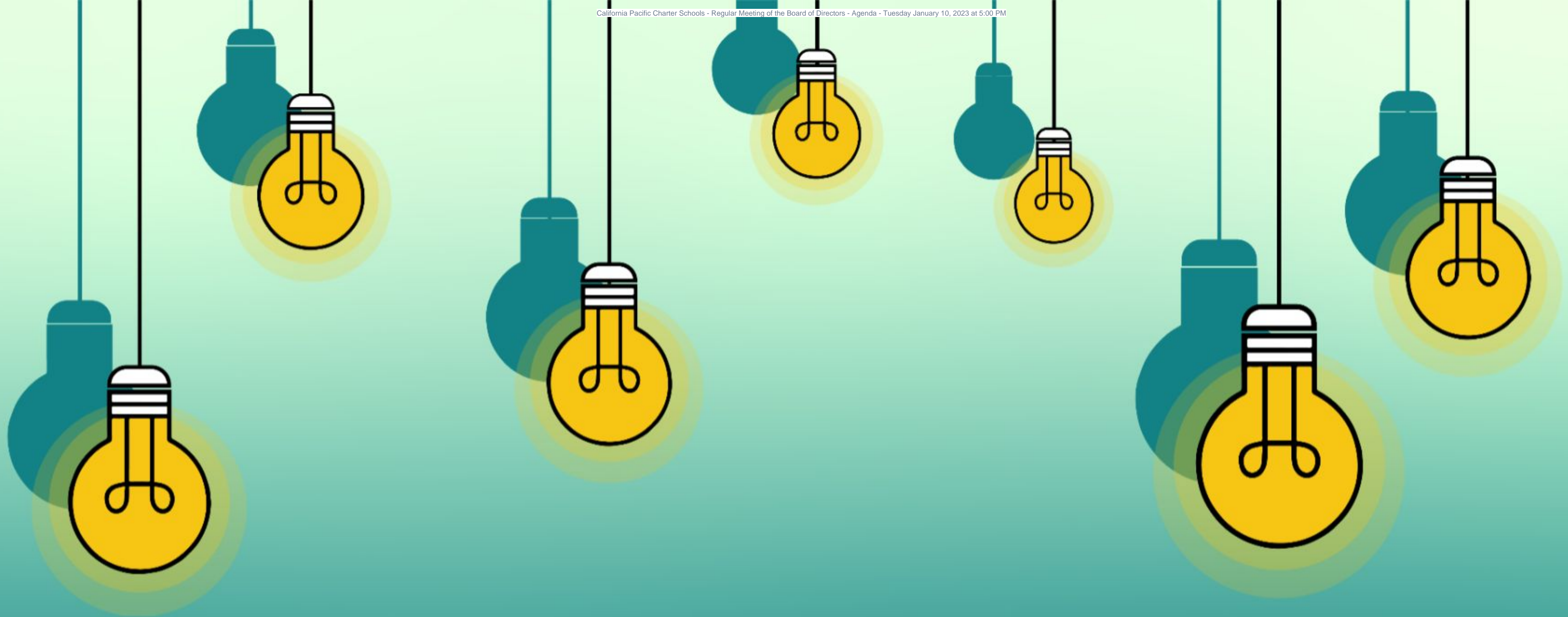
Cherie Cahn
Chief Business Official
Guerneville School District

cc: Board of Education, Guerneville School District
Joelene Morasch, Superintendent, Guerneville School District
Michelle Panizzera, SCOE Fiscal Advisor

Coversheet

Special Education Department Mid-Year Update, Presented by Dr. Vangie Akridge, Special Education Assistant Director

Section: VII. Correspondence/Proposals/Reports
Item: C. Special Education Department Mid-Year Update, Presented by Dr.
Vangie Akridge, Special Education Assistant Director
Purpose: Discuss
Submitted by:
Related Material: 2023 SPED Board Update.pdf



CalPac Special Education Board Update January 17, 2023



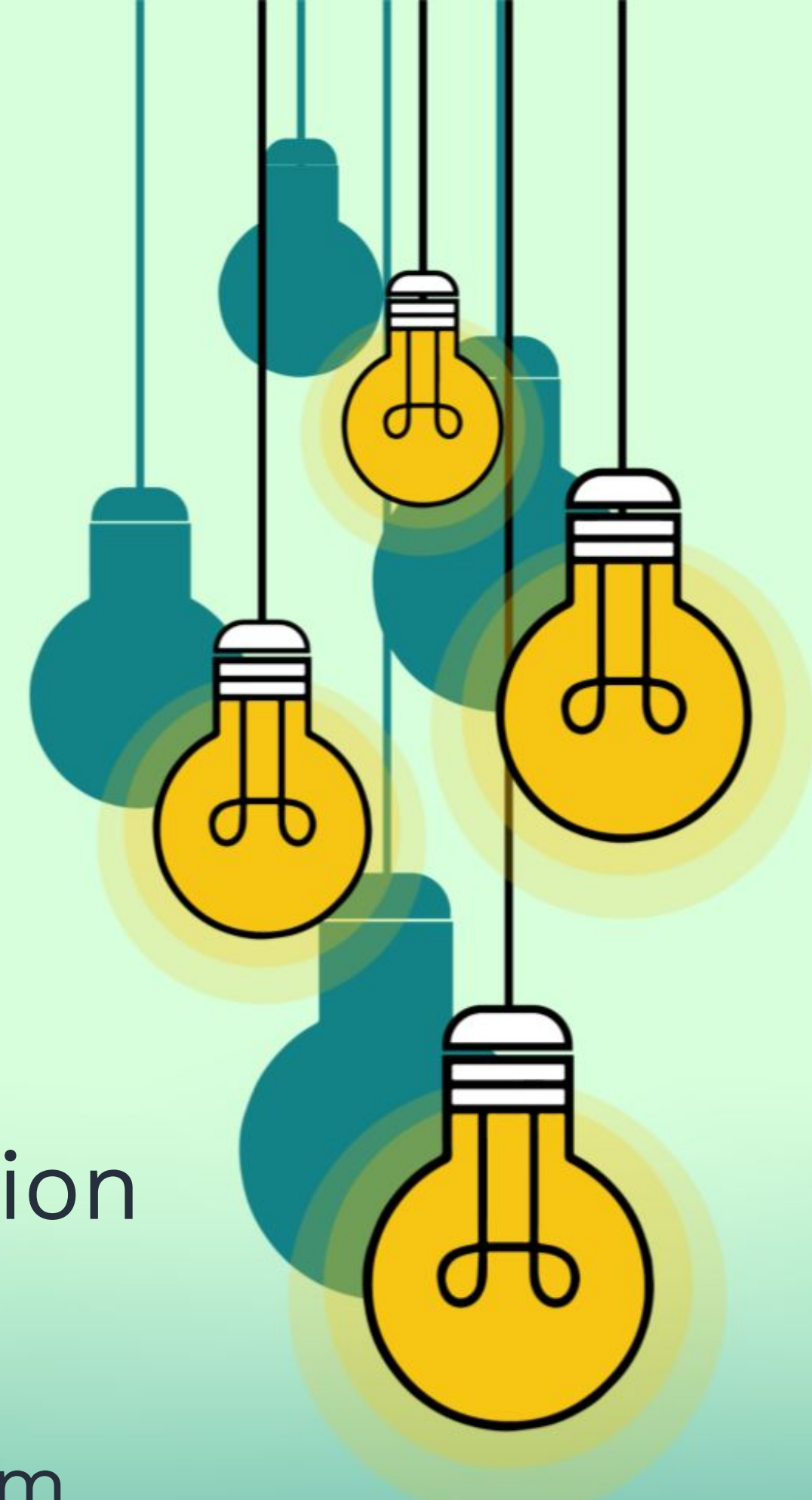


Hello!

Dr. Vangie Akridge

Assistant Director of Special Education

- 4th year at CalPac
- Psychologist → Program Manager → Program Specialist → Asst. Director



Our Team



Special Education Staffing

2021-2022

- 1 SPED administrator
 - Assistant Director of Of Sped
- 6 Education specialists
 - 5 - Mild / Moderate
 - 1 - Moderate / Severe
- 2 Speech Pathologists
 - 2 Speech Pathology Assistants
- 1 Psychologists
 - 2 School Psychology Interns
- 6 Instructional Assistants
- 1 SPED Substitute Teachers

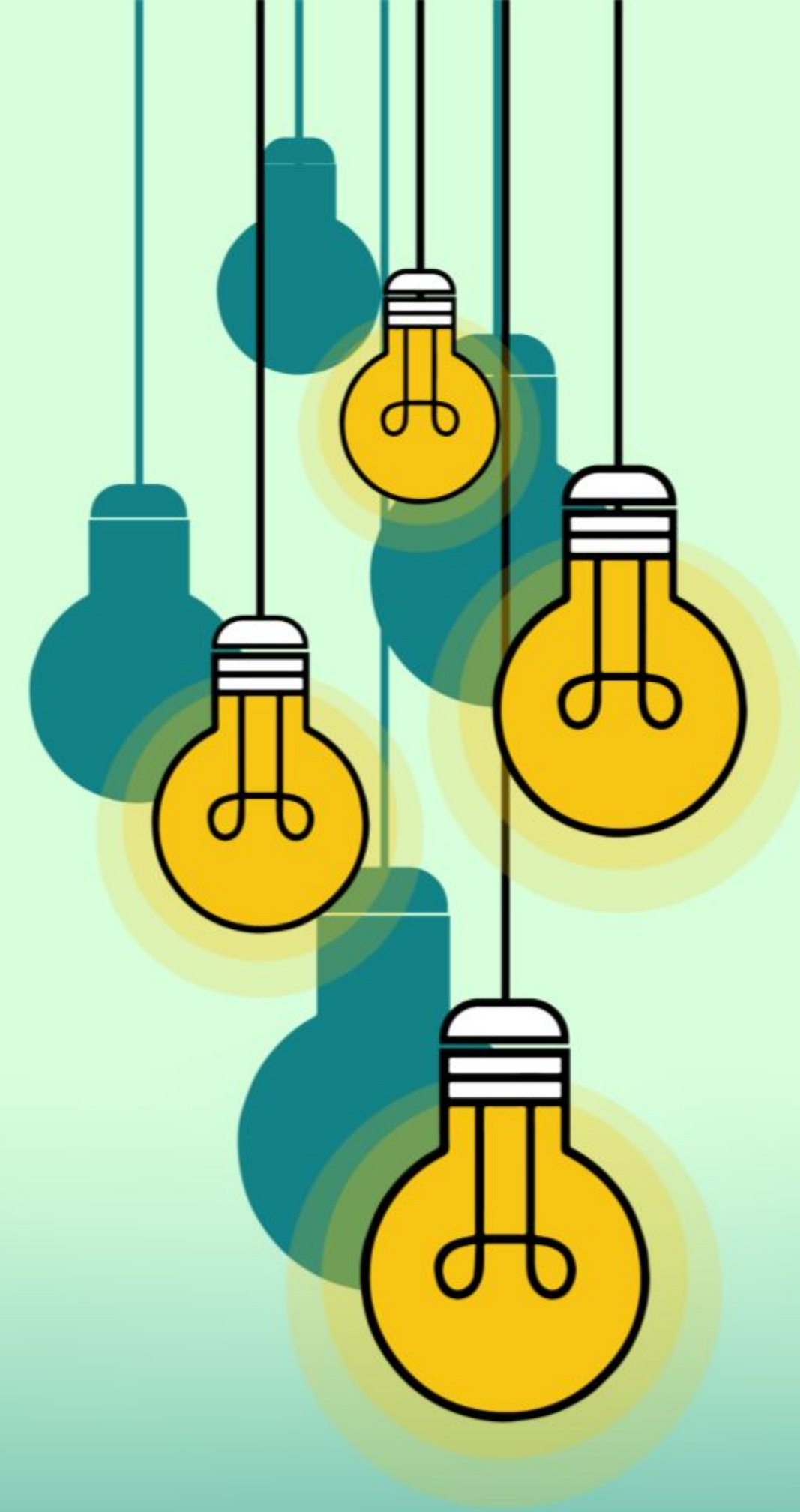
2022-2023

- 2 SPED administrator **(+1)**
 - Assistant Director of Of Sped
 - Program Specialist
- 8 Education specialists **(+2)**
 - 6 - Mild / Moderate
 - 2 - Moderate / Severe
- 2 Speech Pathologists
 - 2 Speech Pathology Assistants
- 1 Psychologists
 - 1 School Psychology Intern
- 1 Licensed Social Worker **(+1)**
- SPED Data Compliance Tech **(+1)**
- 7 Instructional Assistants **(+1)**
- 3 SPED Substitute Teachers **(+2)**



Context of Our SPED Staffing

- Student Population
 - Increase of percentage of Special Education students
 - 21-22 = 15.9% v. 22-23 = 19%
 - Complex student needs
 - Increase of students unable to access the general education curriculum despite extensive accommodations
- Compliance
 - Meeting deadlines
 - Timely completion of evaluations
 - Delivery of services prescribed in the IEP
- Staff Retention
 - Manageable caseloads
 - Timely and personable mentorship and supervision



Our Students



22-23 Special Education Students

	AUT	ED	ID	OI	OHI	SLD	SLI	Eligible	Pending	Total
LA	22	5	6	0	15	26	7	81	6	87
SD	9	5	1	0	8	18	5	46	2	48
SO	8	3	2	0	7	11	0	31	2	33

AUT - Autism
 ED - Emotional Disturbance
 ID - Intellectual Disability
 OI - Orthopedic Impairment
 OHI - Other Health Impairment
 SLD - Specific Learning Disability
 SLI - Speech Language Impairment



Assessments



August 2021 - June 22
113 Total assessments
25 - Initials
53 - Tris
2 - SLP only
0 - ERMHS only
33 - Other

August 2022 - Present
47 total assessments
9 - Initials
24 - Tris
6 - SLP only
1 - ERMHS only
7 - Other

Vendored 14 Other, 9 Tri's, 1 Speech



Hours of Specialized Academic Instruction (SAI)

2021-2022

24,255 Minutes/week

97,020 Minutes/month

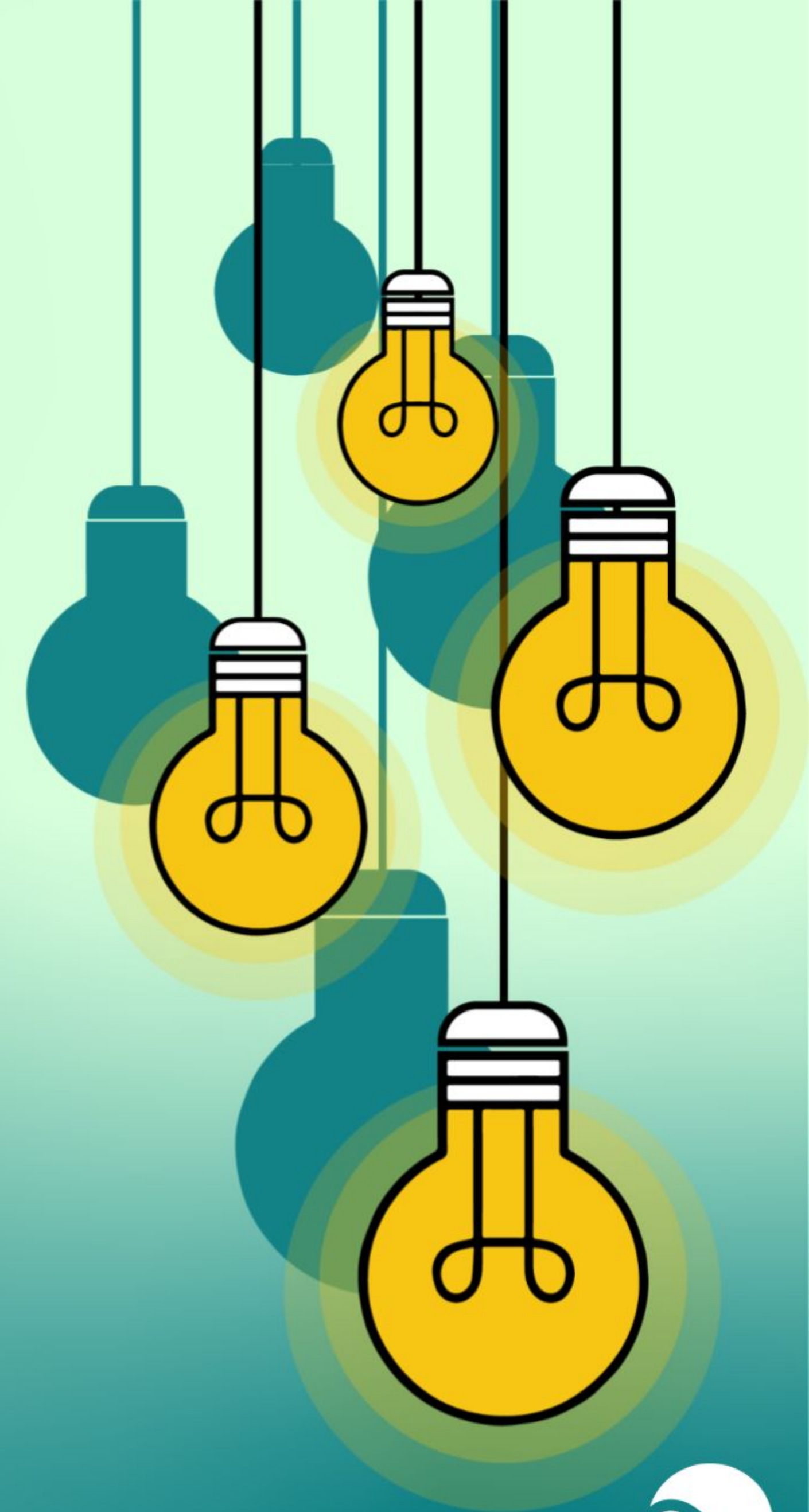
873,180 Minutes/year

2022-2023

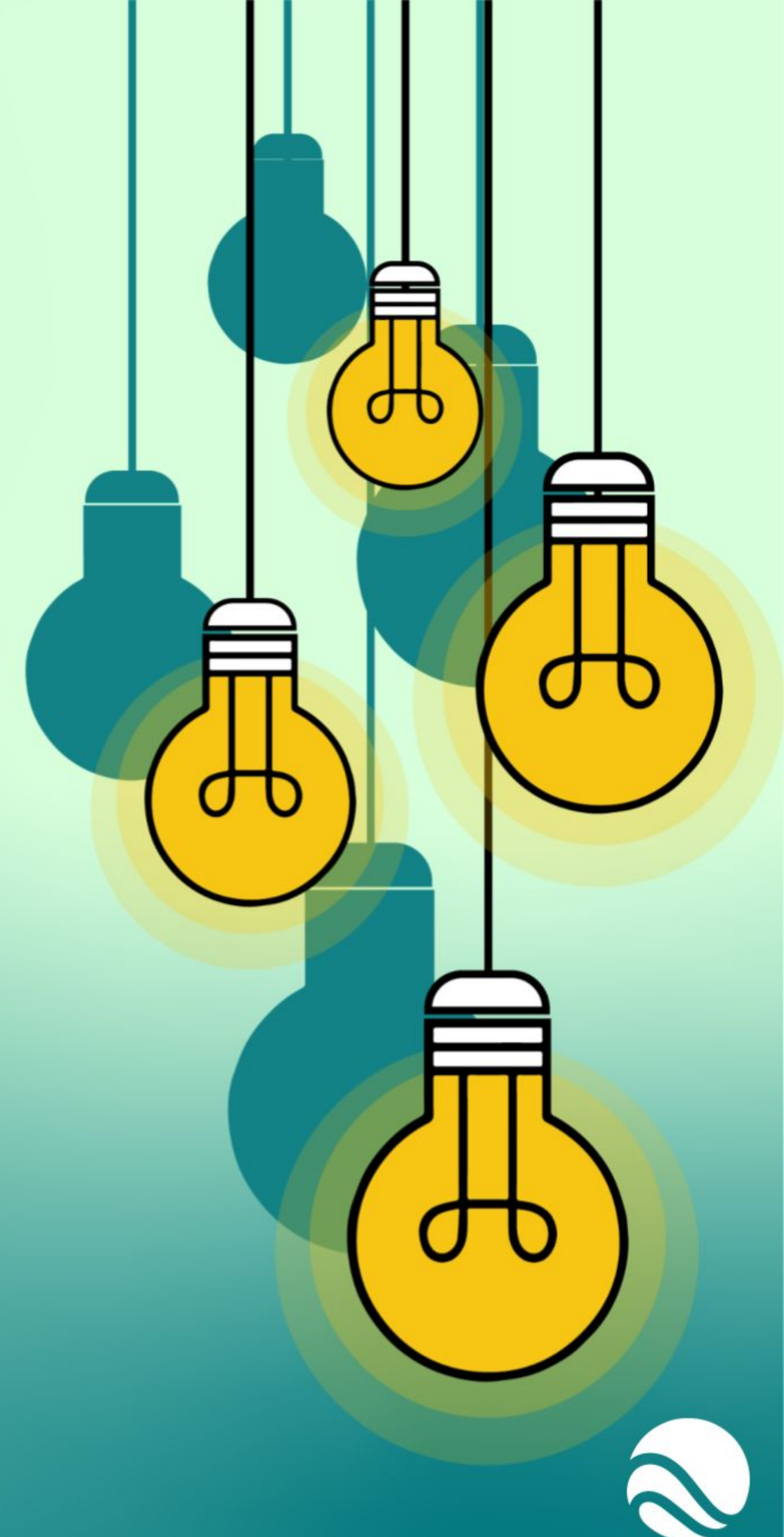
31,900 Minutes/week

127,600 Minutes/month

1, 020,800 Minutes/year



Progress on Our 21-22 SPED Strategic Plan



Staff Retention

- 93% of our SPED staff returned
- Working with HR to collect data on SPED job satisfaction
- Increased personalized approach to support and mentorship

Professional Development

- PD for our IAs
 - Gives staff practice on planning and preparing
 - Increases the knowledge of IAs
- Inviting Experts
- CalPac Sped staff presentations

Data! Data!

- Identify areas of growth / pressure points
- Absenteeism
- Graduation Rates



SPED Accomplishments

- Curriculum for Moderate / Severe students
- Program for low achieving students that are not M/S
- SPED Case Management Handbook
- Aligned SAI/DIS attendance policies with school policies
- Reframed SAI to school community
- SPED Master Schedule
- SPED Graduation Rates



2022-2023 SPED Strategic Plan

Program
Development

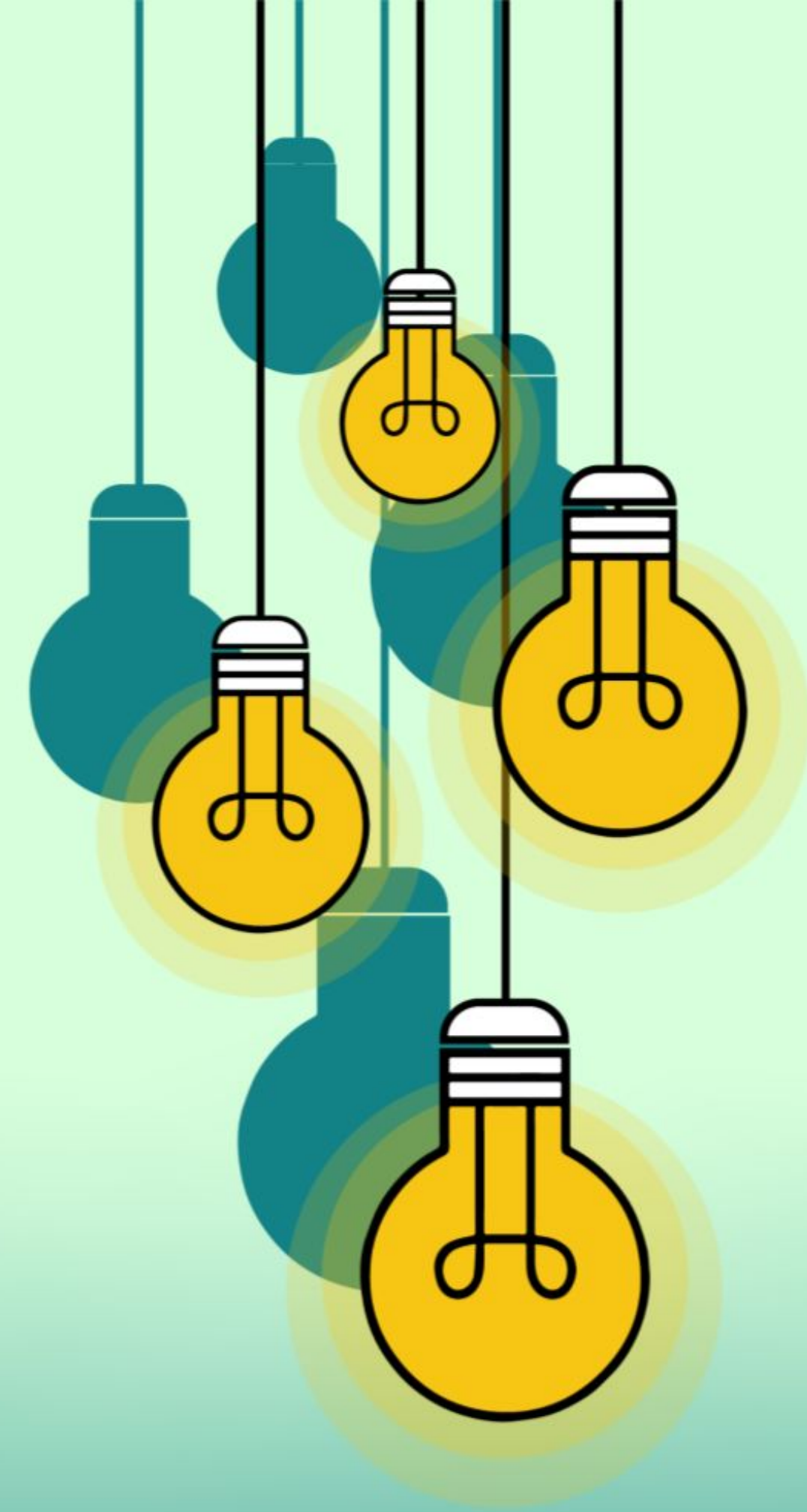
Test Scores

Document our
Progressive
Approach



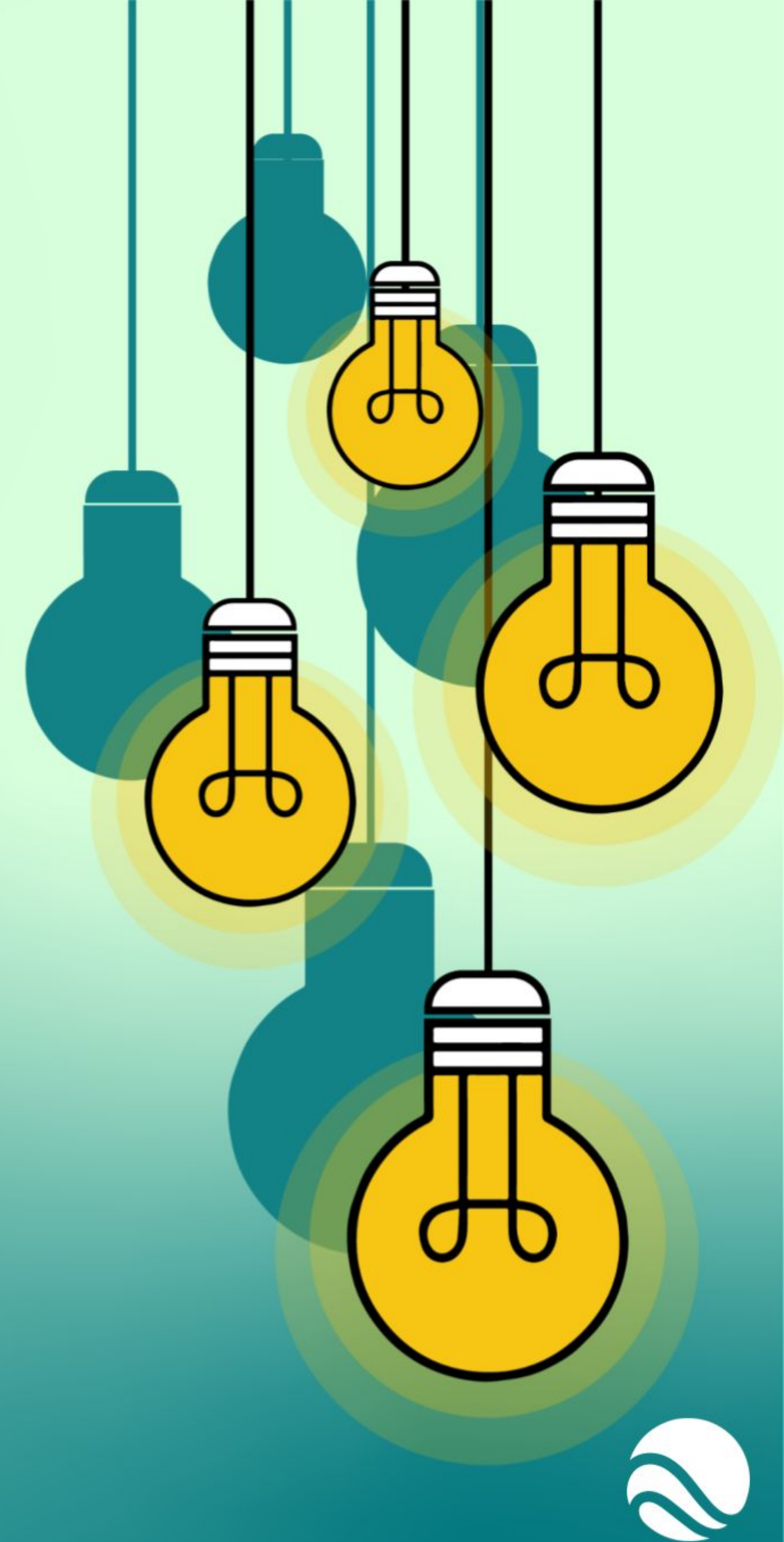
22-23 SPED Strategic Plan

- Program Development
 - With increased support, we are able to be thoughtful and intentional in the solutions that we devise to support students
- Test Scores
 - Increase the focus on preparing our students for annual testing
 - Working with general education colleagues to combat testing fatigue
 - Unpack what contributes to gains and impasses in test scores
- Document Our Progressive Approach
 - Will help with renewal, marketing and charter advocacy
 - Presentations
 - Research



I want to express my sincere gratitude and appreciation for everything the team has done for [Student]. Everyone at CalPac has been so understanding and supportive of her through her struggles. Thank you for taking the time to really understand her strengths and weaknesses and coming up with ways to help her succeed. We were very happy when [Student] expressed that she felt the staff at CalPac truly care about her. It's comforting to know that she has people she can turn to for help. I'm also grateful for the patience you've all shown her and constantly reminding her how bright she is.

~ Mother of 2023 Graduating Senior





Any Questions?



Coversheet

CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - California Pacific Charter Schools (Final), Presented by Shannon Green, Assistant Director of Fiscal Services

Section: VII. Correspondence/Proposals/Reports
Item: D. CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - California Pacific Charter Schools (Final), Presented by Shannon Green, Assistant Director of Fiscal Services
Purpose: Discuss
Submitted by: Shannon Green
Related Material: 2021-22 Audit Report California Pacific Charter (FINAL).pdf
2021-22 CalPac Governance Communication (FINAL).pdf

BACKGROUND:

The Draft of the CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - California Pacific Charter Schools was reviewed and approved in December 2022.

The Final Audit report for the year-ended June 30, 2022, has been finalized with no changes to the Draft.

CALIFORNIA PACIFIC CHARTER SCHOOLS

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2022

Operated by:

**California Pacific Charter – San Diego – Charter #1758
California Pacific Charter – Los Angeles – Charter #1751
California Pacific Charter – Sonoma – Charter #2037**



CPAs | CONSULTANTS | WEALTH ADVISORS

[CLAconnect.com](https://www.CLAconnect.com)

**CALIFORNIA PACIFIC CHARTER SCHOOLS
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CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT

Board of Directors
California Pacific Charter Schools
Newport Beach, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of California Pacific Charter Schools (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of California Pacific Charter Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
California Pacific Charter Schools

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
California Pacific Charter Schools

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The supplementary information (as identified in the table of contents), accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, which is the responsibility of management, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited," has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 6, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2022

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

ASSETS	<u>San Diego</u>	<u>Los Angeles</u>	<u>Sonoma</u>	<u>Total</u>
CURRENT ASSETS				
Cash and Cash Equivalents	\$ 2,495,010	\$ 2,189,631	\$ 843,895	\$ 5,528,536
Accounts Receivable	297,017	736,259	171,629	1,204,905
Prepaid Expenses and Other Assets	14,619	18,856	10,317	43,792
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Current Assets	<u>\$ 2,806,646</u>	<u>\$ 2,944,746</u>	<u>\$ 1,025,841</u>	<u>\$ 6,777,233</u>
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts Payable and Accrued Liabilities	\$ 269,360	\$ 191,059	\$ 95,596	\$ 556,015
Deferred Revenue	268,474	289,004	190,526	748,004
Loans Payable	-	-	46,194	46,194
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Current Liabilities	<u>537,834</u>	<u>480,063</u>	<u>332,316</u>	<u>1,350,213</u>
LONG-TERM LIABILITIES				
Loans Payable	-	-	92,392	92,392
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Long-Term Liabilities	<u>-</u>	<u>-</u>	<u>92,392</u>	<u>92,392</u>
NET ASSETS				
Net Assets Without Donor Restrictions	<u>2,268,812</u>	<u>2,464,683</u>	<u>601,133</u>	<u>5,334,628</u>
Total Net Assets	<u>2,268,812</u>	<u>2,464,683</u>	<u>601,133</u>	<u>5,334,628</u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Liabilities and Net Assets	<u>\$ 2,806,646</u>	<u>\$ 2,944,746</u>	<u>\$ 1,025,841</u>	<u>\$ 6,777,233</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022**

	<u>San Diego</u>	<u>Los Angeles</u>	<u>Sonoma</u>	<u>Total</u>
REVENUES WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	\$ 2,565,057	\$ 3,374,392	\$ 787,702	\$ 6,727,151
Other State Revenue	344,135	411,749	189,817	945,701
Federal Revenue:				
Grants and Entitlements	542,707	562,773	179,772	1,285,252
Local Revenue:				
In-Lieu Property Tax Revenue	177,883	164,646	574,447	916,976
Investment Income	5,185	-	1,010	6,195
Forgiveness of Loan Payable	430,324	200,636	-	630,960
Other Revenue	204,750	20,614	20,172	245,536
Total Revenues	<u>4,270,041</u>	<u>4,734,810</u>	<u>1,752,920</u>	<u>10,757,771</u>
EXPENSES				
Program Services	3,072,448	3,818,153	1,550,654	8,441,255
Management and General	290,988	337,719	197,733	826,440
Total Expenses	<u>3,363,436</u>	<u>4,155,872</u>	<u>1,748,387</u>	<u>9,267,695</u>
CHANGE IN NET ASSETS	906,605	578,938	4,533	1,490,076
Net Assets Without Donor Restrictions - Beginning of Year	<u>1,362,207</u>	<u>1,885,745</u>	<u>596,600</u>	<u>3,844,552</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	<u><u>\$ 2,268,812</u></u>	<u><u>\$ 2,464,683</u></u>	<u><u>\$ 601,133</u></u>	<u><u>\$ 5,334,628</u></u>

See accompanying Notes to Financial Statements.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022**

	San Diego	Los Angeles	Sonoma	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in Net Assets	\$ 906,605	\$ 578,938	\$ 4,533	\$ 1,490,076
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:				
Forgiveness of Loan Payable	(430,324)	(200,636)	-	(630,960)
Changes in Assets and Liabilities:				
Accounts Receivable	50,680	(306,158)	434,576	179,098
Prepaid Expenses and Other Assets	59,016	58,257	17,972	135,245
Accounts Payable and Accrued Liabilities	(2,009,437)	(84,424)	62,586	(2,031,275)
Deferred Revenue	38,379	119,419	123,161	280,959
Net Cash Provided (Used) by Operating Activities	(1,385,081)	165,396	642,828	(576,857)
CASH FLOWS FROM FINANCING ACTIVITIES				
Repayments of Debt	-	-	(48,912)	(48,912)
Net Cash Used by Financing Activities	-	-	(48,912)	(48,912)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(1,385,081)	165,396	593,916	(625,769)
Cash and Cash Equivalents - Beginning of Year	3,880,091	2,024,235	249,979	6,154,305
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 2,495,010</u>	<u>\$ 2,189,631</u>	<u>\$ 843,895</u>	<u>\$ 5,528,536</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash Paid for Interest	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,832</u>	<u>\$ 3,832</u>
SUPPLEMENTAL DISCLOSURE OF NONCASH FINANCING ACTIVITIES				
Forgiveness of Loan Payable	<u>\$ 430,324</u>	<u>\$ 200,636</u>	<u>\$ -</u>	<u>\$ 630,960</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	San Diego		
	Program Services	Management and General	Total
Salaries and Wages	\$ 2,025,228	\$ 15,310	\$ 2,040,538
Pension Expense	272,879	-	272,879
Other Employee Benefits	223,592	3,911	227,503
Payroll Taxes	45,043	1,285	46,328
Legal Expenses	-	58,573	58,573
Accounting Expenses	-	4,671	4,671
Instructional Materials	202,979	8,734	211,713
Other Fees for Services	142,593	140,171	282,764
Advertising and Promotion Expenses	74,732	342	75,074
Office Expenses	28,722	1,772	30,494
Information Technology Expenses	8,300	137	8,437
Occupancy Expenses	1,565	18,657	20,222
Travel Expenses	10,707	5,071	15,778
Insurance Expense	-	12,652	12,652
Other Expenses	36,108	19,702	55,810
	<u>\$ 3,072,448</u>	<u>\$ 290,988</u>	<u>\$ 3,363,436</u>
Total Expenses by Function	<u>\$ 3,072,448</u>	<u>\$ 290,988</u>	<u>\$ 3,363,436</u>

	Los Angeles		
	Program Services	Management and General	Total
Salaries and Wages	\$ 2,422,969	\$ 20,799	\$ 2,443,768
Pension Expense	447,314	-	447,314
Other Employee Benefits	285,981	5,252	291,233
Payroll Taxes	55,120	1,837	56,957
Legal Expenses	-	28,160	28,160
Accounting Expenses	-	25,267	25,267
Instructional Materials	239,581	11,718	251,299
Other Fees for Services	217,391	174,454	391,845
Advertising and Promotion Expenses	88,653	462	89,115
Office Expenses	36,678	1,492	38,170
Information Technology Expenses	10,527	196	10,723
Occupancy Expenses	2,017	24,507	26,524
Travel Expenses	11,922	5,961	17,883
Insurance Expense	-	14,824	14,824
Other Expenses	-	22,790	22,790
	<u>\$ 3,818,153</u>	<u>\$ 337,719</u>	<u>\$ 4,155,872</u>
Total Expenses by Function	<u>\$ 3,818,153</u>	<u>\$ 337,719</u>	<u>\$ 4,155,872</u>

See accompanying Notes to Financial Statements.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2022**

	Sonoma		
	Program Services	Management and General	Total
Salaries and Wages	\$ 963,548	\$ 9,177	\$ 972,725
Pension Expense	119,119	-	119,119
Other Employee Benefits	96,473	2,334	98,807
Payroll Taxes	22,849	760	23,609
Legal Expenses	-	3,318	3,318
Accounting Expenses	-	9,545	9,545
Instructional Materials	124,961	5,569	130,530
Other Fees for Services	116,402	91,979	208,381
Advertising and Promotion Expenses	36,534	321	36,855
Office Expenses	20,760	655	21,415
Information Technology Expenses	5,106	81	5,187
Occupancy Expenses	941	11,309	12,250
Travel Expenses	5,467	3,742	9,209
Interest Expense	-	3,832	3,832
Insurance Expense	-	7,649	7,649
Other Expenses	38,494	47,462	85,956
	<u>\$ 1,550,654</u>	<u>\$ 197,733</u>	<u>\$ 1,748,387</u>
Total Expenses by Function			

	Total		
	Program Services	Management and General	Total
Salaries and Wages	\$ 5,411,745	\$ 45,286	\$ 5,457,031
Pension Expense	839,312	-	839,312
Other Employee Benefits	606,046	11,497	617,543
Payroll Taxes	123,012	3,882	126,894
Management Fees	-	-	-
Legal Expenses	-	90,051	90,051
Accounting Expenses	-	39,483	39,483
Instructional Materials	567,521	26,021	593,542
Other Fees for Services	476,386	406,604	882,990
Advertising and Promotion Expenses	199,919	1,125	201,044
Office Expenses	86,160	3,919	90,079
Information Technology Expenses	23,933	414	24,347
Occupancy Expenses	4,523	54,473	58,996
Travel Expenses	28,096	14,774	42,870
Interest Expense	-	3,832	3,832
Insurance Expense	-	35,125	35,125
Other Expenses	74,602	89,954	164,556
	<u>\$ 8,441,255</u>	<u>\$ 826,440</u>	<u>\$ 9,267,695</u>
Total Expenses by Function			

See accompanying Notes to Financial Statements.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

California Pacific Charter Schools (the School) consists of three charter schools and is part of a nonprofit benefit corporation under the laws of the State of California.

- California Pacific Charter – San Diego
- California Pacific Charter – Los Angeles
- California Pacific Charter – Sonoma

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, other employee benefits, payroll taxes, other fees for services, office expenses, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2022. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School has conditional grants of \$2,713,226 of which \$748,004 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 6, 2022, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$6,733,441.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School’s deposits in this pool as of June 30, 2022, as provided by the pool sponsor was \$2,838,534.

NOTE 4 LOANS PAYABLE

California Department of Education Loan

The School received a revolving loan from the California Department of Education (CDE) of \$250,000. The loan requires annual principal payments of \$62,500 and has a term of four years. The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from the School’s apportionment. Future maturities of loans payable are as follows: The outstanding amount for the CDE loan at June 30, 2022 was \$138,586.

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 46,194
2024	46,194
2025	46,198
Total	<u>\$ 138,586</u>

Paycheck Protection Program Loan

In April 2020 the School received various loans from Chase in the total amount of \$727,960 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the PPP Loan). The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over 24 months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration (SBA). Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the School fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 4 NOTES PAYABLE (CONTINUED)

Paycheck Protection Program Loan (Continued)

In August 2021, the principal amount of \$630,960 was forgiven by the financial institution and the SBA.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the School's financial position.

NOTE 5 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Annual Comprehensive Financial Report and Actuarial Valuation Report for the year ended June 30, 2021, total STRS plan net assets are \$310 billion, the total actuarial present value of accumulated plan benefits is \$414 billion, contributions from all employers totaled \$5.744 billion, and the plan is 73% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2022, was 16.92% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2020	\$ 403,803	100%
2021	471,684	100%
2022	839,312	100%

NOTE 6 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 7 SUBSEQUENT EVENT

In September 2022, the School entered into a lease agreement for five years for a facility through November 2027. The monthly lease payments start in December 2022 and require escalating monthly payments annually in December. The monthly payment for December 2022 is \$5,244. The future minimum payment for the lease is as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2023	\$ 36,708
2024	64,286
2025	66,614
2026	68,942
2027	71,277
Thereafter	30,105
Total	<u>\$ 337,932</u>

SUPPLEMENTARY INFORMATION

**CALIFORNIA PACIFIC CHARTER SCHOOLS
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 YEAR ENDED JUNE 30, 2022
 (SEE INDEPENDENT AUDITORS' REPORT)
 UNAUDITED**

California Pacific Charter Schools (the School) consists of three charter schools and is part of a nonprofit benefit corporation under the laws of the State of California.

- California Pacific Charter – San Diego
- California Pacific Charter – Los Angeles
- California Pacific Charter – Sonoma

California Pacific Charter – San Diego was established in 2015, when it was granted its charter through Warner Unified School District (WUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1758.

California Pacific Charter – Los Angeles was established in 2015, when it was granted its charter through Acton-Agua Dulce Unified School District (AADUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1751.

California Pacific Charter – Sonoma was established in 2019, when it was granted its charter through Guerneville Elementary School District (GESD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 2037.

The Board of Directors and the Administrators as of the year ended June 30, 2022 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term End (5 Years)</u>
Rickey Trombetta	President	Resigned November 2021
Kelly Wylie	President	February 2024
Dr. Shirley Peterson	Vice President	October 2025
Tanya Rogers	Clerk	October 2025
Susan Calandra	Member	Resigned August 2021
Tom Baumgarten	Member	Resigned October 2021
Bill Howard	Member	December 2026
Jason McFaul	Member	December 2026

ADMINISTRATORS

Christine Feher Superintendent

**CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2022**

The School operates a 100% Independent Study program and does not operate a full-time Classroom-Based program; therefore, a schedule of instructional time is not applicable.

See Independent Auditors' Report and accompanying Notes to Supplementary Information

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**CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2022**

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
CalPac LA:				
Grades TK-3	-	56.40	-	55.82
Grades 4-6	-	55.21	-	54.34
Grades 7-8	-	46.46	-	46.99
Grades 9-12	-	173.94	-	168.95
ADA Totals	-	332.01	-	326.10

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
CalPac SD:				
Grades TK-3	-	34.63	-	33.02
Grades 4-6	-	40.07	-	38.95
Grades 7-8	-	29.16	-	28.67
Grades 9-12	-	159.58	-	158.85
ADA Totals	-	263.44	-	259.49

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
CalPac Sonoma:				
Grades TK-3	-	32.52	-	31.33
Grades 4-6	-	32.89	-	32.48
Grades 7-8	-	24.73	-	24.14
Grades 9-12	-	61.31	-	58.41
ADA Totals	-	151.45	-	146.36

See Independent Auditors' Report and accompanying Notes to Supplementary Information

**CALIFORNIA PACIFIC CHARTER SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022**

There were no differences between the Annual Financial Report and the audited financial statements.

See Independent Auditors' Report and accompanying Notes to Supplementary Information

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**CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2022**

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Identification	Federal Expenditures Total
U.S. Department of Education				
Pass-Through Programs from California				
Department of Education:				
Every Child Succeeds Act:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329		\$ 525,855
Title II, Part A, Improving Teacher Quality	84.367	14341		23,711
Title IV, Part A, Student Support & Academic Enrichment	84.424	N/A		30,000
Special Education Cluster: IDEA Basic Local				
Assistance Entitlement, Part B, Section 611	84.027	13379		<u>172,950</u>
Total Special Education Cluster				<u>172,950</u>
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):				
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	<u>532,736</u>
Total Coronavirus Aid, Relief, and Economic Security Act (CARES Act)				<u>532,736</u>
Total U.S. Department of Education				1,285,252
Total Expenditures of Federal Awards				<u>\$ 1,285,252</u>

N/A - Not Applicable and/or Not Available.

See Independent Auditors' Report and accompanying Notes to Supplementary Information

**CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2022**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
California Pacific Charter Schools
Newport Beach, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of California Pacific Charter Schools (the School), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 6, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.


Board of Directors
California Pacific Charter Schools

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2022



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
California Pacific Charter Schools
Newport Beach, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited California Pacific Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on California Pacific Charter Schools' major federal program for the year ended June 30, 2022. California Pacific Charter Schools' major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, California Pacific Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of California Pacific Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of California Pacific Charter Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to California Pacific Charter Schools' federal programs.

Board of Directors
California Pacific Charter Schools

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on California Pacific Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about California Pacific Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding California Pacific Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of California Pacific Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of California Pacific Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Board of Directors
California Pacific Charter Schools

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2022



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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
California Pacific Charter Schools
Newport Beach, California

Opinion on State Compliance

We have audited California Pacific Charter Schools (the School) compliance with the types of compliance requirements described in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2022. The School's state compliance requirements are identified in the table below.

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for the compliance with the state laws and regulations as identified below.

Board of Directors
California Pacific Charter Schools

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to below and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
California Pacific Charter Schools

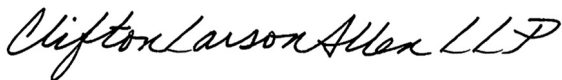
Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
In Person Instruction Grant	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2022

**CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

Section I – Summary of Auditors’ Results

Financial Statements

- 1. Type of auditors’ report issued: Unmodified
- 2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
- 3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

- 1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

Assistance Listing Number(s)

84.425D

Name of Federal Program or Cluster

Elementary and Secondary School Emergency Relief (ESSER II) Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

_____ yes x no

**CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2022**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

There were no findings or questioned costs related to state awards for June 30, 2022.

**CALIFORNIA PACIFIC CHARTER SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

June 30, 2022, is the first year the School is subject under the federal award audit.



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Board of Directors
California Pacific Charter Schools
Newport Beach, California

We have audited the financial statements of California Pacific Charter Schools as of and for the year ended June 30, 2022, and have issued our report thereon dated December 6, 2022. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Appeals Panel, as well as certain information related to the planned scope and timing of our audit in our planning communication dated June 29, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by California Pacific Charter Schools are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2022.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

Board of Directors
California Pacific Charter Schools
Page 2

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated December 6, 2022.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Supplementary information in relation to the financial statements as a whole

With respect to the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 6, 2022.

Board of Directors
California Pacific Charter Schools
Page 3

With respect to the schedule of instructional time, schedule of average daily attendance (ADA), and reconciliation of annual financial report with audited financial statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 6, 2022.

The local education agency organization structure accompanying the financial statements, which is the responsibility of management, was prepared for purposes of additional analysis and is not a required part of the financial statements. Such information was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we did not express an opinion or provide any assurance on it.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document. You are responsible to provide us the opportunity to review such documents before issuance.

Upcoming accounting standards

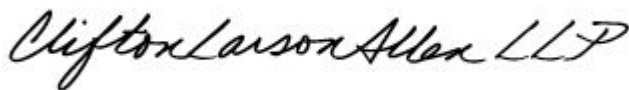
Our promise is to get to know you and help you. For your consideration, we provided recent accounting standards applicable to your entity.

Leases:

- Effective for fiscal years beginning after December 15, 2018, for public entities and December 15, 2021, for nonpublic entities. For your entity: June 30, 2023's financial statements.
- Requires lessees to recognize the assets and liabilities arising from all leases on the statement of financial position.
- A lessee should recognize the liability to make lease payments (the lease liability) and a right-of-use asset representing its right to use the underlying asset for the lease term.
- Continued differentiation between finance and operating leases.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of California Pacific Charter Schools and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Glendora, California
December 6, 2022

Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: CalPac-SD Check Register December 31 2022.pdf
CalPac-LA Check Register December 31 2022.pdf
CalPac-Sonoma Check Register December 31 2022.pdf
J.P. Morgan Statement December 31 2022.pdf
Erickson Law Firm-Merger Announcement_1.1.2023.pdf
Ltr re_Erickson Law Firm-LCalPac 2023 Merger 2022-12-05r-signed.pdf
Contract_Erickson Law Firm-CalPacCS 2023-fin.pdf

BACKGROUND:

Approval of Contract for Legal Services with McDougal Boehmer Foley Lyon Mitchell & Erickson

Erickson Law Firm provides Legal and Consulting Services to California Pacific Charter Schools. Erickson Law Firm has completed a merger with McDougal Love Boehmer Foley Lyon & Mitchell. Effective January 1, 2023, the new law firm McDougal Boehmer Foley Lyon Mitchell & Erickson will begin operations. Current Erickson associates and staff will also be part of the merged firm.

RECOMMENDATION:

It is recommended the Board approve the contract with McDougal Boehmer Foley Lyon Mitchell & Erickson as presented.

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 1/2/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/1/2022	IRVI000--Irvine Four, LLC		1,479.19	Birch St Rent- DEC 2022	44--California Pacific Charter - San Diego
	12/1/2022	PART000--Partners in Special Education	101370758	130.00	OT SERVICES OCT CPC-SD	44--California Pacific Charter - San Diego
	12/1/2022	DELA000--De Lage Landen Financial Services In	101370759	113.12	Copier lease for December 2022	44--California Pacific Charter - San Diego
	12/1/2022	METL001--MetLife Small Business Center	20137001345	5,118.83	November insurance payment	44--California Pacific Charter - San Diego
	12/1/2022	MYA001--Motivated Youth Academy	20137001346	792.86	Final Payment for Cape Rey Board Retreat	44--California Pacific Charter - San Diego
	12/1/2022	PENN001--Penn Corporate Relocation Services	20137001342	691.97	Moving services for office move	44--California Pacific Charter - San Diego
	12/1/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001347	345.40	Legal services in OCT 2022	44--California Pacific Charter - San Diego
	12/1/2022	AMAZ000--Amazon	20137001350	24.13	Materials for Goldbach	44--California Pacific Charter - San Diego
	12/1/2022	AMAZ000--Amazon	20137001349	17.21	8 Art Enrichment supplies for student in CPC-SD	44--California Pacific Charter - San Diego
	12/2/2022	CLIF000--Clifton Larson Allen LLP	20137001353	5,509.81	Audit Services related to year ended 06/30/2022	44--California Pacific Charter - San Diego
	12/2/2022	BREK001--BREK Communications	20137001351	1,410.32	Cable install and parts new office	44--California Pacific Charter - San Diego
	12/2/2022	BREK001--BREK Communications	20137001352	1,072.64	WiFi Programming and Setup with parts	44--California Pacific Charter - San Diego
	12/2/2022	AMAZ000--Amazon	20137001354	7.46	K-8 Art Enrichment kit for student in CPC-SD	44--California Pacific Charter - San Diego
	12/9/2022	PHIL000--Philadelphia Insurance Companies	20137001358	1,277.27	December 2022 Insurance	44--California Pacific Charter - San Diego
	12/9/2022	KMED001--KM Educational Consulting and Execut	20137001357	513.07	Professional Services - November 2022	44--California Pacific Charter - San Diego
	12/9/2022	CKA0001--California Kindergarten Association	101370763	460.51	Conference for Primary Elementary team	44--California Pacific Charter - San Diego
	12/9/2022	HEAT001--Heather Goldbach	20137001356	25.44	Mileage CodeStack Conference	44--California Pacific Charter - San Diego
		HEAT001--Heather Goldbach	20137001356	41.14	Meals CodeStack Conference	44--California Pacific Charter - San Diego
	12/9/2022	ETS0001--ETS	101370765	42.38	CAASPP Video SSR	44--California Pacific Charter - San Diego
	12/9/2022	ETS0001--ETS	101370764	4.34	ELPAC VIDEO SSRS	44--California Pacific Charter - San Diego
	12/9/2022	ECCI000--ECC Imaging LLC.	101370762	3.33	Printer fee for November 2022	44--California Pacific Charter - San Diego
	12/9/2022	SCHO000--School Pathways, LLC	20137001355	2,169.05	2023 Spring Academy Registration Conference	44--California Pacific Charter - San Diego
	12/12/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370771	173.02	Legal service fees for Nov 2022	44--California Pacific Charter - San Diego
	12/12/2022	ALPH000--Alpha Vision, Inc.	101370772	126.47	Backupify G - Suite Cloud to Cloud Email and Dr	44--California Pacific Charter - San Diego
	12/12/2022	WORL000--Worldwide Express	101370770	36.88	Postage for CPC-SD	44--California Pacific Charter - San Diego
	12/12/2022	WORL000--Worldwide Express	101370767	309.82	Postage for CPC-SD	44--California Pacific Charter - San Diego
	12/12/2022	WORL000--Worldwide Express	101370768	419.65	Postage for CPC-SD	44--California Pacific Charter - San Diego
	12/12/2022	ALLS001--All Systems Go!	101370766	220.01	Google Ads for November 2022	44--California Pacific Charter - San Diego
	12/13/2022	CALI003--CaliforniaChoice	101370776	60,459.92	January 2023 Medical Premiums	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 1/2/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/13/2022	WORL000--Worldwide Express	101370773	273.23	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	12/13/2022	SMAL001--Small School Districts' Association	101370775	225.24	District Basic Membership	44--California Pacific Charter - San Diego
	12/13/2022	TEAM001--TeamViewer Germany GmbH	20137001379	155.77	TeamViewer Business Subscription	44--California Pacific Charter - San Diego
	12/13/2022	RING000--RingCentral	20137001369	932.42	Phone charges for November 2022	44--California Pacific Charter - San Diego
	12/13/2022	SEAS001--Carly Stone (Sea Stone Productions)	20137001365	734.14	Video Production For CalPac Aquarium Field Trip	44--California Pacific Charter - San Diego
	12/13/2022	TSWT000--TSW Therapy, Inc.	20137001373	790.63	OT Assessment November CPC-SD	44--California Pacific Charter - San Diego
	12/13/2022	VICT000--Victoria Law	20137001368	181.15	Reimbursement for Victoria Law- SPED protocols	44--California Pacific Charter - San Diego
	12/13/2022	IRON000--Iron Mountain	20137001371	143.96	Storage/Service for November 2022	44--California Pacific Charter - San Diego
	12/13/2022	ZOOM000--Zoom	20137001370	116.43	New licenses for staff	44--California Pacific Charter - San Diego
	12/13/2022	ERIN000--Erin Rineberg	20137001367	12.03	Meals CSDC Conf	44--California Pacific Charter - San Diego
		ERIN000--Erin Rineberg	20137001367	46.30	Mileage CSDC Conf	44--California Pacific Charter - San Diego
	12/13/2022	AMAZ000--Amazon	20137001376	35.70	Speakers for office computers	44--California Pacific Charter - San Diego
	12/13/2022	AMAZ000--Amazon	20137001377	9.22	Office supplies	44--California Pacific Charter - San Diego
	12/13/2022	CHRI001--Christine Feher	20137001362	253.86	Hotel and flights ACSA & CSDC Conf	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001362	30.61	Meals	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001362	89.37	Mileage and parking	44--California Pacific Charter - San Diego
	12/13/2022	AMYE001--Amy Evans	20137001364	47.60	Meals for Field Trip	44--California Pacific Charter - San Diego
		AMYE001--Amy Evans	20137001364	238.51	Hotel for Field Trip	44--California Pacific Charter - San Diego
		AMYE001--Amy Evans	20137001364	185.00	Mileage and parking for Field Trip	44--California Pacific Charter - San Diego
		AMYE001--Amy Evans	20137001364	191.00	Field trip tickets	44--California Pacific Charter - San Diego
	12/13/2022	DANI001--Danielle Carbonetta	20137001360	48.39	Meals	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137001360	4.41	Cleaning supplies	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137001360	25.47	Moving truck	44--California Pacific Charter - San Diego
	12/13/2022	ERIC001--Ericka Zemmer	20137001359	43.18	Mileage and parking CSDC Conference	44--California Pacific Charter - San Diego
		ERIC001--Ericka Zemmer	20137001359	12.54	Meals CSDC Conference	44--California Pacific Charter - San Diego
	12/13/2022	CORR001--Corrie Amador	20137001361	29.57	Mileage	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137001361	7.92	Dinner for CSDC conference	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137001361	15.92	Postage	44--California Pacific Charter - San Diego
	12/14/2022	METL001--MetLife Small Business Center	20137001386	5,342.75	December insurance payment	44--California Pacific Charter - San Diego
	12/14/2022	ARIT001--Ari Tavakoulnia	20137001384	62.02	ment for Ari Tavakoulnia- Chemistry experiences	44--California Pacific Charter - San Diego
	12/14/2022	ROMY001--Romy Fay-Mason	20137001385	33.75	Mileage reimbursement for Romy Mason	44--California Pacific Charter - San Diego
	12/14/2022	AMAZ000--Amazon	20137001381	2.86	Supplies for office	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137001381	22.86	Technology for office	44--California Pacific Charter - San Diego
	12/14/2022	VANG000--Vanqie Akridae	20137001383	6.30	ursement for Vanqie Akridae- CSDC conference	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
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Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/15/2022	AMAZ000--Amazon	20137001387	17.97	Office supplies - 1099 tax forms	44--California Pacific Charter - San Diego
	12/19/2022	DEPT000--Department of Justice	101370779	21.36	Fingerprint Processing- November 2022	44--California Pacific Charter - San Diego
	12/19/2022	AZTX001--Arizona Department of Revenue	101370778	4.67	Arizona Withholding Tax (Period: 09/30/2019)	44--California Pacific Charter - San Diego
	12/21/2022	VENT001--Ventura County Office of Education	101370780	358.72	ny Clear Credential Program- Elizabeth DelConte	44--California Pacific Charter - San Diego
	12/22/2022	STAP001--Staples Technology Solutions	20137001392	5,259.60	Computers for CPC-SD	44--California Pacific Charter - San Diego
	12/22/2022	STAP001--Staples Technology Solutions	20137001391	6,512.49	Computers for Staff	44--California Pacific Charter - San Diego
	12/22/2022	PITN000--Pitney Bowes Global Financial Service	20137001393	66.14	Postage meter payment Dec 2022	44--California Pacific Charter - San Diego
Total for CHASE 1781				105,586.30		

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 1/2/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/1/2022	IRVI000--Irvine Four, LLC		2,227.43	Birch St Rent- DEC 2022	55--California Pacific Charter - Los Angeles
	12/1/2022	PART000--Partners in Special Education	101370758	422.50	OT SERVICES OCT CPC-LA	55--California Pacific Charter - Los Angeles
	12/1/2022	DELA000--De Lage Landen Financial Services In	101370759	170.33	Copier lease for December 2022	55--California Pacific Charter - Los Angeles
	12/1/2022	MYA001--Motivated Youth Academy	20137001346	793.09	Final Payment for Cape Rey Board Retreat	55--California Pacific Charter - Los Angeles
	12/1/2022	OXFO000--Oxford Consulting Services, Inc. OXFO000--Oxford Consulting Services, Inc.	20137001343 20137001343	2,062.50 142.31	BIS/ERMHS PT SERVICES OCTOBER	55--California Pacific Charter - Los Angeles 55--California Pacific Charter - Los Angeles
	12/1/2022	PENN001--Penn Corporate Relocation Services	20137001342	1,041.99	Moving services for office move	55--California Pacific Charter - Los Angeles
	12/1/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001348	1,472.00	Legal services for OCT 2022	55--California Pacific Charter - Los Angeles
	12/1/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001347	426.41	Legal services in OCT 2022	55--California Pacific Charter - Los Angeles
	12/1/2022	AMAZ000--Amazon	20137001350	36.34	Materials for Goldbach	55--California Pacific Charter - Los Angeles
	12/2/2022	CLIF000--Clifton Larson Allen LLP	20137001353	8,296.90	Audit Services related to year ended 06/30/2022	55--California Pacific Charter - Los Angeles
	12/2/2022	BREK001--BREK Communications	20137001351	2,123.72	Cable install and parts new office	55--California Pacific Charter - Los Angeles
	12/2/2022	BREK001--BREK Communications	20137001352	1,615.23	WiFi Programming and Setup with parts	55--California Pacific Charter - Los Angeles
	12/9/2022	PHIL000--Philadelphia Insurance Companies	20137001358	1,923.37	December 2022 Insurance	55--California Pacific Charter - Los Angeles
	12/9/2022	KMED001--KM Educational Consulting and Execi	20137001357	772.59	Professional Services - November 2022	55--California Pacific Charter - Los Angeles
	12/9/2022	CKA0001--California Kindergarten Association	101370763	693.45	Conference for Primary Elementary team	55--California Pacific Charter - Los Angeles
	12/9/2022	HEAT001--Heather Goldbach HEAT001--Heather Goldbach	20137001356 20137001356	61.94 38.32	Meals CodeStack Conference Mileage CodeStack Conference	55--California Pacific Charter - Los Angeles 55--California Pacific Charter - Los Angeles
	12/9/2022	ETS0001--ETS	101370765	63.82	CAASPP Video SSR	55--California Pacific Charter - Los Angeles
	12/9/2022	ETS0001--ETS	101370764	6.53	ELPAC VIDEO SSRS	55--California Pacific Charter - Los Angeles
	12/9/2022	ECCI000--ECC Imaging LLC.	101370762	5.03	Printer fee for November 2022	55--California Pacific Charter - Los Angeles
	12/9/2022	SCHO000--School Pathways, LLC	20137001355	3,266.25	2023 Spring Academy Registration Conference	55--California Pacific Charter - Los Angeles
	12/12/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370771	260.55	Legal service fees for Nov 2022	55--California Pacific Charter - Los Angeles
	12/12/2022	EMHS000--EMH Sports USA, Inc.	101370769	285.00	APE November CPC-LA	55--California Pacific Charter - Los Angeles
	12/12/2022	ALPH000--Alpha Vision, Inc.	101370772	190.45	Backupify G - Suite Cloud to Cloud Email and Dr	55--California Pacific Charter - Los Angeles
	12/12/2022	WORL000--Worldwide Express	101370770	31.49	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	12/12/2022	WORL000--Worldwide Express	101370767	447.68	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	12/12/2022	WORL000--Worldwide Express	101370768	252.05	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	12/12/2022	ALLS001--All Systems Go!	101370766	331.31	Google Ads for November 2022	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/13/2022	JANE000--Janet E. Kohtz	101370777	210.00	Vision Therapy November CPC-LA	55--California Pacific Charter - Los Angeles
	12/13/2022	WORL000--Worldwide Express	101370773	361.18	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	12/13/2022	SMAL001--Small School Districts' Association	101370775	339.19	District Basic Membership	55--California Pacific Charter - Los Angeles
	12/13/2022	TEAM001--TeamViewer Germany GmbH	20137001379	234.57	TeamViewer Business Subscription	55--California Pacific Charter - Los Angeles
	12/13/2022	RING000--RingCentral	20137001369	1,404.09	Phone charges for November 2022	55--California Pacific Charter - Los Angeles
	12/13/2022	SEAS001--Carly Stone (Sea Stone Productions)	20137001365	1,105.50	Video Production For CalPac Aquarium Field Trip	55--California Pacific Charter - Los Angeles
	12/13/2022	TSWT000--TSW Therapy, Inc.	20137001372	550.00	OT SERVICES NOVEMBER - CPC-LA	55--California Pacific Charter - Los Angeles
	12/13/2022	VICT000--Victoria Law	20137001368	272.79	Reimbursement for Victoria Law- SPED protocols	55--California Pacific Charter - Los Angeles
	12/13/2022	IRON000--Iron Mountain	20137001371	216.79	Storage/Service for November 2022	55--California Pacific Charter - Los Angeles
	12/13/2022	ZOOM000--Zoom	20137001370	175.33	New licenses for staff	55--California Pacific Charter - Los Angeles
	12/13/2022	ERIN000--Erin Rineberg	20137001367	69.72	Mileage CSDC Conf	55--California Pacific Charter - Los Angeles
		ERIN000--Erin Rineberg	20137001367	18.11	Meals CSDC Conf	55--California Pacific Charter - Los Angeles
	12/13/2022	AMAZ000--Amazon	20137001377	13.89	Office supplies	55--California Pacific Charter - Los Angeles
	12/13/2022	AMAZ000--Amazon	20137001374	5.15	Materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	12/13/2022	AMAZ000--Amazon	20137001375	5.03	Material for teacher to review with student	55--California Pacific Charter - Los Angeles
	12/13/2022	CHRI001--Christine Feher	20137001362	134.58	Mileage and parking	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001362	382.27	Hotel and flights ACSA & CSDC Conf	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001362	46.10	Meals	55--California Pacific Charter - Los Angeles
	12/13/2022	DANI001--Danielle Carbonetta	20137001360	38.36	Moving truck	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137001360	6.64	Cleaning supplies	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137001360	72.87	Meals	55--California Pacific Charter - Los Angeles
	12/13/2022	ERIC001--Ericka Zemmer	20137001359	65.02	Mileage and parking CSDC Conference	55--California Pacific Charter - Los Angeles
		ERIC001--Ericka Zemmer	20137001359	18.87	Meals CSDC Conference	55--California Pacific Charter - Los Angeles
	12/13/2022	CORR001--Corrie Amador	20137001361	11.92	Dinner for CSDC conference	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137001361	23.97	Postage	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137001361	44.54	Mileage	55--California Pacific Charter - Los Angeles
	12/14/2022	ARIT001--Ari Tavakoulnia	20137001384	93.39	ment for Ari Tavakoulnia- Chemistry experiences	55--California Pacific Charter - Los Angeles
	12/14/2022	ROMY001--Romy Fay-Mason	20137001385	50.81	Mileage reimbursement for Romy Mason	55--California Pacific Charter - Los Angeles
	12/14/2022	AMAZ000--Amazon	20137001380	136.74	Camera equipment for social media	55--California Pacific Charter - Los Angeles
	12/14/2022	AMAZ000--Amazon	20137001381	4.31	Supplies for office	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137001381	34.43	Technology for office	55--California Pacific Charter - Los Angeles
	12/14/2022	VANG000--Vangie Akridge	20137001383	9.49	ursement for Vangie Akridge- CSDC conference	55--California Pacific Charter - Los Angeles
	12/15/2022	AMAZ000--Amazon	20137001387	27.06	Office supplies - 1099 tax forms	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/19/2022	DEPT000--Department of Justice	101370779	32.16	Fingerprint Processing- November 2022	55--California Pacific Charter - Los Angeles
	12/19/2022	AZTX001--Arizona Department of Revenue	101370778	7.04	Arizona Withholding Tax (Period: 09/30/2019)	55--California Pacific Charter - Los Angeles
	12/21/2022	VENT001--Ventura County Office of Education	101370780	540.19	ny Clear Credential Program- Elizabeth DelConte	55--California Pacific Charter - Los Angeles
	12/22/2022	STAP001--Staples Technology Solutions	20137001392	15,778.80	Computers for CPC-LA	55--California Pacific Charter - Los Angeles
	12/22/2022	STAP001--Staples Technology Solutions	20137001388	2,080.73	Computers for staff	55--California Pacific Charter - Los Angeles
	12/22/2022	PITN000--Pitney Bowes Global Financial Service	20137001393	99.60	Postage meter payment Dec 2022	55--California Pacific Charter - Los Angeles
	12/22/2022	STAP001--Staples Technology Solutions	20137001389	96.00	GOOGLE CHROME OS MANAGEMENT For staff	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				54,277.81		

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 1/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/1/2022	IRVI000--Irvine Four, LLC		726.07	Birch St Rent- DEC 2022	95--California Pacific Charter - Sonoma
	12/1/2022	DELA000--De Lage Landen Financial Services In	101370759	55.52	Copier lease for December 2022	95--California Pacific Charter - Sonoma
	12/1/2022	MYA001--Motivated Youth Academy	20137001346	792.85	Final Payment for Cape Rey Board Retreat	95--California Pacific Charter - Sonoma
	12/1/2022	PENN001--Penn Corporate Relocation Services	20137001342	339.66	Moving services for office move	95--California Pacific Charter - Sonoma
	12/1/2022	EECS000--Effectual Educational Consulting Serv	20137001344	1,265.00	APE Services October	95--California Pacific Charter - Sonoma
	12/1/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001347	124.19	Legal services in OCT 2022	95--California Pacific Charter - Sonoma
	12/1/2022	AMAZ000--Amazon	20137001350	11.84	Materials for Goldbach	95--California Pacific Charter - Sonoma
	12/2/2022	CLIF000--Clifton Larson Allen LLP	20137001353	2,704.54	udit Services related to year ended 06/30/2022	95--California Pacific Charter - Sonoma
	12/2/2022	BREK001--BREK Communications	20137001351	692.27	Cable install and parts new office	95--California Pacific Charter - Sonoma
	12/2/2022	BREK001--BREK Communications	20137001352	526.52	WiFi Programminng and Setup with parts	95--California Pacific Charter - Sonoma
	12/5/2022	AMAZ000--Amazon	20137001338	108.65	Doc camera for student in CPC-SO	95--California Pacific Charter - Sonoma
	12/9/2022	PHIL000--Philadelphia Insurance Companies	20137001358	626.96	December 2022 Insurance	95--California Pacific Charter - Sonoma
	12/9/2022	KMED001--KM Educational Consulting and Execu	20137001357	251.84	Professional Services - November 2022	95--California Pacific Charter - Sonoma
	12/9/2022	CKA0001--California Kindergarten Association	101370763	226.04	Conference for Primary Elementary team	95--California Pacific Charter - Sonoma
	12/9/2022	HEAT001--Heather Goldbach	20137001356	12.49	Mileage CodeStack Conference	95--California Pacific Charter - Sonoma
	12/9/2022	HEAT001--Heather Goldbach	20137001356	20.19	Meals CodeStack Conference	95--California Pacific Charter - Sonoma
	12/9/2022	ETS0001--ETS	101370765	20.80	CAASPP Video SSR	95--California Pacific Charter - Sonoma
	12/9/2022	ETS0001--ETS	101370764	2.13	ELPAC VIDEO SSRS	95--California Pacific Charter - Sonoma
	12/9/2022	ECCI000--ECC Imaging LLC.	101370762	1.64	Printer fee for November 2022	95--California Pacific Charter - Sonoma
	12/9/2022	SCHO000--School Pathways, LLC	20137001355	1,064.70	2023 Spring Academy Registration Conference	95--California Pacific Charter - Sonoma
	12/12/2022	YMCL000--Law Offices of Young, Minney & Corr.	101370771	84.93	Legal service fees for Nov 2022	95--California Pacific Charter - Sonoma
	12/12/2022	EMHS000--EMH Sports USA, Inc.	101370769	190.00	APE November CPC-SO	95--California Pacific Charter - Sonoma
	12/12/2022	ALPH000--Alpha Vision, Inc.	101370772	62.08	Backupify G - Suite Cloud to Cloud Email and Dr	95--California Pacific Charter - Sonoma
	12/12/2022	WORL000--Worldwide Express	101370770	56.17	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	12/12/2022	WORL000--Worldwide Express	101370767	349.63	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	12/12/2022	WORL000--Worldwide Express	101370768	420.75	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	12/12/2022	ALLS001--All Systems Go!	101370766	108.00	Google Ads for November 2022	95--California Pacific Charter - Sonoma
	12/13/2022	GUER000--Guerneville School District - Business	101370774	22,813.00	Quarter 1 & 2 Fiscal Oversight Fees	95--California Pacific Charter - Sonoma
	12/13/2022	WORL000--Worldwide Express	101370773	264.63	Shipping for CPC-SO	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 1/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	12/13/2022	SMAL001--Small School Districts' Association	101370775	110.57	District Basic Membership	95--California Pacific Charter - Sonoma
	12/13/2022	TEAM001--TeamViewer Germany GmbH	20137001379	76.46	TeamViewer Business Subscription	95--California Pacific Charter - Sonoma
	12/13/2022	RING000--RingCentral	20137001369	457.69	Phone charges for November 2022	95--California Pacific Charter - Sonoma
	12/13/2022	SEAS001--Carly Stone (Sea Stone Productions)	20137001365	360.36	Video Production For CalPac Aquarium Field Trip	95--California Pacific Charter - Sonoma
	12/13/2022	VICT000--Victoria Law	20137001368	88.92	Reimbursement for Victoria Law- SPED protocols	95--California Pacific Charter - Sonoma
	12/13/2022	IRON000--Iron Mountain	20137001371	70.67	Storage/Service for November 2022	95--California Pacific Charter - Sonoma
	12/13/2022	ZOOM000--Zoom	20137001370	57.15	New licenses for staff	95--California Pacific Charter - Sonoma
	12/13/2022	ERIN000--Erin Rineberg	20137001367	22.73	Mileage CSDC Conf	95--California Pacific Charter - Sonoma
		ERIN000--Erin Rineberg	20137001367	5.90	Meals CSDC Conf	95--California Pacific Charter - Sonoma
	12/13/2022	UNPL001--Unplug Studio LLC	20137001366	50.00	Hosting and Maintenance- December 2022	95--California Pacific Charter - Sonoma
	12/13/2022	AMAZ000--Amazon	20137001377	4.53	Office supplies	95--California Pacific Charter - Sonoma
	12/13/2022	AMAZ000--Amazon	20137001378	5.84	Supplies for student in CPC-SO	95--California Pacific Charter - Sonoma
	12/13/2022	CHRI001--Christine Feher	20137001362	43.87	Mileage and parking	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001362	15.03	Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001362	124.61	Hotel and flights ACSA & CSDC Conf	95--California Pacific Charter - Sonoma
	12/13/2022	DANI001--Danielle Carbonetta	20137001360	2.17	Cleaning supplies	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137001360	23.75	Meals	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137001360	12.50	Moving truck	95--California Pacific Charter - Sonoma
	12/13/2022	ERIC001--Ericka Zemmer	20137001359	21.19	Mileage and parking CSDC Conference	95--California Pacific Charter - Sonoma
		ERIC001--Ericka Zemmer	20137001359	6.15	Meals CSDC Conference	95--California Pacific Charter - Sonoma
	12/13/2022	CORR001--Corrie Amador	20137001361	3.89	Dinner for CSDC conference	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137001361	14.52	Mileage	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137001361	7.81	Postage	95--California Pacific Charter - Sonoma
	12/14/2022	ARIT001--Ari Tavakoulinia	20137001384	30.44	ment for Ari Tavakoulinia- Chemistry experiences	95--California Pacific Charter - Sonoma
	12/14/2022	ROMY001--Romy Fay-Mason	20137001385	16.56	Mileage reimbursement for Romy Mason	95--California Pacific Charter - Sonoma
	12/14/2022	AMAZ000--Amazon	20137001381	1.40	Supplies for office	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137001381	11.22	Technology for office	95--California Pacific Charter - Sonoma
	12/14/2022	VANG000--Vangie Akridge	20137001383	3.09	ursement for Vangie Akridge- CSDC conference	95--California Pacific Charter - Sonoma
	12/15/2022	AMAZ000--Amazon	20137001387	8.82	Office supplies - 1099 tax forms	95--California Pacific Charter - Sonoma
	12/19/2022	DEPT000--Department of Justice	101370779	10.48	Fingerprint Processing- November 2022	95--California Pacific Charter - Sonoma
	12/19/2022	AZTX001--Arizona Department of Revenue	101370778	2.29	Arizona Withholding Tax (Period: 09/30/2019)	95--California Pacific Charter - Sonoma
	12/21/2022	VENT001--Ventura County Office of Education	101370780	176.09	ny Clear Credential Program- Elizabeth DelConte	95--California Pacific Charter - Sonoma
	12/22/2022	WILL000--William J Howard Jr.	1003600060	200.00	December 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma

Company Name: California Pacific Charter - Sonoma
Report Name: Check Register
Created On: 1/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
		WILL000--William J Howard Jr.	1003600060	150.00	Dec Dir. Eval. Comm. 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma
	12/22/2022	TANY001--Tanya Rogers	1003600059	200.00	December 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
		TANY001--Tanya Rogers	1003600059	150.00	Dec Dir. Eval. Comm. 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
	12/22/2022	JASO000--Jason D. McFaul	1003756512	200.00	December 2022 Board Stipends - JM	95--California Pacific Charter - Sonoma
	12/22/2022	KELL000--Kelly Wylie	1003756511	200.00	December 2022 Board Stipends - KW	95--California Pacific Charter - Sonoma
	12/22/2022	SHIR000--Shirley Peterson	1100375651	200.00	December 2022 Board Stipends - SP	95--California Pacific Charter - Sonoma
	12/22/2022	STAP001--Staples Technoloay Solutions	20137001392	3,506.75	Computers for CPC-SO	95--California Pacific Charter - Sonoma
	12/22/2022	PITN000--Pitney Bowes Global Financial Service	20137001393	32.47	Postage meter payment Dec 2022	95--California Pacific Charter - Sonoma
Total for CHASE 1781				40,609.01		



JPMORGAN CHASE BANK NA
 PO BOX 15918
 MAIL SUITE DE1-1404
 WILMINGTON DE 19850

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	01/24/2023
AMOUNT DUE	\$28,359.03
CURRENT BALANCE	\$28,359.03

Remit To: JPMORGAN CHASE BANK NA
 P.O. BOX 4475
 CAROL STREAM, IL 60197-4475

AMOUNT ENCLOSED \$

CALIFORNIA PACIFIC
 SHANNON GREEN
 4101 BIRCH STREET
 SUITE 150
 NEWPORT BEACH CA 92660-2236

** 0000000

556375790010093702835903028359034

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 12-30-22
 CREDIT LIMIT 50,000
 AVAILABLE CREDIT 21,641

FOR CUSTOMER SERVICE CALL:
 1-800-316-6056
 FOR TTY/TDD SERVICE CALL:
 1-800-955-8060

SEND BILLING INQUIRIES TO:
 JPMORGAN CHASE BANK NA
 COMMERCIAL CARD SOLUTIONS
 P.O. BOX 2015
 MAIL SUITE IL1-6225
 ELGIN, IL 60121

PREVIOUS BALANCE	12,917.72
PURCHASES AND OTHER CHARGES	28,359.03
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	12,917.72-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	28,359.03
TOTAL PAYMENT DUE	28,359.03
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
\$12,917.72CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-26	12-26		AUTO PAYMENT DEDUCTION	12,917.72 CR

INDIVIDUAL CARDHOLDER ACTIVITY

ALEXIS MORFIN
5563-7500-4480-5891

CREDITS \$0.00
PURCHASES \$6,570.38

CASH ADV \$0.00

TOTAL ACTIVITY \$6,570.38

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-01	11-30	82305092335000003038463	STAMPLI FOR 11-2022 MOUNTAIN VIEW CA	1,094.75
12-02	12-01	55417342335283351685297	WATER - COFFEE DELIVER ATLANTA GA P.O.S.: 28335163768 SALES TAX: 0.00	122.41
12-12	12-09	55417342343273433000458	SCHOOL SERVICES OF CAL 916-4467517 CA P.O.S.: 1077751 SALES TAX: 0.00	295.00
12-12	12-09	55432862343208896760774	SQ *OC ENGRAVING SANTA ANA CA P.O.S.: 00011529215122695 SALES TAX: 0.00	465.00
12-15	12-14	02305372349500307535815	STATERBROS037 TUSTIN CA	18.08
12-15	12-14	75369432348171601428768	THE UPS STORE 6312 SEBASTOPOL CA P.O.S.: V6312-2922121418144252915 SALES TAX: 4.48	397.10
12-16	12-15	55417342349263496519035	SCHOOL SERVICES OF CAL 916-4467517 CA P.O.S.: 1077751 SALES TAX: 0.00	195.00
12-16	12-15	55432862349200810988122	ABB*BOUDIN CATERING 415-283-1230 CA	166.19
12-19	12-16	02305372351000746531710	USPS PO 0569360115 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	12.00
12-20	12-19	55429502353743216451674	ADOBE *ADOBE 4085366000 CA P.O.S.: C5ESCM3C SALES TAX: 0.00	2,396.61
12-20	12-19	55432862353201948173697	MYFAX SERVICE 866-563-9212 CA	25.00
12-20	12-19	55432862353201948569183	MYFAX SERVICE 866-563-9212 CA	12.00
12-21	12-20	55432862354202332135689	SQ *OC ENGRAVING SANTA ANA CA P.O.S.: 00023058430167823 SALES TAX: 0.00	12.00
12-21	12-20	55432862354202392706551	HC *BRAND SUPPORTCENTR 800-277-6387 TX	169.06
12-23	12-22	02305372356300407991889	USPS CHANGE OF ADDRESS 800-238-3150 TN P.O.S.: pmgcom366176426 SALES TAX: 0.00	21.05
12-30	12-29	55436872364123640548806	PRIMO WATER 800-7285508 FL P.O.S.: 98634274 SALES TAX: 3.15	31.54
Total Purchasing Activity				\$5,432.79

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-20	12-19	55432862353202070859038	HOTELSCOM7245315077282 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	968.32
12-20	12-19	55480772354400256000630	EURO CAFE SANTA ANA CA	14.83
12-21	12-19	55263522354091032000010	YOGURTLAND CA308 SANTA ANA CA	17.78
12-21	12-20	55506292355091330000080	BELLA CUBA INC SANTA ANA CA	136.66
Total Travel Activity				\$1,137.59

CHRISTINE FEHER 5563-7501-9072-1330	CREDITS \$0.00	PURCHASES \$21,788.65	CASH ADV \$0.00	TOTAL ACTIVITY \$21,788.65
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-02	12-01	55429502335715399026039	GRAMMARLY CO9RE04BX 8883186146 CA P.O.S.: HC8PFXAA SALES TAX: 0.00	600.00
12-05	12-04	55432862338207276201703	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NNXj9A SALES TAX: 0.00	500.00
12-05	12-02	75369432336119802212998	THE UPS STORE 1980 TUSTIN CA P.O.S.: V1980-2922120300225404455 SALES TAX: 0.00	49.19
12-06	12-05	02682632340910001056167	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M84029752121 SALES TAX: 0.00	500.00
12-06	12-05	55432862339207626937773	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NPAAXL SALES TAX: 0.00	500.00
12-07	12-07	15270212341000787735851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-07	12-06	55432862340207905724212	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NRarnV SALES TAX: 0.00	500.00
12-08	12-07	55432862341208339303903	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NT2H11 SALES TAX: 0.00	500.00
12-09	12-08	55432862342208609161477	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NUDeh1 SALES TAX: 0.00	500.00
12-09	12-09	55432862343208660388885	STL*HYDROFLASK.COM 888-584-9376 TX	2,371.36
12-12	12-09	02682632344910022011460	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M52218760116 SALES TAX: 0.00	500.00
12-12	12-11	15270212345000512785854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-12	12-12	55432862346209617602912	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0NZqmEF SALES TAX: 0.00	500.00
12-13	12-12	05410192347105102519425	STAPLES 00100784 SANTA ANA CA P.O.S.: 006004258 SALES TAX: 1.59	18.81
12-13	12-12	15270212346413953705852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-13	12-13	15270212347000425605858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-13	12-12	55480772346207555800888	ONTIMETEL DIALMYCALLS 8009282086 FL	44.99
12-14	12-13	02712262347300340997029	CALIFORNIA ASC OF SCHO 916-447-3783 CA	2,350.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-14	12-13	55432862347200147515103	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0O242xr SALES TAX: 0.00	500.00
12-15	12-14	15270212348002393425854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-16	12-15	02682632350910000156049	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M40401613160 SALES TAX: 0.00	500.00
12-16	12-16	15270212350000100263076	MSFT * E0800LG835 MSBILL.INFO WA	789.08
12-19	12-17	02682632352910020011347	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M53539979243 SALES TAX: 0.00	500.00
12-19	12-18	02682632353910022009975	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M13034196234 SALES TAX: 0.00	500.00
12-19	12-16	15270212350001758105858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-19	12-17	55432862351201449698939	MAILCHIMP *MISC MAILCHIMP.COM GA	19.55
12-19	12-18	55432862352201734489373	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	187.25
12-20	12-19	55432862353201982378681	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0OaF6OI SALES TAX: 0.00	500.00
12-21	12-20	02682632355910001128117	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M79917399547 SALES TAX: 0.00	500.00
12-21	12-20	55480772355207710504936	CAL CHAMBER OF COMMERC 8003318877 CA	59.22
12-22	12-22	15270212356000693565857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-22	12-21	55432862355202613409638	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0Odu638 SALES TAX: 0.00	500.00
12-26	12-23	02682632358910001054013	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M93450995679 SALES TAX: 0.00	500.00
12-26	12-25	15270212359000413015859	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
12-26	12-24	55432862358203336236925	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0Oh5CBB SALES TAX: 0.00	500.00
12-27	12-26	02682632361910001050297	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M61503162046 SALES TAX: 0.00	500.00
12-27	12-27	55432862361204039390758	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0OIhtli SALES TAX: 0.00	500.00
12-29	12-28	02682632363910003059153	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M07175190372 SALES TAX: 0.00	500.00
12-29	12-28	55432862362204523372733	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0OojawW SALES TAX: 0.00	500.00
12-30	12-29	02682632364910004140712	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M98290194591 SALES TAX: 0.00	500.00
Total Purchasing Activity				\$21,489.45

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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INDIVIDUAL CARDHOLDER ACTIVITY

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-07	12-06	55432862340208005206431	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	286.25
Total Activity				\$286.25

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-16	12-15	82711162349000018165304	ULTIMATE SLP FARMINGTON CT	12.95
Total Miscellaneous Activity				\$12.95

M E R G E R A N N O U N C E M E N T

It is with great pleasure that we announce the merger of McDougal Love Boehmer Foley Lyon & Mitchell and Erickson Law Firm. The merger of the two legal practices will become effective January 1, 2023. The new law firm, McDougal Boehmer Foley Lyon Mitchell & Erickson, will consist of fifteen attorneys and seven staff members.

McDougal Love Boehmer Foley Lyon & Mitchell was founded in San Diego County in 1946 and since that time has represented cities and special districts in San Diego County longer than any other local firm. Key practice areas include municipal and special district law, litigation, labor and employment, municipal finance, family, estate planning, and business and corporate law. Five former firm members have been appointed to the judicial bench. Currently, McDougal Love Boehmer Foley Lyon & Mitchell represents the cities of El Cajon and Imperial Beach as city attorneys; the Lakeside Fire Protection District, Ramona Municipal Water District, and San Diego Convention Center Corporation as general counsel; and a number of other special districts in California. Additionally, the firm provides special counsel services to many public entities, including but not limited to the County of San Diego and North County Transit District. The firm has numerous private clients throughout California.

Rex Randall Erickson, the owner and principal of Erickson Law Firm, started his career at the McDougal law firm thirty years ago, where he practiced for eight years. After leaving the McDougal law firm, Mr. Erickson joined Zampi & Associates in late 1999, which then became Zampi, Determan & Erickson, and then the Erickson Law Firm. For the past twenty-two years, Mr. Erickson and his law firms have represented California school districts, charter schools, community college districts, and California State University auxiliary organizations in all aspects of public school and education law, employment and employer-employee relations law, collective bargaining, and discrimination complaints. Currently, the Erickson Law Firm represents twenty-five community college districts, eighteen K-12 school districts, seven charter schools, and six CSU auxiliary organizations.

The combined practice will bring together a compilation of more than 100 years of public law experience. The key practice areas will include municipal law, education law, litigation, labor and employment law, collective bargaining/negotiations, family law, estate planning, probate and trust administration, and business and corporate law.

The merger combines two extraordinary law firms with complementary strengths that together escalate the blended practice to a higher level of service to accommodate our clients' needs. With the combined departments and specialties, the merged law firm will be able to offer additional services that were not available separately.

This is a very exciting occasion for both firms, our staff, as well as our existing and future clients. We pride ourselves in the quality of our attorneys, the quality of our work product, and the quality of our service. You can expect from the combined firm a shared commitment to the same responsiveness, high-quality of service, and the same team that you have come to know and rely upon.



2878 Camino Del Rio South, Suite 115 | San Diego, California 92108

December 5, 2022

Client No.: 128.00

VIA E-MAIL

Christine Feher, Executive Director
California Pacific Charter School
940 South Coast Drive #185
Costa Mesa, California 92626
Email: cfeher@cal-pacs.org

Re: Merger

Dear Ms. Feher:

As we've discussed, I am excited to announce the merger of Erickson Law Firm with McDougal Love Boehmer Foley Lyon & Mitchell. Effective January 1, 2023, the new law firm McDougal Boehmer Foley Lyon Mitchell & Erickson will begin operations. My current associates and staff will also be part of the merged firm. We will continue to practice law under the Erickson Law Firm until December 31, 2022.

Beginning January 1, 2023, we can be reached at:

McDougal Boehmer Foley Lyon Mitchell & Erickson
8100 La Mesa Blvd., Suite 200
La Mesa, California 91942
(619) 440-4444 or (619) 231-9920

Enclosed is an updated fee agreement reflecting the new change. At your earliest opportunity, please take it to the Board for consideration and approval and return at your convenience.

Please note that in January, the District will receive a bill from Erickson Law Firm for all matters which are worked on through December 31, 2022. Subsequently in February, the District will receive a bill from McDougal Boehmer Foley Lyon Mitchell & Erickson for any matters worked on after January 1, 2023.

Please be assured that we are committed to continue providing the same responsiveness and high-quality of service you have come to expect. As a result of the merger, we will also be able to provide additional services that were not available separately, including a full litigation department, bond counsel, and additional experience in facilities and land use matters.

Thank you again for placing your trust and confidence in Erickson Law Firm. We look forward to our continued relationship and will strive to meet your expectations. Should you have any questions, please do not hesitate to contact me.

Very truly yours,


REX RANDALL ERICKSON

cc: Kurt Madden

CONTRACT FOR LEGAL AND CONSULTANT SERVICES

THIS WRITTEN FEE CONTRACT ("Contract") is entered into by and between CALIFORNIA PACIFIC CHARTER SCHOOL, a California non-profit corporation ("CPCS" or "Client"), and McDougal Boehmer Foley Lyon Mitchell & Erickson ("Attorneys and/or Consultants") as authorized by the Education Code, Government Code, and Public Contracts Code.

1. **Scope of Agreement:** Client hires Attorneys to provide legal and consultant services in connection with the operation of the CPCS. Attorneys will provide those legal and consultant services reasonably required to represent Client. If at any point a charge or complaint is filed, Attorneys' services will include handling the case through hearing or trial and all appeals and execution on any judgment obtained. This Agreement shall continue in effect until terminated, modified or amended. This Agreement shall commence on January 1, 2023, and may be modified or amended by the parties in writing. This Agreement may be terminated by the Client at any time with written notice to Attorneys.

2. **Fee Arrangement:** Client agrees to pay to Attorney the sum of \$150.00 per hour of Attorney time for all matters relating to legal services. Client further agrees to pay \$115.00 per hour for Law Clerk/Paralegal time to the extent time is expended in the performance of the above-described services, plus reasonable costs and expenses as described herein. All sums due under this Agreement shall be paid by the Client monthly in arrears upon receipt of a statement for fees and costs incurred on a monthly basis. There is no retainer or minimum commitment.

The parties expressly agree Attorneys may increase the billable rates set forth above by providing Client with thirty days written notice. However, said rates may be increased no more than once per year.

3. **Billing Practices:** Attorneys bill in minimum units of 0.1 hours (6 minutes) for any task. Telephone calls with Client's administrators and board members lasting less than 15 minutes shall appear on the billing statement but not be charged to Client.

4. **Costs and Other Charges in General:** Attorneys may incur various costs and expenses in performing legal services under this contract. Client agrees to pay for these actual costs and expenses, without markup, in addition to the hourly charges for services rendered. The costs and expenses commonly include sheriffs', marshals' and process servers' fees, filing fees and other charges assessed by courts and other public agencies, court reporters' fees, jury fees, witness fees, travel expenses (e.g., air fare, lodging and car rental), messenger and other delivery fees, postage, charges for computer research and outside assisted legal research, investigation expenses, consultants' fees, expert witness fees, mileage and parking, photocopying and other reproduction, and other similar items.

5. **Billing Statements:** Attorneys will send Client an invoice and a statement for fees and costs incurred on a monthly basis. Costs and expenses shall be identified separately from hourly fees on Attorneys' statement. For Attorneys' fees, the statements shall clearly state the matter, a description of the work done, the amount, and the time spent and the hourly rate, (or other method of determination).

Attorneys shall also present Client with a monthly invoice for costs, expenses, and hourly fees for services rendered. Client only provides payment upon presentation of an invoice (i.e., not upon receipt of a statement only). Invoices shall be paid by Client net 45 days. Attorneys shall also provide Client with an invoice and/or statement within ten (10) days of Client's request.

6. **Duties of Attorneys/Consultant and Client:** Attorneys shall provide those legal and consulting services reasonably required to represent Client in matters described in paragraph 1 of this contract. Attorneys shall also take reasonable steps to keep Client informed and to respond to Client's inquiries. Client shall cooperate with Attorneys, keep them informed of developments, perform the obligations as agreed to under this agreement, and pay Attorneys' bills in a timely manner.

7. **Discharge and Withdrawal:** Client may discharge Attorneys at any time by written notice. Attorneys may withdraw only for cause. Among the facts constituting cause of Client's breach of this contract include Client's refusal to cooperate with Attorneys or to follow its advice in a material matter, or

any fact or circumstance that would render Attorneys' continuing representation of Client unlawful or unethical.

Attorneys and Client agree to sign any documents reasonably necessary to effect or complete Attorneys' discharge or withdrawal.

8. **Termination and Conclusion:** Upon the termination or conclusion of services, all unpaid charges for services rendered and costs incurred or advanced through the termination or conclusion date shall become immediately due and payable.

9. **Insurance:** Attorney maintains errors and omissions insurance coverage applicable to services to be rendered.

10. **Disclaimer of Guarantee:** Attorneys make no promises or guarantees to Client about the outcome of matters in which they represent Client, and nothing in this contract shall be construed as such a promise or guarantee.

11. **Written Contract Required by Law:** This document constitutes the written fee agreement between Attorneys and Client required by California Business and Professions Code Section 6148. Client shall be presumed to be in agreement with all the provisions set forth in this document when Client duly signs it.

In witness whereof Attorneys and Client do hereby attest that they are duly authorized to sign and accept the terms of this Contract.

Dated: _____

Rex Randall Erickson
McDougal Boehmer Foley Lyon Mitchell & Erickson
8100 La Mesa Blvd., Suite 200
La Mesa, California 91942
Phone: (619) 440-4444

As the duly authorized representative of the California Pacific Charter School, a California non-profit corporation ("CPCS" or "Client"), I accept the terms of this contract.

Dated: _____

Christine Feher
Executive Director
California Pacific Charter School
940 South Coast Drive #185
Costa Mesa, California 92626

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: B. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material: XI.B.3. BUS Approval of 2023 IRS Mileage Reimbursement Rate.docx.pdf
XI.B.4 BUS Employee Handbook Revisions January 2023.docx.pdf
XI.B.4.a Employee Handbook Revision Summary 1.10.2023.docx.pdf
XI.B.4.b Employee Handbook JANUARY 2023 - CPCS.docx.pdf
XI.B.5 BUS COVID-19 Testing Plan.pdf
XI.B.5.a Attach COVID-19 Testing Plan 12-2022.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: January 10, 2023

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of 2023 IRS Mileage Reimbursement Rate

Background:

Staff who use their personal vehicle to drive for work related business are entitled to receive reimbursement for their wear and gasoline. Each year the IRS approves a standard per mile rate for reimbursement. It is recommended the school’s reimbursement rate align with the IRS established rate in order to ensure that employees are reimbursed for out of pocket business expenses in alignment with federal recommendations. The IRS approved a rate increase of 3 cents to \$0.655/mile in 2023 effective January 1.

It is recommended that the Board of Directors adopt the new IRS rate for mileage reimbursement, effective January 1, 2023, through December 31, 2023.

Fiscal Impact:

California Pacific Charter School-San Diego (Warner #1758)

Original 2022-23 mileage budget: \$2,787

Revised 2022-23 mileage budget: \$2,921

Increase: \$134

California Pacific Charter School-LA (Acton-Agua Dulce #1751)

Original 2022-23 mileage budget: \$3,850

Revised 2022-23 mileage budget: \$4,035

Increase: \$185

California Pacific Charter School-Sonoma (Guerneville #2037)

Original 2022-23 mileage budget: \$1,716

Revised 2022-23 mileage budget: \$1,798

Increase: \$82

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: January 10, 2023

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: _____

Item is for Information Only: _____

Item: Approve revisions to the Employee Handbook to align with state law changes effective January 1, 2023

Background:

Each year staff review changes in employment law in order to ensure the Employee Handbook and board policies are in compliance. Several state laws went into effect January 1 that require updates to our policies and procedures. Following review and approval from the Board of Directors, the revisions to the Handbook will be provided to each employee electronically through the internal human resources information system. The proposed changes to the Employee Handbook have been outlined in a revisions summary document for reference.

It is recommended the Board approve the revisions to the Employee Handbook and direct staff to provide the revisions to all employees for acknowledgement.

Fiscal Impact:

None

CALIFORNIA PACIFIC CHARTER SCHOOLS - EMPLOYEE HANDBOOK REVISIONS JANUARY 10, 2023

Bold/Italics to indicate new text

Strikethrough to reflect text being removed

Location	Item
Section I, A. Equal Employment Opportunity	<p><i>Revise:</i></p> <p>The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School’s mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, <i>reproductive health decision making</i>, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.</p>
Section I, A. Equal Employment Opportunity	<p><i>Revise:</i></p> <p>Mrs. Corrie Amador Assistant Director of Human Resources California Pacific Charter Schools 4101 Birch Street, Suite 150 Newport Beach, CA 92660 <i>940 South Coast Drive, Suite 185</i> <i>Costa Mesa, CA 92626</i> camador@cal-pacs.org</p>

	(949) 996-4556
Section V, F. Inclement Weather/ Emergency Closings	At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, employees eligible for vacation may elect to utilize their available vacation hours in order to remain in paid status. <i>Employees may not be retaliated against for leaving the office during emergency circumstances when their safety is in jeopardy.</i>
Section VIII, E. Family and Medical Leave Act and California Family Rights Act Policy	<p>CFRA leave may be taken for one or more of the following reasons:</p> <ol style="list-style-type: none"> 1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee. 2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition. 3. For a serious health condition that renders the employee unable to perform their job. 4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury, <i>or a designated person (person who is related to the employee by blood or whose association with the employee is equivalent to a family relationship).</i> <i>Employees are limited to the use of CFRA leave for one designated person per 12 month period.</i> <p>When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.</p>
Section VIII, F. Bereavement Leave	<i>Employees are eligible for bereavement leave after 30 days of continuous employment.</i> An employee requesting bereavement leave should notify their supervisor as soon as possible for support in ensuring release time and coverage of their duties. If an employee receives notice of the death of a family member while at work, the employee may be excused from their regularly scheduled duties for the remainder of the workday and that day will not count as bereavement leave. The employee will be paid for that day as if they had completed the full workday.



California Pacific Charter Schools

Employee Handbook

January 2023



The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

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Welcome to CalPac!

We are glad to have you on our team! You have joined an organization that focuses on the execution of high quality personalized learning models that allow a flexible environment using innovative delivery methods and technology to foster empowered, life-long learners. As an organization we seek to hire and retain high caliber individuals to meet our vision of extraordinary education.

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

Our Vision: California Pacific Charter Schools, in partnership with our community, will:
Nurture - Foster an enriching school environment to nurture individuals academically, socially, and emotionally, so they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Build - Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, and develop social awareness, civic responsibility, and personal growth.

Grow - Provide our graduates with a foundation that will enable them to be college and career prepared to succeed in their post-secondary endeavors.

Our Core Values: CalPac CARES

Community, Accessible, Rigorous, Engaging, and Supportive

We truly value our employees and have developed this Employee Handbook (handbook) to assist you with understanding our policies, procedures, and performance expectations. Keep in mind that the employee is responsible for reading and understanding the handbook as well as any posted revisions; however, if anything is unclear to you, please discuss the matter with your supervisor or Human Resources (HR). As a team member we want you to have a long and successful career with us - where you can make an impact on student education. We sincerely hope that you will find your employment here to be one of enrichment, collaboration, and an overall professionally rewarding experience.

Best wishes for a wonderful school year!

The Leadership Team

Right to Revise

This handbook is the employee's guide to understanding the provisions of their employment with California Pacific Charter Schools ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and must be signed by the CEO/Superintendent or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, reproductive health decision making, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws. Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices regularly.

In accordance with the School's Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:

Mrs. Corrie Amador
Assistant Director of Human Resources
California Pacific Charter Schools
940 South Coast Drive, Suite 185
Costa Mesa, CA 92626
camador@cal-pacs.org
(949) 996-4556

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX Coordinator, or the CEO, or any person they feel comfortable going to who shall advise the employee or applicant about the School's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School's policy and regulation. Individuals may use the School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the Title IX Coordinator or HR.

Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

B. Disability Accommodation

To comply with the Americans with Disabilities Act and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job as outlined in the applicable job description should contact the HR department and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. The School will implement reasonable accommodations that do not impose undue hardship.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct as that term may be defined by statute or

regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
3. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
4. Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
5. Retaliation for reporting or threatening to report harassment; and
6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender

can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted. Complaints made in good faith are protected from retaliation of any kind.

1. Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
2. Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

1. The main administration offices of the local agency.
2. Properties controlled or owned by the local agency.
3. Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, HR, the CEO or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

2. Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited

from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

The School encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, manager, HR, CEO, or person they feel most comfortable and may file a complaint. The Uniform Complaint Procedures may be used for this purpose. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued. The School recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation will normally require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough investigation conducted by an impartial and qualified individual. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

a. Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible.

Moreover, the informal procedure is not a required first step for the reporting individual.

b. Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

4. Retaliation

Employees will not be retaliated against for complaining or participating in an investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

5. Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are

intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission.

D. Diversity Policy

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees' varying needs.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.

Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to and including termination.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from HR.

Initial_____

Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency or local law enforcement such as the police or sheriff's department. Employees are advised to call the local Department of Family and Children's Services (DFCS) to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the DFCS is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
2. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
3. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
4. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation

where any “person willfully causes or permits any child to suffer unjustifiable pain or mental suffering” or when any person endangers a child’s health.

Confidentiality

A mandated reporter is required to give their name to DFCS. The identity of all persons who report shall be kept confidential by the School. Violation of statutory confidentiality is a misdemeanor. DFCS may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1,000 or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee’s work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the CEO or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the CEO or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the CEO or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the CEO or designee. Under no circumstances may student information be used for an employee's personal use.

Employees may not remove any materials from any student's file. Files may not leave the office building without specific written authorization from the CEO or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

- (1) "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.
- (2) "Financially interested" shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial

decisions of the organization are designated in the Conflict of Interest Code adopted by the Board of Directors. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal history review through the Department of Justice. The review shall include a fingerprint submission to the DOJ. The School follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other commission approved document for the assignment held (“Certificated Employee”). In addition, teachers serving students identified as English

Language (EL) Learners must possess the proper EL authorization.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

[See also Board Policy 4013]

Initial _____

Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to disciplinary action at the School's sole discretion, which management deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

A. Freedom from Violence

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in

business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the School's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with customers, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions.
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
4. Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

Employees who display a tendency to engage in violent, abusive, or threatening behavior, as determined by the School, in its sole discretion, may be referred for counseling or other appropriate treatment.

In furtherance of this policy, employees have a "duty to warn" their supervisors or a HR representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious persons or activities to the CEO or designee:
 - a. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
 - b. Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
2. Employees should immediately notify the CEO or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
3. Finally, those working in the School's office must also ensure that doors are locked and alarms are activated when applicable.

B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records;
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
3. Falsifying any timecard - recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
5. Removing or borrowing School property without prior authorization;
6. Unauthorized use or misuse of School equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on School property;
8. Participating in horseplay or practical jokes on School time or on School premises;
9. Carrying firearms or any other dangerous weapons on School premises at any time;
10. Engaging in criminal conduct whether or not related to job performance;
11. Causing, creating, or participating in a disruption of any kind during working hours on School property;

12. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
13. Using abusive, threatening or intimidating language at any time on School premises;
14. Initiating or participating in gossip or slander of other employees, parents, or students;
15. Failing to notify a supervisor when unable to report to work;
16. Unreported absence of three (3) days;
17. Failing to obtain permission to leave work for any reason during normal working hours;
18. Failing to observe working schedules, including rest breaks and meal periods;
19. Failing to provide a physician's certificate when requested or required to do so;
20. Sleeping or malingering on the job;
21. Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
22. Working overtime without authorization or refusing to work assigned overtime;
23. Violation of dress standards;
24. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
25. Committing a fraudulent act or a breach of trust under any circumstances;
26. Committing or involvement in any act of unlawful harassment of another individual;
27. Failing to promptly report work-related injury or illness;
28. Any other action or behavior, which could harm the School's, parents', or students' interest.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces
4. Kissing of any kind
5. Corporal punishment
6. Sitting student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas
10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in an offensive contact
18. Having a student in an employee's vehicle or transporting a student
19. Intentionally being alone with a student
20. Any touching that would lead a responsible person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law.

E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community, and students. Though marijuana is legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
4. Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;
2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all vape and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are

measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) work days without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

H. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the CEO or designee. The CEO or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee’s ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate tattoos or remove any piercings that are not reflective of the school culture.

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

J. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than \$50 are excluded from this policy.

K. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the CEO or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the CEO or designee. Employees must obtain approval from the CEO prior to soliciting staff for donations or financial support for any outside event/activity.

L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility

to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the CEO or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

Initial _____

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices periodically.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Employee Status

Employees may include exempt, nonexempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.
- Regular full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.

Employee Status	Exempt (FTE)	NonExempt (Hours per Week)
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Regular Full Time	.80+ FTE	32+ hours
Regular Part Time	.60 - .79 FTE	24-31 hours
Non-Regular	.59 FTE or less	23 hours or less

Student Counts

The teacher may indicate their desired student count with the School as a request, however, the needs of the School will determine the number of students assigned to the teacher.

C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description. On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

D. Nonexempt Employees

1. Work Schedules

Business hours of school sites and offices (if any) shall be established by the CEO or designee. The CEO or designee will assign the staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

For the purposes of pay and leave accrual calculations, full-time for classified employees, is defined as 2,080 working hours. Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

2. Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

d. Meal Period

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. Timecards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the timecard should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next workday except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their workday.

4. Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. Unless otherwise noted, trainings and meetings are included as part of an exempt employee's regular pay.

5. Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt employees may be directed to work overtime as necessary. Only actual hours worked each workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the

seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law. Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The employee may return the overpayment in full through a cashier's check or money order or allow the School to deduct the overpayment from the next paycheck. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the full amount shall become due upon termination. A repayment plan may be offered to a terminated employee not to exceed three (3) months in duration.

G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Performance review and goal setting sessions may or may not have a direct affect on any

changes in salary compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Additional details on employee evaluations will be provided by HR upon hire and annually as appropriate.

H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some, or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

I. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

1. Verbal counseling, which may be confirmed in writing by the supervisor
2. Written warning, which will be placed in the personnel file
3. Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If the employee is suspended, it will be documented in the personnel file.
4. Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

J. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Additionally, employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out upon the date of termination for involuntary terminations or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

K. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request.

The employee may add comments to any disputed item in the file. Only HR, the CEO or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

L. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

M. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to Federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to read all of the information provided in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

N. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second job. Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

(1) Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

(2) Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

(3) In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:

- 1) involves working for a competing or similar model School;
- 2) occurs during work hours without the use of appropriate leave;
- 3) actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
- 4) involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
- 5) may adversely affect the School's image.

(4) Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up

to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

- 1) Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
- 2) Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
- 3) Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

- 1) Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
- 2) Retaliate against an employee who is a whistleblower;
- 3) Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
- 4) Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Human Resources manager, CEO, or CEO, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequence to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.
3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing

certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

Initial_____

Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the CEO or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the

School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the CEO or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the CEO or designee.

C. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the CEO or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting a student's/co-worker's picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction With Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the CEO or designee.

The School expects all who participate in social media to understand and follow these guidelines.

D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees; employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.
3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's CEO or designee. All media inquiries should be directed to the CEO or designee.

E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is

prohibited at all times on School property.

F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, employees eligible for vacation may elect to utilize their available vacation hours in order to remain in paid status. Employees may not be retaliated against for leaving the office during emergency circumstances when their safety is in jeopardy.

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

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Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

A. Telecommuting

The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who telecommute may be required to attend in-person meetings at the office or other designated locations.

Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office as part of their reasonable commute, when they are required to report to their work location.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability

should they claim such an expense and it is later disallowed by the Internal Revenue Service.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the CEO or designee.

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the CEO or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned by their supervisor.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's timecard.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work.

Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement. For additional information, please review the Remote Work Policy and contact Human Resources.

B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to ensure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

C. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, CEO, or HR. When reporting the injury, the employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

D. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian.

E. Employee Driving Policy

CPCS must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties ("Driving Employees") meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver's license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School's policy is grounds for discipline up to and including termination.

Driver's License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform CPCS business, Driving Employees must have a valid driver's license and automobile insurance meeting the minimum standards established in this policy at all times. Evidence of the Driving Employee's driver's license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver's license and automobile insurance certificate whenever it expires or upon request. The CEO or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.
2. CPCS requires that a Driving Employee carry the following insurance amounts and coverage:

Automobile Liability - \$100,000 per person; \$300,000 per occurrence
Property Damage - \$50,000 per occurrence
Medical Payments - \$5,000 per person

Notification of Traffic Violations Resulting in Criminal Convictions

CPCS receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle, the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

CPCS recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. Human Resources will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on CPCS business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the CEO or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses

outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. HR will ensure compliance in all matters pertaining to this policy.

F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or vacation time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

1. Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
2. Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
3. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
4. Avoid touching eyes, nose, or mouth.
5. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
6. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school. A copy of the restraining order is to be submitted to HR.

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Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience, with a maximum entry placement of step six on the board approved salary schedule. The CEO is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Hourly and salaried nonexempt employees are paid on or about the 10th and 26th of each month. Hours worked from the 16th through the last day of each month will be paid on or before the 10th of each month. Hours worked from the 1st through the 15th of the month will be paid on or before the 26th of each month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from HR. Due to banking requirements it may take several weeks for activation of the direct deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at www.CalSTRS.com.
6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or

question about their paycheck.

E. Wage Attachments and Garnishments

When an employee’s wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee’s paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee’s paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (FTE)	Non-Exempt (Hours per Week)	Eligible employees will have the option to choose one of the following offerings:	
		*Tiered Benefit Stipends (for Health, Dental, and/or Vision)	*Cash In Lieu of Benefits
.80+ FTE	32+ hours	\$1,300/month \$15,600/year	\$200/month
.60 - .79 FTE	24-31 hours	\$780/month \$9,360/year	\$100/month
.59 FTE or less	23 hours or less	not eligible	not eligible

Benefits go into effect the first of the month following benefit eligibility.

2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a "Cash in Lieu" (CIL) option. CIL is dependent upon employment status and full time equivalent, included but not limited to hours worked or number of students assigned per pay period. Please refer to the employment agreement for more information.

In order to be eligible for cash in lieu of health benefits, an employee must provide proof of enrollment in a qualifying group health plan, including their name and the effective date of coverage, on their spouse or parent's employer sponsored plan, State Medicaid, Medicare, or VA Benefits. Proof of enrollment must be provided at the time of benefit enrollment for new hires or during the open enrollment period in order for the cash in lieu of benefits to be paid. Individual Family Plans (IFP) and Covered California coverage plans are not eligible for cash in lieu of benefits. All eligible employees will automatically be enrolled in the employer provided life insurance plan. Payment of the appropriate CIL amount will occur on each pay period of the current school year.

If the employee should enroll part way through the plan year due to a Qualifying Life Event (QLE), or if hired after the start date for the position, the annual CIL will be adjusted at the next pay period.

5. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

6. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

7. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a “qualifying event” would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee’s hours, leave of absence, divorce or legal separation, and a dependent child no longer meet eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee’s rights and obligations.

8. Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 20 hours per week during that period.

The initial measurement period begins on the first day of the calendar month following the employee’s start date.

An administrative period of 60 days in addition to the initial measurement period will be used to determine if an employee has satisfied the requirement of an average of 20 hours per week to be eligible for coverage.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

Employer Contributions:

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account. Eligible employees must open a 457(b) account in order to receive the employer contribution. The employer contribution will be made to the employee's 457(b) account in an amount not to exceed a matching contribution up to 5% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions. Seasonal employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: To be eligible for an employer contribution, a certificated employee must serve a minimum number of students, work at least 20 hours/week, or have an assignment at least 0.5 FTE.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 457(b) plan.

California State Teachers Retirement System (CalSTRS)

The School offers a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at www.calstrs.com.

Sick leave hours may be applied as service credit through CalSTRS for retirement. Upon hire, HR will provide a certificated employee a verification of employment and transfer of sick leave form. Certificated new hires may submit this request to their former school if applicable to transfer their basic sick leave accrual balance as defined by CalSTRS. As excess sick accrual creates a financial burden for the school, only basic sick leave hours will be transferred and added to the employee's sick accrual with CalPac.

H. Expense Reimbursement Process

The School receives public funds for its operations and must adhere to all laws, policies, and procedures in their use. As a steward of public funds, all staff will ensure that

purchases and expense reimbursements follow the board approved policies and procedures. The School will only reimburse actual and necessary business expenditures for staff. Staff shall be held accountable for good judgment regarding expenditure of tax dollars.

1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Pre-approval by a supervisor is required in the event the employee wishes to purchase an item. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Expense reimbursement requests must be submitted within thirty (30) days of the date of the expense.

2. Travel

The School supports staff development and participation in meetings and training in person as necessary. Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement, regardless of the amount. The School shall not reimburse personal expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. Associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.

3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like, with the request for reimbursement.

4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Hotel rooms are reimbursed for employees traveling over 120 miles one way. A hotel stay for a distance less than 120 miles must have prior approval. Hotel rooms must be under \$200 per night before taxes. If an employee chooses to stay at a hotel that exceeds this, when a hotel within price range and a 15 mile radius is available, the balance above and beyond must be deducted from the total expense on the expense report. If a hotel is not available within this price range, pre-approval of the expenditure is required. Upon checkout from the hotel, the employee must obtain and submit a zero-balance sheet in order to be reimbursed for a hotel charge.

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training.

The reimbursement rates are:

\$20 for breakfast, \$25 for lunch, \$35 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed \$80. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report.

6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get preapproval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement. Approval may be obtained by sending an email to the CEO with a short description of what will be purchased.

Expense reimbursements must be submitted within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle.

Initial _____

Section VIII: Leaves, Vacation, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or

diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, parent-in law, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surrounding domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closes due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than five (5) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use sick leave in thirty minute minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

Certificated teaching staff are required to prepare and submit substitute lesson plans and other materials necessary in advance of any absence to ensure continuity of instruction during their absence. Teachers and certificated administrators may serve as substitute support to other teachers during absences by providing instruction for homeroom or content sessions.

1. Paid Sick Leave

The School provides sick pay for employees who regularly work a minimum of 24 hours per week. All full time employees (80% FTE or greater) accrue one (1) sick day per month in paid status. Employees paid semi-monthly will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law. Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees will be paid at their regular hourly rate when they take paid sick leave.

Sick Leave Accrual					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.80 to 1.0 FTE	32+ hours	4/4	8	8
Tier 1	.60 to .79 FTE	24-31.9 hours	3/3	6	6

2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time (less than 60% FTE), per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 24 hours (3 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 24 hours (3 days) of paid sick leave in a year. Sick leave accrual will be capped at 48 hours (6 days), in compliance with both state and city ordinances.

Sick Accrual					
<i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
California Sick Leave Policy	.59 or less	23.6 or less	2/2	-	4

C. California State Benefits (PFL)

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School's policy. HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health condition.

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or

without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “17 1/3 weeks” means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12-month look-back period will apply to all leaves granted concurrently.

1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave

taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

7. State Benefits

California State Disability Insurance (SDI) and California Paid Family Leave (PFL) are designed to provide eligible workers with partial wage replacement when taking time off work for their own serious medical condition, to care for a child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, registered domestic partner or to bond with a new child. Although it provides monetary benefits, it does not provide job protection rights. For more information or to file a SDI or PFL claim, please contact HR.

9. Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact human resources.

E. Family and Medical Leave Act and California Family Rights Act Policy

The School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the “rolling” method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee’s first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee’s first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1) Family Medical Leave Act (FMLA)

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

2) California Family Rights Act (CFRA)

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury, or a designated person (person who is related to the employee by blood or whose association with the employee is equivalent to a family relationship). Employees are limited to the use of CFRA leave for one designated person per 12 month period. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) Process for Requesting FMLA/CFRA Leave

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;

2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- 1) Date of commencement of the serious health condition;
- 2) Probable duration of the condition; and
- 3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5) Reinstatement Upon Return from FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

- 1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- 2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
- 3) The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and

- 4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

Employees are eligible for bereavement leave after 30 days of continuous employment. An employee requesting bereavement leave should notify their supervisor as soon as possible for support in ensuring release time and coverage of their duties. If an employee receives notice of the death of a family member while at work, the employee may be excused from their regularly scheduled duties for the remainder of the workday and that day will not count as bereavement leave. The employee will be paid for that day as if they had completed the full workday.

Paid bereavement leave will be granted according to the following schedule:

- Employees are allowed up to ten (10) consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's spouse, domestic partner, child, or stepchild.
- Employees are allowed up to five (5) consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's parent, stepparent, parent-in-law, brother, sister, stepsibling, or an adult who stood in loco parentis to the employee during childhood.
- Employees are allowed one (1) day off from regularly scheduled duty with regular pay in the event of the death of the employee's extended family member (i.e. sister/brother-in-law, aunt, uncle, or cousin).
- Employees are allowed up to four (4) hours of bereavement leave to attend the funeral of a fellow CalPac employee or the employee's close personal friend.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four hour increments. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days and/or vacation time (if applicable). Nonwork days or holidays will not count as bereavement leave. Employees may take the equivalent of one additional day of bereavement leave for the purpose of travel if the services are located out of state. The CEO or designee may approve additional unpaid time off with preapproval.

Bereavement pay is calculated based on the base pay rate at the time of absence, and it will not include any special forms of compensation, such as incentives, commissions, bonuses, overtime, or shift differentials. Employees under discipline for attendance issues may be required to provide documentation with regard to their bereavement leave.

G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted to HR. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Judicial Leave

The School encourages employees as part of their civic responsibilities to serve on jury duty when called. The School provides judicial leave to eligible employees who are called to serve as jurors or who are summoned to appear as witnesses in a judicial proceeding, pursuant to a subpoena, or a court order. Postponement to non-instructional or off-peak department times such as the start or end of the school year, during state testing windows, at the end of grading periods, or for departments during significant high volume periods is encouraged in order to minimize the impact to the School's operations.

- Seasonal and part-time employees working less than 24 hours per week will be provided unpaid time off to participate in jury duty.
- Regular classified and certificated employees will receive their full pay while serving up to seven (7) days of judicial leave. The seven days will be calculated as the equivalent to the employee's regular work schedule. For example, an employee who works six (6) hours per day would be eligible for a total of 42 hours of judicial leave.

- With pre approval from the supervisor, nonexempt employees may work an alternate schedule in coordination with their leave in order to maintain full or partial paid status for the duration of the leave in excess of seven (7) paid days if applicable.
- Exempt employees called for jury duty will receive full salary for the time spent on leave beyond the initial seven (7) days, unless they are on leave for an entire workday during which no work is performed. Exempt employees are expected to monitor and respond to any urgent communications within 24 business hours, perform any critical job duties, and must consult with their supervisor to ensure coverage of duties during their absence.

The employee must notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

Volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

K. Victims of Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the CEO or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee

believes the injury or illness is caused by their job and developed gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;

- Seek medical treatment and follow-up care if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;
- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees up to 10 days of unpaid,

protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment.

- Unpaid Personal Leave: An employee may need to take time off from work that is not covered by the available paid leave policies. In this case, the employee may submit a request to their supervisor for unpaid time off. Unpaid personal leave is limited to no more than four (4) days per fiscal year and must be preapproved by the supervisor. A day is calculated to mean the equivalent of the employee's workday. Except in emergency situations, unpaid leave will not be granted during the first two weeks of school, the last two weeks of school, during testing windows, or at other times deemed essential by the supervisor to ensure student instruction and/or school operations.

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the CEO, CEO or designee.

Employees will be allowed with the approval of their supervisor and the CEO or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the CEO or CEO.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day
- Veterans Day
- Thanksgiving Day

- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year’s Eve (December 31st)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified employee’s vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances.

R. Vacation (Classified Employees)

The School’s vacation policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for vacation accrual, an employee must be a full time (thirty two or more hours per week) classified exempt or nonexempt employee.

Vacation accrual begins on the first day of employment, and employees are eligible for vacation upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of vacation per month in paid status (e.g. an 8 hour/day 12 month employee will earn 12 days of vacation or 96 hours). Vacation accruals per pay period are displayed in the payroll system and on the employee’s pay stubs.

Vacation Accrual <i>Classified Staff</i>					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Pay Monthly Period	Total Sick Hours Accrued Per Month
Full Time	.80+	32+	4 hours/4 hours	8 hours	8 hours
Part Time	.775 or less	31 or less	not eligible	not eligible	not eligible

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. A requested vacation will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All vacation requests must be made in advance of the time to be

taken. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which vacations may not be approved.

Employees may be required to use their earned vacation hours during school recess. Vacation can be used in increments of 1 hour and only used from the employee's available accrual. Vacation hours cannot be advanced ahead of the earned accrual. Accrued and unused vacation hours will roll over from year to year but are capped at one and a half times the annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap.

Terminating employees (voluntary or involuntary discharge, death, end of employment agreement, etc.) will be paid all accrued and unused vacation in their final paycheck.

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day (without prior approval), and the make up time must all be taken and used within the pay work week. If an employee requests make-up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees

are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make up time must be submitted to the supervisor in advance.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Initial _____

Section IX: Arbitration Agreement

This Mutual Arbitration Agreement (“Agreement”) is entered into between California Pacific Charter Schools and the employee named below (“Employee”) (collectively the “Parties”).

Voluntary Agreement

Employee understands that this is a voluntary agreement, meaning it is not a condition of employment or continued employment. Employee further understands that the Nonprofit is not offering any employment-related benefit in exchange for entering into this agreement.

Agreement to Arbitrate Disputes and Claims

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee’s recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;
- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- claims for employment discrimination, retaliation or harassment

- claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement: (1) claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits; (2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC") or any comparable state anti-discrimination agency, or the National Labor Relations Board ("NLRB"); (3) claims for sexual harassment or assault that occurred on or after March 3, 2022, or any other claims that, as a matter of law, the Parties cannot agree to arbitrate, or that would make this Agreement voidable under the Ending Forced Arbitration of Sexual Assault and Sexual Harassment Act of 2021; (4) any claims that, as a matter of law, cannot legally be subject to arbitration; (5) claims under an employee benefit or pension plan that specifies a different arbitration procedure; or (6) litigation pending in a state or federal court as of the date Employee signs this Agreement.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association ("AAA"), which can be viewed at

<http://www.adr.org/employment>. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator's award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA's rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator's fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys' fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys' fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Acknowledgements

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee’s employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

- Agree to Mutual Arbitration Agreement
- Decline to agree to Mutual Arbitration Agreement

Employee Name: _____

Employee Signature: _____

Date: _____

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the CEO, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing, signed by the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

Employee's Signature

Employee's Print Name

Date

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: January 10, 2023

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of COVID-19 Testing Plan

Background:

California Senate Bill 1479 requires each school to create a COVID-19 testing plan or adopt the California Department of Public Health’s (CDPH) COVID-19 Testing Framework for K-12 Schools for the 2022-2023 school year. After consulting with the county office of education and the local health department, staff have prepared a COVID-19 testing plan applicable to the remote and online nature of California Pacific Charter Schools.

The plan meets the requirements and recommended practices to include:

1. A COVID Testing point of contact to facilitate communication and coordination with the CA Testing Task Force;
2. A commitment to ongoing review of current testing recommendations provided by CDPH;
3. Maintaining situation awareness of the testing resources and programs offered by the CA Testing Task Force and monitoring availability of pre-positioned testing resources for rapid distribution to families and staff;
4. Monitoring the CDC’s COVID Community Data Tracker as a method of identifying when to increase or reestablish school testing operations; and
5. Communicating any question, concerns or additional testing resources/needs to the CA Testing Task Force.
6. Communication with families and staff for the ordering of over the counter tests or locations for in-person testing

Upon approval, the COVID-19 Testing Plan will be posted on the school’s website and communicated to all stakeholders. Unless otherwise required, the test will remain in effect through January 1, 2026, in compliance with the SB 1479.

Fiscal Impact:

The School will take advantage of the free test kits distributed by the county offices of education and local resources. As the plan remains in effect through January 1, 2026 it may be necessary to purchase test kits for families and staff. The fiscal impact includes an estimate to purchase and mail test kits to the school's families and staff upon request.

California Pacific Charter - Los Angeles (#1751) \$500

California Pacific Charter - San Diego (#1758) \$300

California Pacific Charter - Sonoma (#2037) \$200



COVID-19 Testing Plan for the 2022-2023 School Year Established January 2023

California Pacific Charter Schools has developed the COVID-19 Testing Plan for the 2022-2023 School Year based on the California Department of Education's COVID-19 Testing Framework for K-12 Schools for the 2022-23 School Year as it is updated based on current scientific knowledge and anticipated trends to meet the requirements of SB 1479.

California Pacific Charter Schools has partnered with its stakeholders to keep students safe and healthy by following the California Department of Public Health guidance for COVID-19 response. It is the intent of the Board of Directors and administrative team to provide programs and services to staff, students, and families to mitigate the spread of the virus and enable continued school operations for all. The School will continue to monitor the testing recommendations

Designated COVID Testing Point of Contact:

Mrs. Corrie Amador
Assistant Director of Human Resources
camador@cal-pacs.org
(949) 996-4556

To get over-the-counter (at home) tests:

Use the Google form to request an at home test be mailed to you.
<https://forms.gle/DSayVcAbYKkKHnWk7>

To access a facility for COVID-19 testing in person:

Use My Turn to find a testing facility near you. <https://myturn.ca.gov/testing.html>

Resources:

California for All - How to get tested <https://covid19.ca.gov/get-tested/#how-to-get-tested>

California Safe Schools for All <https://schools.covid19.ca.gov/>

CDC COVID Data Tracker <https://covid.cdc.gov/covid-data-tracker/#datatracker-home>

San Diego County COVID update <https://www.sandiegocounty.gov/coronavirus/>

Sonoma County COVID update

<https://socoemergency.org/emergency/novel-coronavirus/coronavirus-cases/>

Los Angeles County COVID update

<http://publichealth.lacounty.gov/media/Coronavirus/data/index.htm>

Due to the online and remote nature of the school, CalPac will provide test kits to students and staff at their request. The school will continue to monitor the State guidelines and ensure that safety precautions are taken in alignment with local health officials should students or staff engage in in-person activities.

This plan will remain in effect through January 1, 2026, in compliance with California SB 1479.

Coversheet

Approval of Veale Outdoor Advertising Contract for Digital Network Advertising

Section: IX. Business/Financial Services
Item: A. Approval of Veale Outdoor Advertising Contract for Digital Network Advertising
Purpose: Vote
Submitted by: Christine Feher
Related Material: Unit 114 CA Pacific Charter School 2023 Contract 12.7.2022.pdf

BACKGROUND:

To promote local branding in the Sonoma County area, CalPac's marketing plan includes a 10 week run of an advertisement campaign on the North Bound 101 digital billboard in Rohnert Park, CA. The contract includes a 6 second ad every minute for the designated weeks. The current contract includes 10 weeks in June, July, and August for \$1,250 per week. The approval of additional funds gives administration the option to run additional weeks as needed.

RECOMMENDATION:

It is recommended the Board approve Veale Outdoor Advertising Contract for California Pacific Charter Schools - Sonoma (#2037) as presented.

Fiscal Impact: \$20,000

VEALE OUTDOOR ADVERTISING CONTRACT FOR DIGITAL NETWORK ADVERTISING -- ADVERTISER

CONTRACTED DIRECTLY BY ADVERTISER:

CUSTOMER #		INVOICE	
NAME	California Pacific Charter School		
ADDRESS	4101 Birch St., #150		
CITY/STATE/ZIP	Newport Beach, CA 92660		
CONTACT	Christine Feher		
EMAIL ADDRESS	cfeher@cal-pacs.org		
PHONE #	714-968-5146	FAX #	
P.O. #			
ADVRTSR/PROD	California Pacific Charter School		

CAMPAIGN NAME	CAMPAIGN LENGTH IN WEEKS	DESIGNATED NETWORK POSITION (INTERNAL USE)	CAMPAIGN TYPE	START DATE	END DATE	NET RATE PER WEEK	CONTRACT TOTAL
California Pacific Charter School	10	Unit 114/SF	Non-Profit	6/19/2023	8/27/2023	\$1,250.00	\$ 12,500.00

Display Commences:	Space Amount	\$ 12,500.00
Special Instructions/Additional Charges:	Production Charges	
Unit 114/Geopath ID: 30647223 North Bound/South Face Hwy 101 @ Rohnert Park, CA 1-6 Second Ad/Every minute 1,100 Ad Spots/Day-Minimum Guaranteed Hours of Operation- 5:00AM to 3:00 AM Daily Production Not Included <i>Rates are confidential and not to be shared with third parties</i>	TOTAL INVOICE AMOUNT	\$ 12,500.00
Payment Schedule		
1 st Payment: \$5,000 due 6/1/2023		
2 nd Payment: \$5,000 due 7/5/2023		
3 rd Payment: \$2,500 due 8/3/2023		

Advertiser hereby contracts for the outdoor advertising services described above upon the terms set forth above AND ON PAGE 2 OF 2. Contracts transmitted to Veale Outdoor Advertising via fax machines are to be treated as original contracts and are subject to the terms and conditions below.

Advertiser:			
Signature:			
Name:		Date:	
Veale Outdoor Advertising Representative			
Signature:		Name:	Date:

FOR INTERNAL USE:	Contract No.	File Name:
	A/E (s) Name/No.	Selling Branch Address:
New <input type="checkbox"/> Renewal <input type="checkbox"/> Takeover <input type="checkbox"/>		
Product/Class Number:	Market Type:	

DIGITAL BILLBOARD ADVERTISING AGREEMENT - Veale Outdoor Advertising

1. **Rent; Late Charges.** Rent shall be paid to Veale Outdoor Advertising on the first day of each and every rental term hereof; rent for any partial rental term shall be prorated. Advertiser agrees that the late payment of rent or any other monetary obligations hereunder create accounting, collections and other administrative costs which are impractical or extremely difficult to estimate, therefore, as a reasonable effort to estimate and compensate Veale Outdoor Advertising for such costs, Advertiser agrees to pay as liquidated damages, and not as a penalty, a collection and processing charge of six percent (6%) of the payment due if any such payment is not received by Veale Outdoor Advertising with five (5) days of its due date.

2. **Art Work.** Advertiser shall furnish, at its sole expense, approved art work to Veale Outdoor Advertising within thirty (30) days after the date of this Agreement. Should the art work for the display not be received by Veale Outdoor Advertising within said thirty (30) day period, Veale Outdoor Advertising may commence charging rent as specified in herein. Veale Outdoor Advertising reserves the right to reject any copy, pictorial or otherwise, which, in Veale Outdoor Advertising's opinion, is offensive to the moral standards of the community of Sonoma County, or which is false, misleading or deceptive, or which induces a violation of existing laws. Notwithstanding the foregoing, Veale Outdoor Advertising shall assume no responsibility or liability whatsoever for any display which it fails to reject which is deemed to be offensive, misleading, induces a violation of existing laws or otherwise.

3. **Proof of Performance.** Company will provide Advertiser with a proof of performance report within ten (10) business days after the end of each campaign of this contract.

4. **Obligations of Veale Outdoor Advertising.** All approved advertising material or content will be posted or installed by Veale Outdoor Advertising of California, unless Advertiser is given express written consent to post or install advertising material or content after approval of art work as outlined in paragraph 2 above. This express written consent to post or install advertising material or content may be revoked by Veale Outdoor Advertising of California at any time, with or without cause. Veale Outdoor Advertising of California retains exclusive control of the maintenance and operation of the digital billboard and the digital billboard structures on which they are displayed.

5. **Rights to Terminate.** After the Effective Date hereof, this Agreement may not be cancelled by Advertiser under any circumstances prior to the end of the term set forth in the front page of this Agreement. Veale Outdoor Advertising may terminate this Agreement for any one or more of the following reasons:

(a) Advertiser fails to make payments to Veale Outdoor Advertising as required. In the event Veale Outdoor Advertising terminates or cancels this Agreement for Advertiser's failure to pay sums due to Veale Outdoor Advertising then upon such cancellation, Advertiser shall pay to Veale Outdoor Advertising all sums then due and owing to Veale Outdoor Advertising, plus interest at the maximum rate allowed by law, plus all sums that would have become due and owing for the remainder of the term hereunder;

(b) If Veale Outdoor Advertising is prevented by any governmental entity having jurisdiction, from maintaining or otherwise having the billboard in question. In the event Veale Outdoor Advertising cancels or terminates this Agreement pursuant hereto, such cancellation shall be effective fifteen (15) days after written notice of such cancellation is given to Advertiser hereunder. In the event Veale Outdoor Advertising cancels or terminates this Agreement due to the actions of a government entity, Advertiser shall only be required to pay Veale Outdoor Advertising rent and other charges which become due prior to the date of such cancellation;

(c) Veale Outdoor Advertising shall have the right to terminate this Agreement if Advertiser has filed for voluntary or involuntary bankruptcy, a receiver has been appointed for Advertiser, Advertiser is insolvent, or Advertiser has attempted to pay rent with a draft for which Veale Outdoor Advertising has received a Notice of Insufficient Funds to cover the draft, or Advertiser is insolvent;

6. **Deposit.** Advertiser shall pay a non-refundable deposit of the first rental term's rent as good faith earnest money which will be applied to Advertiser's first rental term's rent. However, if Advertiser fails to fulfill its obligation beginning thirty (30) days after the date of this Agreement, then Veale Outdoor Advertising shall have the right to terminate this Agreement under Paragraph 5 herein and retain the deposit as liquidated damages for loss of revenue caused by Advertiser's representations. Advertiser acknowledges that this is a fair and reasonable measure of damages as Veale Outdoor Advertising will then be forced to spend time securing another advertiser.

7. **Attorney's Fees, Costs and Other Charges.** In the event either of the parties hereto makes claim against the other to enforce the provisions of this Agreement, the prevailing party shall be entitled to receive all costs associated with any such claim. Such costs may include, but shall not be limited to, costs of collection, attorneys' fees and all such related costs.

8. **Indemnity.** Veale Outdoor Advertising agrees to hold Advertiser harmless from any and all claims or demands on account of bodily injury or physical property damage caused by or resulting from the installation of any display covered by this Agreement, including the place or manner of the installation of the same. Advertiser agrees to hold Veale Outdoor Advertising harmless from any and all claims or demands on account of bodily injury or property damage caused by or resulting from any negligent or willful act of Advertiser with regard to any display authorized by this Agreement, or on account of any allegation that the display is offensive, false, misleading, induces illegal acts or that the use of any name, picture or other material in any display authorized by this Agreement is illegal, unauthorized by this Agreement is illegal, unauthorized or damaging in any way to any person or other legal entity.

9. **Successors and Assigns.** This Agreement may not be assigned or transferred by Advertiser without Veale Outdoor Advertising's prior written consent, which consent shall not be unreasonably withheld.

10. **Force Majeure.** Veale Outdoor Advertising shall not be responsible or liable for any failure or delay in the performance of its undertakings hereunder due to fire, governmental restrictions, strikes, lockouts, acts of God, or any other act or thing beyond its reasonable control.

11. **Invalidity of Any Provision.** If any provision (or any portion of any provision) of this Agreement is held to be illegal, invalid, or unenforceable by a court of competent jurisdiction under present or future laws effective during the term of this Agreement, the legality, validity, and enforceability of the remaining provisions (or the balance of such provision) shall not be affected thereby.

12. **Miscellaneous.** Neither party hereto shall be bound by any agreement or representation, express or implied, not contained herein, Advertiser hereby acknowledges that no representations, agreements, or promises whatsoever have been made to Advertiser other than those specifically stated herein. This contract is the final and complete agreement between the parties hereto, and may not be modified, supplemented, explained or waived except by a modification or amendment reduced to writing and signed by authorized representatives of the Advertiser and Veale Outdoor Advertising. Each person signing this Agreement, on behalf of the respective party represented, warrants that he or she has full authority to do so.

Coversheet

Approval of 2021-22 School Accountability Report Card (SARC)

Section: X. Education/Student Services
Item: A. Approval of 2021-22 School Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material: 2022 SARC_CPC-LA.pdf
2022 SARC_CPC-SD.pdf
2022 SARC_CPC-SO.pdf

BACKGROUND:

The School Accountability Report Card (SARC) has been created to provide required information about California Pacific Charter Schools to the community. The SARC also allows the community to compare schools regarding student achievement, environment, resources and demographics. Upon board approval, the SARC is posted on the website and shared with all stakeholders.

RECOMMENDATION:

It is recommended the Board approve the 2021-22 School Accountability Report Card (SARC) as presented.

California Pacific Charter - Los Angeles

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Pacific Charter - Los Angeles
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	855-225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
County-District-School (CDS) Code	19-75309-0132654

2022-23 District Contact Information

District Name	California Pacific Charter - Los Angeles
Phone Number	855-225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website Address	www.cal-pacs.org

2022-23 School Overview

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC CARES

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

2022-23 School Overview

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry leading companies (Edgenuity and Accelerate), which are state standard aligned, A-G approved and Common Core aligned. In 2021, California Pacific Charter—Los Angeles did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Accelerate was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists and video demonstration, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content by a school provided device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

K-8 students have access to supplementary curriculum including Edmentum Exact Path, Reading Eggs, Mystery Science, and BrainPOP.

Year and month in which the data were collected

January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Mathematics	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0
History-Social Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Foreign Language	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Health	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Visual and Performing Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	Yes	0

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual. Therefore, the administrative office is the only facility.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

- Introduction to CTE
- CTE Business Management 1 (A-G approved)
- CTE Business Management 2
- CTE Design, Visual & Media Arts 1
- CTE Design, Visual & Media Arts 2
- CTE Careers in Education (A-G approved)

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-SD is committed to the CTE program and plans to continue to develop and launch new classes and CTE Pathways in future school years.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	81	81	81	78	81
Grade 9	88	88	88	88	88

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

California Pacific Charter—Los Angeles strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs. For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2023. Each year as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,177.00	\$2,059.00	\$6,119.00	\$59,611.00
District	N/A	N/A	\$6,119.00	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program, including college preparatory curriculum and counseling in academics and social-emotional learning.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
--	--

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, goal setting aligned with the professional standards of practice, etc. Topics are presented by peers, vendors or education professionals. Beginning the 22-23 school year, CalPac launched a professional development platform in Alludo where staff can seek out training asynchronously in a variety of areas from systems management, education technology, soft skills, and much more. In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

- Sexual harassment
- Blood-borne pathogens
- Mandated reporting

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee's contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	6

California Pacific Charter - San Diego

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Pacific Charter - San Diego
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	855-225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
County-District-School (CDS) Code	37-75416-0132472

2022-23 District Contact Information

District Name	California Pacific Charter - San Diego
Phone Number	855-225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website Address	www.cal-pacs.org

2022-23 School Overview

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC CARES

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

2022-23 School Overview

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry leading companies (Edgenuity and Accelerate), which are state standard aligned, A-G approved and Common Core aligned. In 2021, California Pacific Charter—San Diego did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Accelerate was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists and video demonstration, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content by a school provided device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

K-8 students have access to supplementary curriculum including Edmentum Exact Path, Reading Eggs, Mystery Science, and BrainPOP.

Year and month in which the data were collected

January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Mathematics	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0
History-Social Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Foreign Language	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Health	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Visual and Performing Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	Yes	0

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual; therefore, the administrative office is the only facility.

Year and month of the most recent FIT report N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

- Introduction to CTE
- CTE Business Management 1 (A-G approved)
- CTE Business Management 2
- CTE Design, Visual & Media Arts 1
- CTE Design, Visual & Media Arts 2
- CTE Careers in Education (A-G approved)

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-SD is committed to the CTE program and plans to continue to develop and launch new classes and CTE Pathways in future school years.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	80	80	80	73	80
Grade 9	94	94	94	91	94

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

California Pacific Charter—San Diego strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs. For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

<h3 style="margin: 0;">C. Engagement</h3>	<h3 style="margin: 0;">State Priority: School Climate</h3> <p style="margin: 10px 0 0 20px;">The SARC provides the following information relevant to the State priority: School Climate (Priority 6):</p> <ul style="list-style-type: none"> Pupil suspension rates; Pupil expulsion rates; and Other local measures on the sense of safety
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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2023. Each year as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,533.00	\$2,370.00	\$8,163.00	\$59,611.00
District	N/A	N/A	\$8,163.00	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-9.9	-34.0

2021-22 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program including college preparatory curriculum and counseling in academics and social-emotional learning.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, goal setting aligned with the professional standards of practice, etc. Topics are presented by peers, vendors or education professionals. Beginning the 22-23 school year, CalPac launched a professional development platform in Alludo where staff can seek out training asynchronously in a variety of areas from systems management, education technology, soft skills, and much more. In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

- Sexual harassment
- Blood-borne pathogens
- Mandated reporting

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee's contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	6

California Pacific Charter- Sonoma

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	California Pacific Charter- Sonoma
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(855) 225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
County-District-School (CDS) Code	49-70722-039048

2022-23 District Contact Information

District Name	California Pacific Charter - Sonoma
Phone Number	(855) 225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website Address	www.cal-pacs.org

2022-23 School Overview

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC CARES

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

2022-23 School Overview

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry leading companies (Edgenuity and Accelerate), which are state standard aligned, A-G approved and Common Core aligned. In 2021, California Pacific Charter—Sonoma did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Accelerate was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists and video demonstration, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content by a school provided device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

K-8 students have access to supplementary curriculum including Edmentum Exact Path, Reading Eggs, Mystery Science, and BrainPOP.

Year and month in which the data were collected

January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Mathematics	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
History-Social Science	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Foreign Language	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Health	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Visual and Performing Arts	Edgenuity,Accelerate [adopted in 2021]	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	Yes	0%

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual; therefore, the administrative office is the only facility.

Year and month of the most recent FIT report N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

Introduction to CTE
 CTE Business Management 1 (A-G approved)
 CTE Business Management 2
 CTE Design, Visual & Media Arts 1
 CTE Design, Visual & Media Arts 2
 CTE Careers in Education (A-G approved)

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-SD is committed to the CTE program and plans to continue to develop and launch new classes and CTE Pathways in future school years.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92
Grade 7	75	75	75	75	75
Grade 9	90	90	90	80	90

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

California Pacific Charter—Sonoma strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs. For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2023. Each year as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,265.00	\$1,541.00	\$6,723.00	\$59,611.00
District	N/A	N/A	\$6,723.00	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program including college preparatory curriculum and counseling in academics and social-emotional support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
--	--

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, etc. Topics are presented by peers, vendors or education professionals.

In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

Charter Schools Development Center (CSDC) Conference

California Charter Schools Association (CCSA) Conference

Aplus+ Personalized Learning

Advancement Via Individual Determination (AVID) Summer Institute

Common Core Speaker Series

College Board AP training

Counselor UC and California State University conferences

American School Counselor Association (ASCA) workshops and courses for administrators

Association for Supervision and Curriculum Development (ASCD) online workshops in Common Core

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

Sexual harassment

Blood-borne pathogens

Mandated reporting

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee's contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	