

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on January 10, 2025 at 3:34 PM PST

Date and Time Tuesday January 14, 2025 at 5:00 PM PST

Location

Holiday Inn Diamond Bar Room: Northgate 101 21725 E Gateway Center Dr. Diamond Bar, CA 91765

Teleconference Locations

1850 Peary Way, Livermore, CA 94550Hilton Garden Inn, Room: Boardroom, 2540 Venture Oaks Way, Sacramento, CA 95833Hilton Garden Inn, Room: Padre, 4200 Taylor St, San Diego, CA 92110

Join by telephone or via Zoom conferencing link below:

Dial by your location (213) 338 8477 (Los Angeles) (669) 900 6833 (San Jose) Meeting ID: 981-0843-9416

https://cal-pacs-org.zoom.us/j/98108439416

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

| | | | Purpose | Presenter | Time |
|------|-----|--|------------------|---------------------|---------|
| I. | Оре | ening Items | | | 5:00 PM |
| | Α. | Call the Meeting to Order | | Board President | 2 m |
| | В. | Record Attendance | | Board President | 2 m |
| | | Roll Call: Kelly Wylie, President Dr. Shirley Peterson, Vice President Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member | | | |
| II. | Ple | dge of Allegiance | | | 5:04 PM |
| | Α. | Led by Board President or designee. | | Board President | 2 m |
| III. | Арр | prove Adopt/Agenda | | | 5:06 PM |
| | Α. | Agenda | Vote | Board President | 2 m |
| | | It is recommended that the Board of Directors ado Meeting of January 14, 2025, as presented. | pt the agenda fo | r the Regular Board | |
| | | | | | |

Roll Call Vote: Kelly Wylie

| | | Purpose | Presenter | Time |
|----|--|--------------------|-----------------|---------|
| | Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes | Nays | Absent | |
| Ар | prove Minutes | | | 5:08 PM |
| Α. | Minutes of the Regular Board meeting that was held on December 10, 2024 | Approve Minutes | Board President | 2 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

IV.

A. First Reading of Regular Meeting of the Board of Discuss
 Christine Feher
 5 m
 Directors Calendar for 2025-2026

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. | Cor | respondence/Proposals/Reports | | | 5:15 PM |
|------|-----|---|---------|--------------|---------|
| | Α. | CTE Program Highlights, School Community and Events Presentation | Discuss | Tyler Phipps | 20 m |

5:10 PM

| | | | Purpose | Presenter | Time |
|-------|------------|--|------------------|----------------------|---------|
| | | Presented by T. Phipps, Assitant Director of High | School Engage | ement | |
| | В. | CalPac School Highlights | Discuss | Christine Feher | 5 m |
| | | Presented by C. Feher, Superintendent | | | |
| | C. | CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2024 - California Pacific Charter Schools | Discuss | Shannon Green | 5 m |
| | | The final audit draft is being presented with no cha for informational purposes. | anges from the | board-approved draft | |
| VIII. | Со | nsent | | | 5:45 PM |
| | mot rem | ns listed under Consent are considered routine and tion. There will be no separate discussion of thes noved from the Consent Calendar upon the requ cussed, and acted upon separately. | se items; howe | ver, any item may be | |
| | Α. | Consent - Business/Financial Services | | | 2 m |
| | | Check Registers - December 2024 J.P. Morgan Statement - December 2024 Approval of 2025 IRS Mileage Reimbursem Approval of Surplus of Electronic Devices | ient Rate | | |
| | В. | Consent - Personnel Services | Vote | Board President | 2 m |
| | | Approval of Certificated Personnel Report Approval of Classified Personnel Report Approval of Employee Handbook Revisions | s, Effective Jan | uary 1, 2025 | |
| | | Consent items listed under A and B are consid approved/adopted by a single motion. | lered routine a | and will be | |
| | | Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard | | | |

| | | | | | Purpose | Presenter | Time |
|-----|-----|---|--|--|--|---------------------|---------|
| | | Jason McFaul Moved by | Seconded by | Ayes | Nays | Absent | |
| IX. | Bus | siness/Financial | Services | | | | 5:49 PM |
| | Α. | | nmercial Office Buildi h A&R Parcel Three | ng Lease | Vote | Christine Feher | 5 m |
| | | Amendment wit | nia Pacific Charter So | effective Ma | arch 1, 2025 tl | hrough November 30, | |
| | | (Allocation split California Pacifi California Pacifi | l Impact of Amendme may vary dependent c Charter - Los Angel c Charter - San Diego c Charter - Sonoma (; | on actual ei les (#1751) o (#1758) \$2 | nrollment) \$38,946.24 25,964.16 | | |
| | | Year Four Fisca | al Impact: \$21,330.00 Il Impact: \$29,412.00 I Impact: \$30,396.00 | 0 | | | |
| | | Roll Call Vote: Kelly Wylie Dr. Shirley Pete Tanya Rogers Bill Howard Jason McFaul Moved by | rson Seconded by | Ayes | Nays | Absent | |
| | В. | Approval of Offic | ce Furniture | | Vote | Christine Feher | 5 m |
| | | | led the Board approve Schools - Sonoma (#2 | • | | | |

Fiscal Impact: Up to \$20,000

(Allocation split may vary dependent on actual enrollment) California Pacific Charter - Los Angeles (#1751) \$9,600.00 California Pacific Charter - San Diego (#1758) \$6,400.00

| | | | | Purpose | Presenter | Time |
|-----|--|-------------------------------------|---------------|---------|---|---------|
| | California Pacific | c Charter - Sonoma (| (#2037) \$4,0 | 00.00 | | |
| | Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul | rson | | | | |
| | Moved by | Seconded by | Ayes | Nays | Absent | |
| Edu | ucation/Student \$ | Services | | | | 5:59 PM |
| Α. | Approval of 2023 Report Card (SA | 3-24 School Account ARC) | ability | Vote | Gretchen Chamberlain | 12 m |
| | | ornia Pacific Charter s (#1751). | | | countability Report Card 87), San Diego (#1758), | |
| | Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul Moved by | rson Seconded by | Ayes | Nays | Absent | |
| В. | Approval of 202 | 5-26 Instructional Ca | llendar | Vote | Christine Feher | 5 m |
| | | | | | al Calendar for go (#1758), and Los | |
| | Fiscal Impact: N | None. | | | | |
| | Roll Call Vote: Kelly Wylie | | | | | |

Dr. Shirley Peterson

Χ.

| | | | | Purpose | Presenter | Time |
|----|---|--|---|--|---|------|
| | Tanya Rogers Bill Howard Jason McFaul Moved by | _Seconded by | Ayes | Nays | Absent | |
| C. | Approval of TK-51 Adoption and Agr | th and 6-12th Grade eements | Curriculum | Vote | Christine Feher | 10 m |
| | Adoption and Agr | | nia Pacific Cl | harter Schoo | Grade Curriculum ls, Sonoma (#2037), 2026-27, and 2027-28 | |
| | 0 | ker for grades TK-5 for grades 6-12th | th | | | |
| | (Allocation split m California Pacific California Pacific California Pacific The Superintende | 75 each in excess o | on actual en es (#1751) \$ o (#1758) \$53 #2037) \$33,2 uthority to ap | rollment) 79,740.00 3,160.00 225.00 prove additio | onal student licenses in amount, in accordance | |
| | Estimated at 305 expected over 3 y This estimate doe workbooks, which (Allocation split m California Pacific California Pacific California Pacific The Superintende in the amount of S | vears. es not include applic n will be calculated s nay vary dependent Charter - Los Angel Charter - San Diego Charter - Sonoma (a | ing \$100 per able sales ta eparately. on actual en es (#1751) \$ o (#1758) \$1 #2037) \$73,2 uthority to ap | course, with ex and shippi rollment) 175,680.00 17,120.00 200.00 prove additio | onal student workbooks | |

Fiscal Impact: Edgenuity \$776,000.00

| | | | | | Dumana | Dressenter | Time |
|-------|-----|---|----------------------------------|---|---|--|---------|
| | | | | | Purpose | Presenter | Time |
| | | California Pacific California Pacific California Pacific The Superintend | 550 each in excess o bllment. | les (#1751) \$ o (#1758) \$2 (#2037) \$155 outhority to ap | \$372,480.00 48,320.00 5,200.00 oprove additio | nal student licenses in amount, in accordance | |
| | | Jason McFaul | | | | | |
| XI. | | endar | _ Seconded by | | | Absent | |
| XII. | Со | mments | | | | | 6:26 PM |
| | Α. | Board Comment | S | | | | 5 m |
| | В. | Superintendent (| Comments | | | | 5 m |
| XIII. | Clo | sing Items | | | | | 6:36 PM |
| | Α. | Adjourn Meeting Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul | | | Vote | Board President | 2 m |
| | | Moved by | _ Seconded by | Ayes | Nays | Absent | |

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

Coversheet

Minutes of the Regular Board meeting that was held on December 10, 2024

 Section:
 IV. Approve Minutes

 Item:
 A. Minutes of the Regular Board meeting that was held on December 10,

 2024
 Purpose:

 Purpose:
 Approve Minutes

 Submitted by:
 Related Material:

 Minutes for Regular Meeting of the Board of Directors on December 10, 2024



California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time Tuesday December 10, 2024 at 5:00 PM

Location Holiday Inn Diamond Bar Room: Gateway 1&3 21725 E Gateway Center Dr.

Diamond Bar, CA 91765

Teleconference Locations

1850 Peary Way, Livermore, CA 9455019 Las Flores Dr, Chula Vista, CA 91910Hilton Garden Inn, Room: Boardroom, 2540 Venture Oaks Way, Sacramento, CA 95833

Join by telephone or via Zoom conferencing link below:

Dial by your location (213) 338 8477 (Los Angeles) (669) 900 6833 (San Jose) Meeting ID: 968-7780-0729

https://cal-pacs-org.zoom.us/j/96877800729

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Directors Present

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

Directors Absent None

Guests Present

C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, E. Zemmer (remote), G. Chamberlain (remote), Joelene Morasch (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 10, 2024 at 5:05 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

K. Wylie, Board President, led the Pledge of Allegiance

III. Approve Adopt/Agenda

A. Agenda

T. Rogers made a motion to adopt the agenda, as presented.

J. McFaul seconded the motion.

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

IV. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on October 8, 2024.

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-08-24.

J. McFaul seconded the motion.

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

B. Minutes of the Special Meeting of the Board of Directors held November 13, 2024

S. Peterson made a motion to approve the minutes from Special Meeting of the Board of Directors on 11-13-24.

J. McFaul seconded the motion.

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

V. Adjourn to Closed Session

A. Closed Session

T. Rogers made a motion to adjourn to Closed Session.W. Howard seconded the motion.Adjourned to Closed Session at 5:10 P.M.The board **VOTED** unanimously to approve the motion.

VI. Reconvene Regular Meeting

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

The regular session was reconvened at 5:29 P.M.

T. Rogers reported that there was nothing to report.

VII. Board Governance

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

S. Peterson made a motion to approve the Annual Organizational Structure of the Board of Directors - Board President.

J. McFaul seconded the motion. Reappointment of Board President: Kelly Wylie. The board **VOTED** to approve the motion.

Roll Call

K. Wylie Abstain T. Rogers Aye W. Howard Aye

Roll Call

J. McFaul Aye

S. Peterson Aye

W. Howard made a motion to approve the Annual Organizational Structure of the Board

of Directors - Board Vice President.

K. Wylie seconded the motion.

Reappointment of Board Vice President: Dr. Shirley Peterson.

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

Roll Call

S. Peterson Abstain

- W. Howard Aye
- K. Wylie Aye
- T. Rogers Aye
- J. McFaul Aye

W. Howard made a motion to approve the Annual Organizational Structure of the Board of Directors - Board Clerk.

K. Wylie seconded the motion.

Reappointment of Board Clerk: Tanya Rogers.

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

Roll Call

- K. Wylie Aye W. Howard Aye
- J. McFaul Aye
- S. Peterson Aye
- T. Rogers Aye

VIII. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent

B. 24-25 Williams Site Visit from LACOE and SDCOE

Presented by C. Feher, Superintendent

IX. Consent

A. Consent - Business/Financial Services

- 1. Check Registers October & November 2024
- 2. J.P. Morgan Statement October & November 2024
- 3. Approval of Surplus of Electronic Devices

B. Consent - Personnel Services

- 1. Approval of Certificated Personnel Report
- 2. Approval of Classified Personnel Report
- 3. Receive the Annual Report of Mandatory Staff Training and Notices 2024-2025
- 4. Approve Revisions to Job Descriptions
- 5. Approval of One-Time Discretionary Bonus Jill Tanner
- T. Rogers made a motion to approve all items listed in Consent.
- J. McFaul seconded the motion.
- The board **VOTED** unanimously to approve the motion.

X. Business/Financial Services

A. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2024 - California Pacific Charter Schools (Draft)

T. Rogers made a motion to approve CliftonLarsonAllen (CLA) Annual Audit Report -Year Ended June 30, 2024 - California Pacific Charter Schools (Draft).J. McFaul seconded the motion.The board **VOTED** unanimously to approve the motion.

B. Approval of 2024-25 First Interim Financial Report

J. McFaul made a motion to approve the 2024-25 First Interim Financial Report. W. Howard seconded the motion.

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

XI. Education/Student Services

A. Approval of 2024-25 School Plan for Student Achievement (SPSA)

J. McFaul made a motion to approve the 2024-25 School Plan for Student Achievement (SPSA).

T. Rogers seconded the motion.

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

B. Approval of Renaissance (Renewal)

T. Rogers made a motion to approve the Renaissance (Renewal).

J. McFaul seconded the motion.

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

XII. Personnel Services

A. Approval of One-Time Discretionary Staff Bonuses

J. McFaul made a motion to approve the One-Time Discretionary Staff Bonuses. W. Howard seconded the motion. The board **VOTED** unanimously to approve the motion.

B. Approval of Revisions to 2024-2025 Salary Schedules

S. Peterson made a motion to approve the Revisions to 2024-2025 Salary Schedules. J. McFaul seconded the motion.

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

C. Approval of SPED/Counseling Professional Development

W. Howard made a motion to approve the SPED/Counseling Professional Development. J. McFaul seconded the motion.

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

XIII. Policy Development

A. Approval of New Board Policy

T. Rogers made a motion to approve the New Board Policy.

J. McFaul seconded the motion.

1000 Series - Community Relations

1040 - CPCS Volunteer Policy

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

XIV. Comments

A. Board Comments

The Board expressed gratitude and appreciation for the staff's work, emphasizing student experiences and positive data trends. They also highlighted successful audits, renewals, and employee bonuses. They wished everyone a happy holiday season.

B. Superintendent Comments

C. Feher announced CalPac's successful renewal of its Warner charter. She acknowledged Tyler Phipps's crucial role in the process and praised the admin team and Jill Tanner for their effort in preparing for the recent audit. C. Feher wished everyone a safe holiday season.

XV. Closing Items

A. Adjourn Meeting

T. Rogers made a motion to adjourn the meeting.

W. Howard seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:08 PM.

Respectfully Submitted, K. Wylie

Documents used during the meeting

- November 24-25 School Highlights Los Angeles.pdf
- November 24-25 School Highlights San Diego.pdf
- November 24-25 School Highlights Sonoma.pdf
- 24-25 LACOE Williams Notice of Sufficiency.pdf
- 24-25 SDCOE Williams Notice of Sufficiency.pdf
- CalPac-LA Check Register October 2024.pdf
- CalPac-SD Check Register October 2024.pdf
- CalPac-SO Check Register October 2024.pdf
- CalPac-LA Check Register November 2024.pdf
- CalPac-SD Check Register November 2024.pdf
- CalPac-SO Check Register November 2024.pdf
- J.P. Morgan Statement Oct 31 2024.pdf
- J.P. Morgan Statement Nov 30 2024.pdf
- Surplus of Electronics December 2024.pdf
- 2024-2025 Notice of Completion of Mandatory Staff Training.pdf
- CPCS BUS Job Descriptions 12-2024.pdf
- 2024-11 BUS One-Time Discretionary Bonus Jill Tanner.pdf
- California Pacific Charter Schools 2024 Draft Audit Report.pdf
- California Pacific Charter Schools 2024 Draft Governance Communication.pdf
- CPCS 24-25 First Interim Budget Presentation.pdf
- 2024-25 First Interim Budget #1751 California Pacific Charter School-Los Angeles.pdf
- 2024-25 First Interim Budget #1758 California Pacific Charter School-San Diego.pdf
- 2024-25 First Interim Budget #2037 California Pacific Charter School-Sonoma.pdf
- 2024 SPSA Slides Presentation.pdf
- 2024_SPSA_CPC- Los Angeles.pdf
- 2024_SPSA_CPC-San Diego.pdf
- 2024_SPSA_CPC-Sonoma.pdf
- Renaissance Quote.pdf
- BUS CPCS One-Time Discretionary Staff Bonuses December 2024.pdf
- CPCS Resolution One-Time Discretionary Bonuses to Staff Dec 2024.pdf

- BUS Revisions to 2024-2025 Salary Schedules.docx.pdf
- Classified Salary Schedule 2024-2025 rev. 1.2025.pdf
- Classified Admin Salary Schedule 2024-2025 rev. 1.2025.pdf
- Certificated Sub Salary Schedule 2024-2025 rev. 1.2025.pdf
- Certificated Admin Salary Schedule 2024-2025 rev. 1.2025.pdf
- Certificated Spec Salary Schedule 2024-2025 rev. 1.2025.pdf
- Certificated Salary Schedule 2024-2025 rev. 1.2025.pdf
- Cape Rey Contract for SPED Counseling Retreat.pdf
- Cape Rey SPED Retreat Cost Estimate 24-25.pdf
- CPCS BUS New Board Policy 12.10.24.pdf
- CPCS 1040 Volunteer Assistance Policy.pdf

FOR MORE INFORMATION

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

Coversheet

First Reading of Regular Meeting of the Board of Directors Calendar for 2025-2026

Section:V. Board GovernanceItem:A. First Reading of Regular Meeting of the Board of Directors Calendar for2025-2026DiscussPurpose:DiscussSubmitted by:25-26 Board Meeting Calendar.pdf



2025-2026 Board Meeting Calendar

(All dates are on the second Tuesday of the month- except where noted.)

| Date | Items |
|-------------------|--|
| August 12, 2025 | 45-Day Budget Revise (<i>if required</i>) Share School Kick-Off plans & PD Focus of the year Employee Handbook and Annual Notices EL Master Plan <i>Study Session: Board Evaluation & Board Training</i> |
| September 9, 2025 | Unaudited Actuals (24-25) |
| October 14, 2025 | Local Student Performance/STAR Data Intervention/MTSS Fiscal Update Policies: Student Services (5000s) Policies: Board Bylaws (9000s) |
| December 9, 2025 | First Interim Financial Reports Board Organization Meeting Audit Report (Draft) SPSA/School Dashboard CTE Presentation |
| January 13, 2026 | Community/Student Council/Clubs Presentation SARC 2026-2027 Instructional Calendar Board Meeting Calendar- First Reading |
| February 10, 2026 | Special Education Update Comprehensive School Safety Plan (Approval Deadline: March 1) Midyear LCAP with Student Data |
| March 10, 2026 | Second Interim Financial Reports Policies: Personnel Services (4000s) |
| May 12, 2026 | Human Resources & Business Services- Strategic Staffing Plan & 2026-2027 Work Year Calendars Teacher/Staff Appreciation |
| June 9, 2026 | Year End Recap & Highlights LCAP/Budget Public Hearing Property and Casualty Insurance Policies |
| June 16, 2026* | LCAP/Budget Approval Dashboard Local Indicators Board & CEO Evaluations |

Coversheet

CTE Program Highlights, School Community and Events Presentation

Section: Item: Purpose: Submitted by: Related Material: VII. Correspondence/Proposals/Reports A. CTE Program Highlights, School Community and Events Presentation Discuss

CTE Board Presentation 2024-25.pdf.pdf





Meet the Team





Tyler Phipps Admin Support

Debi Huber

Lead Teacher Design/Visual/Media Arts Pathway



Carly Berry

Lead Teacher Business Pathway Lead Teacher Intro to CTE





Liz DelConte

Lead Teacher Education Pathway

Garrett Carrington

Lead Teacher Web and Social Media Programming and Design Pathway



2024 CTE Conference



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM





Intro to CTE

Take a deep dive into all the different career clusters to discover what matches your interests and passions. This is a class all about DISCOVERY.

Powered by BoardOnTrack

Business Management

Want to own your business? Not sure what you want to do? This pathway is great for learning important workplace skills for any industry or career!

Design, Visual, & Media Arts

This pathway aims to offer students hands-on opportunities for training and experience in the media arts.

Education and Administration

This pathway is intended for students interested in childcare, education, and other educational career options.

Web & Social Media Programming & Design

For students interested in a career working in online creation. Covering Social Media, Programming, Website Development, SEO, and Online Marketing



25 of 375





CTE Goals

Plugged In!

Get

- Community within a community
- Find your passions
- Develop your skills



- Pathful Connect
- Pathful Explore
- Work experience
- Industry Chats
- Work Based Learning opportunities

College & Career Readiness

Grow numbers by increasing number of pathway completers For the 24-25 school year we have a possible completers. Last year we had completers.

CalPac CTE

What we've been offering....

- Dream Job Vision Boards
- Resumes
- Mock Interviews
- ePortfolios
- Industry Professional Presentations



What's New This Year...



Work-Based Learning- monthly meetings for Year 2 students

New Pathway- Web and Social Media Programming and Design

CTSO- This year through a partnership with SkillsUSA, CalPac was

officially granted a CTSO chapter through the state of California.

Certifications- Through SkillsUSA, students will have access to one

of three available certifications

Work Based Learning Hours

- For year 2 (capstone) students only.
- Monthly Meetings at 10 am on Fridays
- Students work in collaborative groups.
- Students work on filling out job applications based on an applicant profile.
- Students work on problem-solving relevant issues.
- Students develop and strengthen soft skills:

communication, teamwork, time management, leadership, problem-solving, social-emotional skills, conflict resolution, adaptability





First Nan





A Look at the Different Pathways CalPac offers





Powered by BoardOnTrack



CTE Pathways

116 CalPac students are enrolled in one of our amazing CTE Pathways





CTE Pathways

We are projected to have 27 Capstone completers in 2025 and 55 in 2026



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

CTE Business Management 45 students enrolled Year 1 25 students enrolled Year 2 Student Samples:

Marketing Mix Project

Students design and develop a new business venture. Students determine their Target Market and the 4 P's for their business. Through this project, students gain a clear understanding of why having a well-defined, detailed target market is crucial when developing their business ideas and see how it directly influences their decisionmaking process.

Product Pieces/Components

| Game Board | Player Pieces | Quest Cards / Action Dice | Tokens and Gems | Story Tracker |
|--|--|--|---|--|
| A modular board made up of interlocking hex tiles representing landscapes like forests, | Character miniatures (e.g., Warrior, Mage, Archer, Rogue). | Include challenges like riddles, battles, and treasure hunts. | Represent treasures, health, and power-ups. | A wheel that advances based on events in the game. |
| Purpose: Allows a customizable and ever-changing | Purpose: Represent players and move around the board. | Custom dice with symbols for movement, attacks, and special powers. | Purpose: Track player progress and inventory. | Purpose: Adds narrative progression and urgency. |

What Is QuestCraft: Legends Unfold

QuestCraft is an exciting, adventure-based board game where players explore mystical lands, solve riddles, collect treasures, and face challenges to become the ultimate hero. The game combines intrategy, teamwork, and storytelling, immersing players in a dynamic fantasy world.



Product Promotion

- Social Media Ads: Instagram and TikTok for video-based tutorials and player reviews.
- Influencer Marketing: Partnering with board game reviewers on YouTube and Twitch
- Giveaways: Free mini-games or character cards at conventions like Comic-Con or PAX.
- Print Ads: Featured in family-friendly magazine: like Parents and Game Trade Magazine.



IFIC CL



Powered by BoardOnTrack

Introducing

might "be a utah thing" but let's make it a everywhere ning. If you have ever been to utah you might have eard of Fizz or Swig its fun flavored drinks made by ustom syrups and sodas. It had a titkok viral moment flet the secret lives of mormon wives people started osting them drinking dirty dr.pepper. These specific rive thru's are only in the utah area, I believe if we hade a cart where we can drive the custom soda drinks valiable to everyone anywhere it could be a "fizz"

It would be great to set up at weddings, partys, fairs, and even sporting events!





a bit in a duranture-based

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM Business Management Pathway Projects and Student Work Samples ork Samples

Additional Business Management Learning Experiences :

1-1 Meetings (Individualize WBL Hours, Discuss Career Path and Resources, Review and Support with Resume, etc.) Guest Speakers - Entrepreneurs and Industry Professionals Pathful Connect and Explore - Career Videos and Mini Lessons Group Projects in Class, Oral Presentations, Video Submissions

Cost of Credit Project

Students conduct research to find the best financing for their first car. Students make multimedia presentations of their findings and their best financing option.



My Calculations and Comparisons No Down Payments

Schools First Federal Credit Consumers Credit Union \$149.2/month for 48 Months \$268.45/month for 24 Month \$1.165.52 Interest 600 Required Credit Score \$7,165.52 Total

Bank Of America

\$1.059.00 Interest

6.985.05 Total

California Bank Trust

\$145.52/month for 48 Month



525 Required Credit Score \$6.445.95 Total

Management Responsibilities Project

Students pretend they run their own coffee shop and need to hire an assistant manager. Students have to craft their own job description and create a posting to attract to right employee. It includes: the company mission statement, a job summary, responsibilities and duties of the job, gualifications and skills they want, and a salary range, benefits and any perks they will offer.)

Write a concise, but specific statement addressin

icise, but specific statement war warning yony do? What is the purpose of the bu

tes accomplish its purpose?

a concise, but specific statement addr e company do? What is the purpose of does the business accomplish its purpe have a passion for creating delicious ove to give back to our community, 10 district. Education is so valuable to u

Write a concise, but specific statement addressing does the company do? What is the purpose of the bus es the business accomplish its purpose?

Group Project Examples - Create Your Own Cereal or **Restaurant Based on Target Market**

In groups, students brainstorm what they like about their favorite cereals and what they want in a cereal not already available. They create their own cereal, following economic utilities to fully develop the product. In another group project, students are assigned a target market and must design a restaurant concept tailored to it, including the menu, atmosphere, and branding.

BoardOnTrack

SWEFT

WHEAT

Web and Social Media Programming and Design 🔕



- Past & Present
- Digital Citizenship & Digital Footprint
- Professional Networking
- Personal Branding
- Social Media Marketing



- Focused on Programmatic Thinking
- Learning Python (Top Language for AI, Data Science, and Cyber Security)
- HTML & CSS (Frontend website development, handles visual aspects)



- Explore Different CMS Systems (Content Management Systems, for Websites)
 - Traffic Generation
 - Local & Global SEO
 - Content Creation
 - Paid AdvertisingdonTrack

13 students enrolled Year 1

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM CTEDESIGN, VISUAI, and Media Arts











23 students enrolled Year 1 **1** student enrolled Year **2**
1 student enrolled in Year 1 & 2



Open Position for Elementary teacher

Requirements

APPLY NOW

call: 123-456-789

school @gmail.com

 \oslash

has to have a bachelor's degree

the average salary \$66,105

you're going to have to teaching your own lessons evaluate students in their abilities of their weaknesses and their strengths

and teaching students how to communicate with one another

created by Jazmin Vazquez yerena

Job Advertisement Project

Students learn to use Pathful Connect to research educational careers.

| Grade Level: 3rd | Subject: Language Arts | Topic: Following Directions |
|---|---|---|
| Objectives: Teach 3rd grade studer | nts how to make a peanut | butter and jelly sandwich |
| Materials: Bread Jelly Peanut butter Plates | Activities: Follow directions to make a peanut butter and jelly | Notes: Check for peanut/nul allergies Make sure students |
| Plastic knives Paper towels Google slides | sandwich. | have bread slices ev |



Lesson Plan Project

Learning the basics of how to create a lesson plan. Students created a lesson plan outline and google slides presentation for a 3rd grade class on how to make a peanut butter and jelly sandwich.

Education Work Based Learning:

New this school Year!

Student tutoring of Elementary students in the VLH. onitoring student tutoring with zoom and go guardian.

Multimedia Project:

researching different careers in education and their work activities, context and tasks

> Common Work Activities for Elementary School Teachers

 Prepare classroom materials and equipment

- Evaluate and record students' work and performance
- Enforce rules of the classroom
- Discuss student progress with parents



Edjoin project:

Students create an Edjoin account in class. We are using Edjoin to research educational job postings in their area of interest and location.



Powered by BoardOnTrack

Coming Soon...

CalPac CTE 25/26

- Adding Hospitality Pathway
- Micro-Credentials
- CTE Advisory Committee







CTE Students









Powered by BoardOnTrack

| CLUB RUSH | Fall 2024 Grades 6-12 California Pacific Charter School | |
|---|--|--|
| ENTREPRENEUR CLUB- MRS. MARTINEZ | | |
| CHILLAX FUN CLUB | PJNuzman | |
| CSF/LEADERSHIP CLUB | Phipps | |
| FASHION CLUB AND BOOK CLUB Jenny Byus | | |
| SPANISH CONVO CLUB Mrs. Rose and Hemminger | | |
| DRAWING/ART/MUSIC CLUB | Mr. Speakman | |
| FITNESS AND FUN CLUB | Mrs. Bayer | |
| TASTY TREAT/BAKING CLU | Mrs. Campbell | |





CSF Leadership Team





What is CSF Leadership?

•Served grades 7-12

•8 Members

•The purpose of the CSF Leadership club : to help students grow in their leadership abilities, support our wonderful online school, and to come up with new ideas.







CSF Leadership Team

24/25 PROJECTS

- Support Fall/Spring Club Rush
 - Incorporating Lead 4 Change curriculum
- Flyers for 1st ever Class Wars
- Ideas for supporting students over break
 - Focusing on "Inspiration" for leaders

LEAD4CHANGE





Book Club w/ Mrs. Byus







What is Book Club?

- Served grades 7-12 bi-weekly meetings
- 7 Members
- 24-25 Club Reading Challenge
- The Book Club aims to inspire a love for reading by bringing students together to explore diverse books, share perspectives, and exchange book reviews and recommendations. Recently, the club voted to include cookbooks and recipes in our discussions, allowing us to pair book recommendations with recipes that complement the stories we read.





Spanish Convo Club w/Mrs. Rose and Hemminger







f 375

¿Qué hacemos en el club de español?

Reviewing a popular Spanish song:

- Introductions
- Songs
- Games-hangman, loteria Roxxem music game
- Short videos
- Run by two amazing club leaders!!





Lego Club w/Mrs. Bayer





What is Lego Club?

- Served 7-12 grade
- 7 members
- The purpose of lego club is to help people communicate and unleash their creative ability
- Every meeting we come up with a different them to create with lego's to show in the next meeting







Tasty Treat Club w/Mrs. Campbell







Tasty Treat Club

In the tasty treat club:

- We are more like foodies
- 5-8 members
- 6-12 grade
- We talk about unique foods we have tried and what the flavor profile is. By the end of the club we will all have tried one food that is new to us By the end of the club we will a fun recipe and photos to share out.





Chillax/Fun Club w/Mx. Nuzman







What is Chillax/Fun Club?

- Show and tell our latest hobbies/builds
 - Legos Roblox
 - 6-12 grade
- Polls to get to know each other and laugh
- VR Trips to cool places
 - Flying a plane
 - Looking at the stars
 - Exploring earth
- Play online co-op and competitive games
- Coding our own games
- Making our own Nearpods



Fashion Club w/ Mrs. Byus



What is Fashion Club?

- Served grades 7-12 bi-monthly meetings
- 9 Members
- Applying to become an official ASU FIDM fashion club chapter
- The purpose of the Fashion club is to foster:
 - creativity and self-expression through fashion design, styling, and trends, while providing exposure to all industries related to fashion, careers in the fashion industry and building a supportive community for students.







Drawing,Art,Music w/Mr. Speakman



calpac

Art and Music Club

made by Sophia, Alexis, and Nalani

Art, Drawing, and Music club is a great community! We post and interact in our google classroom aswell as our bi-weekly zoom meetings! You can find us disscusing eachothers art and music aswell as simply having fun!





Coversheet

CalPac School Highlights

| Section: | VII. Correspondence/Proposals/Reports |
|-------------------|--|
| Item: | B. CalPac School Highlights |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | December 24-25 School Highlights - Los Angeles.pdf |
| | December 24-25 School Highlights - San Diego.pdf |
| | December 24-25 School Highlights - Sonoma.pdf |



December at CPCS was a busy and exciting month as we wrapped up 2024 and prepared for Winter Break.

We focused on key tasks like submitting accurate P1 attendance reports and helping students create personalized success plans to support their goals. Administratively, we held enrollment lotteries, while classrooms emphasized goal-setting and building positive habits as the semester came to an end.

With these tasks behind us and a festive spirit in the air, both staff and students looked forward to the Winter Break—a chance to relax, recharge, and get ready for the challenges and opportunities of the new year.





DECEMBER 2024



Student Achievement

First Semester Countdown

As the countdown to Winter Break began, the energy at CPCS remained high. Staff and students diligently worked toward ending the semester successfully. Progress conferences took place, with teachers providing individualized support and creating personalized academic plans for each student. Students focused on completing any outstanding work, eager to finish the semester strong before their well-deserved break. This period was marked by focused effort and a shared commitment to academic success.

CTE Academy Update

The CTE Academy had its fourth meeting of the year. Students had the opportunity to hear from Stuart Byus (CEO and founder of IT Byus), who has extensive experience with designing networks for small and medium businesses. His company has also performed several national security audits. Students were allowed to ask questions about his business career journey, starting with getting fired from D-Link Systems which prompted him to go out on his own. His interview focused on the skills and habits that have helped make him successful through the highs and lows of his career.



Professional Development

Alludo Professional Development

Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional





competencies this year. In addition, all staff successfully completed the Safe Schools mandated training this month.

IMSE Comprehensive OG+

The IMSE Impact Comprehensive Orton-Gillingham Plus Course and Program was a 30-hour intensive training for educators. Kristine Kim participated in this hands-on course and gained a deep understanding of IMSE's enhanced Orton-Gillingham method, aligning with the Science of Reading. She gained knowledge of the Science of Reading and Structured Literacy, including how to identify and address reading difficulties like dyslexia. Mrs. Kim learned effective strategies for teaching English Language Learners and developed the skills to identify, administer, and interpret various assessments. She learned to implement and create structured literacy lessons, empowering them to effectively teach reading to all students, particularly those who struggled.

27th Annual Paul Plevin Quarles Employment Law Update

Corrie Amador, Director of Human Resources, and Wendy Waters, Payroll and Benefits Technician, attended the annual Employment Law Update Seminar provided by Paul, Plevin, and Quarles law firm in San Diego. The focus of the training was to provide an overview of laws going into effect in the new year and to share best practices for HR and Payroll professionals. In addition to the benefits of hearing the presentations from subject matter experts and the materials provided, the time spent at the training afforded staff the opportunity to discuss current policies and procedures and ensure that practices are strengthened to maximize the operations of the nonprofit organization.



Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.





DECEMBER 2024



Durham Museum Virtual Schoolhouse Field Trip







CalPac Kindness Quest





FIND SOMEONE GET FLOWERS FOR SOMEONE HELP WITH THE LAUNDRY HELP COOK / ON HANG OUT WITH A FRIEND



Future Projects

Final Exams School Site Council Meeting Second Semester Kick-Off





December at CPCS was a busy and exciting month as we wrapped up 2024 and prepared for Winter Break.

We focused on key tasks like submitting accurate P1 attendance reports and helping students create personalized success plans to support their goals. Administratively, we held enrollment lotteries, while classrooms emphasized goal-setting and building positive habits as the semester came to an end.

With these tasks behind us and a festive spirit in the air, both staff and students looked forward to the Winter Break—a chance to relax, recharge, and get ready for the challenges and opportunities of the new year.







First Semester Countdown

As the countdown to Winter Break began, the energy at CPCS remained high. Staff and students diligently worked toward ending the semester successfully. Progress conferences took place, with teachers providing individualized support and creating personalized academic plans for each student. Students focused on completing any outstanding work, eager to finish the semester strong before their well-deserved break. This period was marked by focused effort and a shared commitment to academic success.

CTE Academy Update

The CTE Academy had its fourth meeting of the year. Students had the opportunity to hear from Stuart Byus (CEO and founder of IT Byus), who has extensive experience with designing networks for small and medium businesses. His company has also performed several national security audits. Students were allowed to ask questions about his business career journey, starting with getting fired from D-Link Systems which prompted him to go out on his own. His interview focused on the skills and habits that have helped make him successful through the highs and lows of his career.



Professional Development

Alludo Professional Development

Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional





competencies this year. In addition, all staff successfully completed the Safe Schools mandated training this month.

IMSE Comprehensive OG+

The IMSE Impact Comprehensive Orton-Gillingham Plus Course and Program was a 30-hour intensive training for educators. Kristine Kim participated in this hands-on course and gained a deep understanding of IMSE's enhanced Orton-Gillingham method, aligning with the Science of Reading. She gained knowledge of the Science of Reading and Structured Literacy, including how to identify and address reading difficulties like dyslexia. Mrs. Kim learned effective strategies for teaching English Language Learners and developed the skills to identify, administer, and interpret various assessments. She learned to implement and create structured literacy lessons, empowering them to effectively teach reading to all students, particularly those who struggled.

27th Annual Paul Plevin Quarles Employment Law Update

Corrie Amador, Director of Human Resources, and Wendy Waters, Payroll and Benefits Technician, attended the annual Employment Law Update Seminar provided by Paul, Plevin, and Quarles law firm in San Diego. The focus of the training was to provide an overview of laws going into effect in the new year and to share best practices for HR and Payroll professionals. In addition to the benefits of hearing the presentations from subject matter experts and the materials provided, the time spent at the training afforded staff the opportunity to discuss current policies and procedures and ensure that practices are strengthened to maximize the operations of the nonprofit organization.



Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.







Durham Museum Virtual Schoolhouse Field Trip







CalPac Kindness Quest





FIND SOMEONE GET FLOWERS FOR SOMEONE HELP WITH MELP COOK On HANG OUT WITH A FRIEND



Future Projects

Final Exams School Site Council Meeting Second Semester Kick-Off




December at CPCS was a busy and exciting month as we wrapped up 2024 and prepared for Winter Break.

We focused on key tasks like submitting accurate P1 attendance reports and helping students create personalized success plans to support their goals. Administratively, we held enrollment lotteries, while classrooms emphasized goal-setting and building positive habits as the semester came to an end.

With these tasks behind us and a festive spirit in the air, both staff and students looked forward to the Winter Break—a chance to relax, recharge, and get ready for the challenges and opportunities of the new year.



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



DECEMBER 2024



First Semester Countdown

As the countdown to Winter Break began, the energy at CPCS remained high. Staff and students diligently worked toward ending the semester successfully. Progress conferences took place, with teachers providing individualized support and creating personalized academic plans for each student. Students focused on completing any outstanding work, eager to finish the semester strong before their well-deserved break. This period was marked by focused effort and a shared commitment to academic success.

CTE Academy Update

The CTE Academy had its fourth meeting of the year. Students had the opportunity to hear from Stuart Byus (CEO and founder of IT Byus), who has extensive experience with designing networks for small and medium businesses. His company has also performed several national security audits. Students were allowed to ask questions about his business career journey, starting with getting fired from D-Link Systems which prompted him to go out on his own. His interview focused on the skills and habits that have helped make him successful through the highs and lows of his career.



Professional Development

Alludo Professional Development

Throughout the year, the staff will continue their self-paced professional development via the Alludo platform to support the achievement of their annual SMART Goals. Utilizing this platform is a mandatory requirement for all staff members to enhance their technical and instructional





competencies this year. In addition, all staff successfully completed the Safe Schools mandated training this month.

IMSE Comprehensive OG+

The IMSE Impact Comprehensive Orton-Gillingham Plus Course and Program was a 30-hour intensive training for educators. Kristine Kim participated in this hands-on course and gained a deep understanding of IMSE's enhanced Orton-Gillingham method, aligning with the Science of Reading. She gained knowledge of the Science of Reading and Structured Literacy, including how to identify and address reading difficulties like dyslexia. Mrs. Kim learned effective strategies for teaching English Language Learners and developed the skills to identify, administer, and interpret various assessments. She learned to implement and create structured literacy lessons, empowering them to effectively teach reading to all students, particularly those who struggled.

27th Annual Paul Plevin Quarles Employment Law Update

Corrie Amador, Director of Human Resources, and Wendy Waters, Payroll and Benefits Technician, attended the annual Employment Law Update Seminar provided by Paul, Plevin, and Quarles law firm in San Diego. The focus of the training was to provide an overview of laws going into effect in the new year and to share best practices for HR and Payroll professionals. In addition to the benefits of hearing the presentations from subject matter experts and the materials provided, the time spent at the training afforded staff the opportunity to discuss current policies and procedures and ensure that practices are strengthened to maximize the operations of the nonprofit organization.



Smart Goals

For the 2024-25 school year, CalPac's SMART goals focus on 1) increasing the percentage of students who graduate college and are career-prepared, 2) increasing student achievement on state assessments, specifically, surpassing the state in ELA performance for student groups to achieve charter renewal and 3) strengthening student retention as a means of improving the school's stability rate.



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



DECEMBER 2024



Durham Museum Virtual Schoolhouse Field Trip







CalPac Kindness Quest



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



DECEMBER 2024

<section-header> Image: Series of the serie



Future Projects

Final Exams School Site Council Meeting Second Semester Kick-Off



Coversheet

CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2024 - California Pacific Charter Schools

| Section: | VII. Correspondence/Proposals/Reports |
|---------------------------|---|
| Item: | C. CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, |
| 2024 - California Pacific | Charter Schools |
| Purpose: | Discuss |
| Submitted by: | Shannon Green |
| Related Material: | |
| California Pacific Charte | r Schools 2024 Signed Final Report and Financial Statements.pdf |
| California Pacific Charte | r Schools 2024 Signed Final Governance Communication.pdf |

BACKGROUND:

The Annual Audit Report is a critical document that evaluates the school's financial health, internal controls, and compliance with applicable laws and regulations.

This report is being prepared by the external audit firm, CLA (CliftonLarsonAllen LLP), a nationally recognized firm with extensive experience in nonprofit and educational sector audits. CLA is known for providing high-quality, independent audits that offer valuable insights into financial practices and help ensure transparency and accountability.

The final audit report was issued without any changes from the draft report that was presented in December.

CALIFORNIA PACIFIC CHARTER SCHOOLS

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2024

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

Powered by BoardOnTrack

CALIFORNIA PACIFIC CHARTER SCHOOLS TABLE OF CONTENTS YEAR ENDED JUNE 30, 2024

| INDEPENDENT AUDITORS' REPORT | 1 |
|---|----|
| FINANCIAL STATEMENTS | |
| STATEMENT OF FINANCIAL POSITION | 4 |
| STATEMENT OF ACTIVITIES | 5 |
| STATEMENT OF CASH FLOWS | 6 |
| STATEMENT OF FUNCTIONAL EXPENSES | 7 |
| NOTES TO FINANCIAL STATEMENTS | 9 |
| SUPPLEMENTARY INFORMATION | |
| SCHEDULE OF INSTRUCTIONAL TIME | 16 |
| SCHEDULE OF AVERAGE DAILY ATTENDANCE | 17 |
| RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS | 18 |
| NOTES TO SUPPLEMENTARY INFORMATION | 19 |
| OTHER INFORMATION | |
| LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE | 20 |
| 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 | 21 |
| INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE | 23 |
| SCHEDULE OF FINDINGS AND QUESTIONED COSTS | 27 |
| SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS | 28 |



CliftonLarsonAllen LLP CLAconnect.com

INDEPENDENT AUDITORS' REPORT

Board of Directors California Pacific Charter Schools Costa Mesa, 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, 2024, 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, 2024, 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 audit. 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; and for 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.

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

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.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The San Diego, Los Angeles and Sonoma columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and 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.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If based on the work performed, we conclude that an uncorrected material misstatement of the other information exists we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 13, 2024 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.

Clifton Larson Allen LLP

CliftonLarsonAllen LLP

Glendora, California December 13, 2024

CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FINANCIAL POSITION JUNE 30, 2024

| | San Diego | Los Angeles | Sonoma | Total |
|--|--------------|--------------|--------------|--------------|
| ASSETS | | | | |
| CURRENT ASSETS | | | | |
| Cash and Cash Equivalents | \$ 2,564,852 | \$ 3,044,259 | \$ 1,087,808 | \$ 6,696,919 |
| Accounts Receivable | 135,980 | 798,316 | 273.997 | 1,208,293 |
| Prepaid Expenses and Other Assets | 125,910 | 187,312 | 79,540 | 392,762 |
| Total Current Assets | 2,826,742 | 4,029,887 | 1,441,345 | 8,297,974 |
| LONG-TERM ASSETS | | | | |
| Operating Right-of-Use Asset | 65,865 | 99,183 | 32,331 | 197,379 |
| Total Assets | \$ 2,892,607 | \$ 4,129,070 | \$ 1,473,676 | \$ 8,495,353 |
| | | | | |
| LIABILITIES AND NET ASSETS | | | | |
| CURRENT LIABILITIES | | | | |
| Accounts Payable and Accrued Liabilities | \$ 358,973 | \$ 252,972 | \$ 164,982 | \$ 776,927 |
| Deferred Revenue | 561,190 | 686,213 | 351,776 | 1,599,179 |
| Loans Payable, Current | - | - | 46,198 | 46,198 |
| Lease Liability, Current | 3,596 | 5,449 | 1,853 | 10,898 |
| Total Current Liabilities | 923,759 | 944,634 | 564,809 | 2,433,202 |
| LONG-TERM LIABILITIES | | | | |
| Lease Liability, Net | 66,118 | 99,529 | 32,367 | 198,014 |
| Total Long-Term Liabilities | 66,118 | 99,529 | 32,367 | 198,014 |
| NET ASSETS | | | | |
| Net Assets Without Donor Restrictions | 1,902,730 | 3,084,907 | 876,500 | 5,864,137 |
| Total Net Assets | 1,902,730 | 3,084,907 | 876,500 | 5,864,137 |
| Total Liabilities and Net Assets | \$ 2,892,607 | \$ 4,129,070 | \$ 1,473,676 | \$ 8,495,353 |

CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2024

| | San Diego | Los Angeles | Sonoma | Total |
|---|--------------|--------------|--------------|--------------|
| REVENUES WITHOUT DONOR | | | | |
| RESTRICTIONS | | | | |
| State Revenue: | | | | |
| State Aid | \$ 3,126,874 | \$ 5,328,398 | \$ 1,292,937 | \$ 9,748,209 |
| Other State Revenue | 560,855 | 863,183 | 330,550 | 1,754,588 |
| Federal Revenue: | | | | |
| Grants and Entitlements | 208,921 | 274,008 | 142,130 | 625,059 |
| Local Revenue: | | | | |
| In-Lieu Property Tax Revenue | 193,566 | 191,875 | 685,721 | 1,071,162 |
| Investment Income | 37,989 | - | 8,387 | 46,376 |
| Other Revenue | 45,221 | 1,270 | 598 | 47,089 |
| Total Revenues | 4,173,426 | 6,658,734 | 2,460,323 | 13,292,483 |
| EXPENSES | | | | |
| Program Services | 3,551,971 | 5,399,821 | 2,032,833 | 10,984,625 |
| Management and General | 595,294 | 889,104 | 381,151 | 1,865,549 |
| Total Expenses | 4,147,265 | 6,288,925 | 2,413,984 | 12,850,174 |
| CHANGE IN NET ASSETS | 26,161 | 369,809 | 46,339 | 442,309 |
| Net Assets Without Donor Restrictions - | | | | |
| Beginning of Year | 1,876,569 | 2,715,098 | 830,161 | 5,421,828 |
| NET ASSETS WITHOUT DONOR | | | | |
| RESTRICTIONS - END OF YEAR | \$ 1,902,730 | \$ 3,084,907 | \$ 876,500 | \$ 5,864,137 |

CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2024

| | San Diego | Los Angeles | Sonoma | Total |
|---|--------------|--------------|--------------|--------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | U | | | |
| Change in Net Assets | \$ 26,161 | \$ 369,809 | \$ 46,339 | \$ 442,309 |
| Adjustments to Reconcile Change in Net Assets to | | | | |
| Net Cash Provided (Used) by Operating Activities: | | | | |
| Noncash Lease Expense | 1,828 | 2,751 | 897 | 5,476 |
| Changes in Assets and Liabilities: | | | | |
| Accounts Receivable | 130,413 | 341,172 | 187,213 | 658,798 |
| Intercompany Receivables | - | - | - | - |
| Prepaid Expenses and Other Assets | 73,395 | 120,701 | 36,928 | 231,024 |
| Accounts Payable and Accrued Liabilities | (162,300) | (160,966) | (31,658) | (354,924) |
| Deferred Revenue | (53,692) | (72,776) | (26,122) | (152,590) |
| Net Cash Provided by Operating | | | | |
| Activities | 15,805 | 600,691 | 213,597 | 830,093 |
| | | | | |
| CASH FLOWS FROM FINANCING ACTIVITIES | | | | |
| Repayment of Debt | | | (46,194) | (46,194) |
| Net Cash Used by Financing Activities | | | (46,194) | (46,194) |
| NET CHANGE IN CASH AND CASH EQUIVALENTS | 15,805 | 600,691 | 167,403 | 783,899 |
| | | | | |
| Cash and Cash Equivalents - Beginning of Year | 2,549,047 | 2,443,568 | 920,405 | 5,913,020 |
| CASH AND CASH EQUIVALENTS - END OF YEAR | \$ 2,564,852 | \$ 3,044,259 | \$ 1,087,808 | \$ 6,696,919 |
| SUPPLEMENTAL DISCLOSURE OF CASH | | | | |
| FLOW INFORMATION | | | | |
| Cash Paid for Interest | \$- | <u>\$</u> - | \$ 1,681 | \$ 1,681 |

See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES YEAR ENDED JUNE 30, 2024

| | | | S | an Diego | |
|------------------------------------|----|-----------|----|-----------|-----------------|
| | | Program | Ma | nagement | |
| | : | Services | an | d General | Total |
| Salaries and Wages | \$ | 2,300,475 | \$ | 202,395 | \$ 2,502,870 |
| Pension Expense | | 353,510 | | - | 353,510 |
| Other Employee Benefits | | 291,452 | | 31,056 | 322,508 |
| Payroll Taxes | | 57,222 | | 15,349 | 72,571 |
| Legal Expenses | | - | | 41,682 | 41,682 |
| Accounting Expenses | | - | | 20,875 | 20,875 |
| Instructional Materials | | 284,724 | | 4,761 | 289,485 |
| Other Fees for Services | | 114,654 | | 42,043 | 156,697 |
| Advertising and Promotion Expenses | | 5,898 | | 117,754 | 123,652 |
| Office Expenses | | 41,707 | | 5,151 | 46,858 |
| Information Technology Expenses | | 21,273 | | 8,157 | 29,430 |
| Occupancy Expenses | | 2,511 | | 27,002 | 29,513 |
| Travel Expenses | | 56,909 | | 16,096 | 73,005 |
| Insurance Expense | | - | | 14,106 | 14,106 |
| Other Expenses | | 21,636 | | 48,867 | 70,503 |
| Total Expenses by Function | \$ | 3,551,971 | \$ | 595,294 | \$ 4,147,265 |

| | Los Angeles | | | |
|------------------------------------|--------------|-------------|--------------|--|
| | Program | Management | | |
| | Services | and General | Total | |
| Salaries and Wages | \$ 3,503,177 | \$ 314,232 | \$ 3,817,409 | |
| Pension Expense | 532,087 | - | 532,087 | |
| Other Employee Benefits | 448,813 | 48,525 | 497,338 | |
| Payroll Taxes | 87,057 | 23,829 | 110,886 | |
| Legal Expenses | - | 28,230 | 28,230 | |
| Accounting Expenses | - | 32,365 | 32,365 | |
| Instructional Materials | 442,558 | 8,580 | 451,138 | |
| Other Fees for Services | 158,382 | 54,349 | 212,731 | |
| Advertising and Promotion Expenses | 9,217 | 183,990 | 193,207 | |
| Office Expenses | 63,116 | 7,192 | 70,308 | |
| Information Technology Expenses | 32,448 | 12,560 | 45,008 | |
| Occupancy Expenses | 3,935 | 39,258 | 43,193 | |
| Travel Expenses | 82,975 | 23,884 | 106,859 | |
| Insurance Expense | - | 22,047 | 22,047 | |
| Other Expenses | 36,056 | 90,063 | 126,119 | |
| Total Expenses by Function | \$ 5,399,821 | \$ 889,104 | \$ 6,288,925 | |

See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES (CONTINUED) YEAR ENDED JUNE 30, 2024

| | Sonoma | | |
|------------------------------------|--------------|-------------|--------------|
| | Program | Management | |
| | Services | and General | Total |
| Salaries and Wages | \$ 1,261,829 | \$ 111,835 | \$ 1,373,664 |
| Pension Expense | 198,321 | - | 198,321 |
| Other Employee Benefits | 161,536 | 17,469 | 179,005 |
| Payroll Taxes | 30,875 | 8,480 | 39,355 |
| Legal Expenses | - | 17,392 | 17,392 |
| Accounting Expenses | - | 11,423 | 11,423 |
| Instructional Materials | 189,604 | 1,791 | 191,395 |
| Other Fees for Services | 73,795 | 25,389 | 99,184 |
| Advertising and Promotion Expenses | 3,318 | 79,079 | 82,397 |
| Office Expenses | 26,716 | 2,875 | 29,591 |
| Information Technology Expenses | 11,859 | 4,353 | 16,212 |
| Occupancy Expenses | 1,359 | 14,987 | 16,346 |
| Travel Expenses | 61,376 | 11,689 | 73,065 |
| Interest Expense | - | 1,681 | 1,681 |
| Insurance Expense | - | 7,942 | 7,942 |
| Other Expenses | 12,245 | 64,766 | 77,011 |
| Total Expenses by Function | \$ 2,032,833 | \$ 381,151 | \$ 2,413,984 |

| | | Total | |
|------------------------------------|---------------|--------------|---------------|
| | Program | Management | |
| | Services | and General | Total |
| Salaries and Wages | \$ 7,065,481 | \$ 628,462 | \$ 7,693,943 |
| Pension Expense | 1,083,918 | - | 1,083,918 |
| Other Employee Benefits | 901,801 | 97,050 | 998,851 |
| Payroll Taxes | 175,154 | 47,658 | 222,812 |
| Legal Expenses | - | 87,304 | 87,304 |
| Accounting Expenses | - | 64,663 | 64,663 |
| Instructional Materials | 916,886 | 15,132 | 932,018 |
| Other Fees for Services | 346,831 | 121,781 | 468,612 |
| Advertising and Promotion Expenses | 18,433 | 380,823 | 399,256 |
| Office Expenses | 131,539 | 15,218 | 146,757 |
| Information Technology Expenses | 65,580 | 25,070 | 90,650 |
| Occupancy Expenses | 7,805 | 81,247 | 89,052 |
| Travel Expenses | 201,260 | 51,669 | 252,929 |
| Interest Expense | - | 1,681 | 1,681 |
| Insurance Expense | - | 44,095 | 44,095 |
| Other Expenses | 69,937 | 203,696 | 273,633 |
| Total Expenses by Function | \$ 10,984,625 | \$ 1,865,549 | \$ 12,850,174 |

See accompanying Notes to Financial Statements.

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.

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, 2024. 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 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.

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, 2024, the School has conditional grants of \$1,750,204 of which \$1,599,179 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.

<u>Leases</u>

The School leases office space. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses an incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use an incremental borrowing rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 13, 2024, 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 \$7,905,212.

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.

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, 2024, as provided by the pool sponsor was \$2,176,242.

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. The outstanding amount for the CDE loan at June 30, 2024 was \$46,198. Future maturities of loans payable are as follows:

| <u>Year Ending June 30,</u> | Α | Amount | |
|-----------------------------|----|--------|--|
| 2025 | \$ | 46,198 | |

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.

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

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, 2023, total STRS plan net assets are \$316.9 billion, the total actuarial present value of accumulated plan benefits is \$455 billion, contributions from all employers totaled \$7.738 billion, and the plan is 75.9% 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 <u>www.calstrs.com</u>.

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 10.205% 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, 2024, was 19.10% 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:

| | Required | Percent |
|----------------------------|--------------|-------------|
| <u>Year Ended June 30,</u> | Contribution | Contributed |
| 2022 | \$ 839,31 | 2 100% |
| 2023 | \$ 946,53 | 6 100% |
| 2024 | \$ 1,083,91 | 8 100% |

NOTE 6 LEASES – ASC 842

The School leases an office facility for various terms under long-term, non-cancelable lease agreements. The lease expires in November 2027.

The following table provides quantitative information concerning the School's lease for the year ended June 30, 2024:

| Operating Lease Cost | \$ 58,848 |
|--|--------------|
| Other Information: | |
| Cash Paid for Amounts Included in the | |
| Measurement of Lease Liabilities: | |
| Operating Cash Flows from Operating Leases | \$ 58,848 |
| Right-of-Use Assets Obtained in Exchange for New | |
| Operating Lease Liabilities: | 197,378 |
| Weighted-Average Remaining Lease Term - Operating Leases | 5 Years |
| Weighted-Average Discount Rate - Operating Leases | 6.00% |

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2024, is as follows:

| <u>Year Ending June 30,</u> | Amount | |
|-----------------------------|--------|----------|
| 2025 | \$ | 60,982 |
| 2026 | | 68,942 |
| 2027 | | 71,277 |
| 2028 | | 30,105 |
| Undiscounted Cash Flows | | 231,306 |
| (Less) Imputed Interest | | (22,394) |
| Total Present Value | \$ | 208,912 |
| | | |

NOTE 7 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.

In the normal course of business, the School is subject to legal claims. After consultation with the School's legal counsel, management of the School is of the opinion that liabilities, if any, arising from such claims would not have a material effect on the School's financial position.

SUPPLEMENTARY INFORMATION

CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF INSTRUCTIONAL TIME YEAR ENDED JUNE 30, 2024

| | Required Instructional | Traditional Calendar | |
|---------------------|---------------------------|-------------------------|---------------|
| CalPac Los Angeles: | Days | Days | Status |
| Grade K | 175 | 175 | In compliance |
| Grade 1 | 175 | 175 | In compliance |
| Grade 2 | 175 | 175 | In compliance |
| Grade 3 | 175 | 175 | In compliance |
| Grade 4 | 175 | 175 | In compliance |
| Grade 5 | 175 | 175 | In compliance |
| Grade 6 | 175 | 175 | In compliance |
| Grade 7 | 175 | 175 | In compliance |
| Grade 8 | 175 | 175 | In compliance |
| Grade 9 | 175 | 175 | In compliance |
| Grade 10 | 175 | 175 | In compliance |
| Grade 11 | 175 | 175 | In compliance |
| Grade 12 | 175 | 175 | In compliance |
| CalPac San Diego: | | | |
| Grade K | 175 | 175 | In compliance |
| Grade 1 | 175 | 175 | In compliance |
| Grade 2 | 175 | 175 | In compliance |
| Grade 3 | 175 | 175 | In compliance |
| Grade 4 | 175 | 175 | In compliance |
| Grade 5 | 175 | 175 | In compliance |
| Grade 6 | 175 | 175 | In compliance |
| Grade 7 | 175 | 175 | In compliance |
| Grade 8 | 175 | 175 | In compliance |
| Grade 9 | 175 | 175 | In compliance |
| Grade 10 | 175 | 175 | In compliance |
| Grade 11 | 175 | 175 | In compliance |
| Grade 12 | 175 | 175 | In compliance |
| CalPac Sonoma: | 475 | 475 | L P |
| Grade K | 175 | 175 | In compliance |
| Grade 1 | 175 | 175 | In compliance |
| Grade 2 | 175 | 175 | In compliance |
| Grade 3 | 175 | 175 | In compliance |
| Grade 4 | 175 | 175 | In compliance |
| Grade 5 | 175 | 175 | In compliance |
| Grade 6 | 175 | 175 | In compliance |
| Grade 7 | 175 | 175 | In compliance |
| Grade 8 | 175 | 175 | In compliance |
| Grade 9 | 175 | 175 | In compliance |
| Grade 10 | 175 | 175 | In compliance |
| Grade 11 | 175 | 175 | In compliance |
| Grade 12 | 175 | 175 | In compliance |

See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) YEAR ENDED JUNE 30, 2024

| | Second Period Report | | Annual Report | | | |
|---------------------|----------------------|--------|---------------|--------|--|--|
| | Classroom | | Classroom | | | |
| | Based | Total | Based | Total | | |
| CalPac Los Angeles: | | | | | | |
| Grades TK-3 | - | 89.87 | - | 88.19 | | |
| Grades 4-6 | - | 66.13 | - | 64.66 | | |
| Grades 7-8 | - | 55.27 | - | 53.91 | | |
| Grades 9-12 | | 194.24 | | 193.21 | | |
| ADA Totals | <u> </u> | 405.51 | | 399.97 | | |
| | Second Period Report | | Annual Report | | | |
| | Classroom | | Classroom | | | |
| | Based | Total | Based | Total | | |
| CalPac San Diego: | | | | | | |
| Grades TK-3 | - | 41.21 | - | 40.27 | | |
| Grades 4-6 | - | 27.97 | - | 28.41 | | |
| Grades 7-8 | - | 37.03 | - | 36.35 | | |
| Grades 9-12 | <u> </u> | 145.96 | <u> </u> | 146.05 | | |
| ADA Totals | | 252.17 | | 251.08 | | |
| | Second Period Report | | Annual Report | | | |
| | Classroom | | Classroom | | | |
| | Based | Total | Based | Total | | |
| CalPac Sonoma: | | | | | | |
| Grades TK-3 | - | 20.50 | - | 20.75 | | |
| Grades 4-6 | - | 25.68 | - | 25.73 | | |

27.44

76.87

150.49

-

-

-

27.18

77.72

151.38

See Independent Auditors' Report and accompanying Notes to Supplementary Information

_

-

Grades 7-8

Grades 9-12

ADA Totals

(17)

CALIFORNIA PACIFIC CHARTER SCHOOLS RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

| | | San Diego | | Los Angeles | | Sonoma | |
|--|-----------|-----------|----|-------------|----|---------|--|
| June 30, 2024 Annual Financial Report Fund Balances (Net Assets) | \$ | 1,902,844 | \$ | 3,084,907 | \$ | 876,500 | |
| Adjustments and Reclassifications: Increase (Decrease) of Fund Balance (Net Assets): Accounts Payable and Accrued Liabilities | | (114) | | | | | |
| Net Adjustments and Reclassifications | | (114) | | <u>-</u> | | | |
| June 30, 2024 Audited Financial Statement Fund Balances (Net Assets) | <u>\$</u> | 1,902,730 | \$ | 3,084,907 | \$ | 876,500 | |

CALIFORNIA PACIFIC CHARTER SCHOOLS NOTES TO SUPPLEMENTARY INFORMATION JUNE 30, 2024

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.

OTHER INFORMATION

CALIFORNIA PACIFIC CHARTER SCHOOLS LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE YEAR ENDED JUNE 30, 2024

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, 2024 were as follows:

BOARD OF DIRECTORS

| Member | Office | Term End (5 Years) |
|----------------------|----------------|--------------------|
| Kelly Wylie | President | December 2024 |
| Dr. Shirley Peterson | Vice President | October 2025 |
| Tanya Rogers | Clerk | September 2026 |
| Bill Howard | Member | December 2026 |
| Jason McFail | Member | December 2026 |
| | ADMINIS | TRATORS |
| | | |

Christine Feher

Superintendent



CliftonLarsonAllen LLP CLAconnect.com

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 Costa Mesa, 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, 2024, 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 13, 2024.

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 or significant deficiencies may exist that have not been identified.

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

(21)

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.

Clifton Larson Allen LLP

CliftonLarsonAllen LLP

Glendora, California December 13, 2024



CliftonLarsonAllen LLP CLAconnect.com

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors California Pacific Charter Schools Costa Mesa, California

Report on Compliance

Opinion on State Compliance

We have audited California Pacific Charter Schools's (the School) compliance with the types of compliance requirements applicable to the School described in the 2023-2024 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, 2024. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2024.

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 2023-2024 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 2023-2024 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 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 the School's state programs.

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

(23)

Auditors' Responsibility 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 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 *2023-2024 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 2023-2024 *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 above 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 2023-2024 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.

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:

| Description | Procedures <u>Performed</u> |
|---|--------------------------------|
| School Districts, County Offices of Education, and Charter Schools: | |
| Proposition 28 Arts and Music in Schools | Yes |
| After/Before School Education and Safety Program | Not Applicable ¹ |
| 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 ² |
| Immunizations | Not Applicable ³ |
| Educator Effectiveness | Yes |
| Expanded Learning Opportunities Grant (ELO-G) | Not Applicable ⁴ |
| Career Technical Education Incentive Grant (CTEIG) | Yes |
| Expanded Learning Opportunity Program | Not Applicable ⁵ |
| Transitional Kindergarten | Not Applicable ⁶ |
| Charter Schools: | |
| Attendance | Yes |
| Mode of Instruction | Not Applicable ⁷ |
| Nonclassroom-Based Instruction/Independent Study | Yes |
| Determination of Funding for Nonclassroom-Based Instruction | Yes |
| Annual Instructional Minutes – Classroom Based | Not Applicable ⁷ |
| Charter School Facility Grant Program | Not Applicable ⁸ |

Not Applicable¹: The School did not operate an after or before school program component of this grant.

Not Applicable²: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable³: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

Not Applicable⁴: The School did not have expenditures for the Expanded Learning Opportunities Grant funds for the audit year.

Not Applicable⁵: The School did not receive Expanded Learning Opportunities Program funds for the audit year.

Not Applicable⁶: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable⁷: The School did not report any ADA as generated through classroom-based instruction.

Not Applicable⁸: The School did not receive Charter School Facility Grant Program funding for the year audited.

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 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 a material noncompliance with a compliance requirement 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 that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's 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 weaknesses or significant weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that weaknesses or significant 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 that we consider to be material weaknesses.

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 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

Clifton Larson Allen LLP

CliftonLarsonAllen LLP

Glendora, California December 13, 2024
CALIFORNIA PACIFIC CHARTER SCHOOLS SCHEDULE OF FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

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

| Five Digit Code | Finding Types |
|-----------------|-----------------------------------|
| 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 |

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the 2023-2024 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.*

The School was not subject to the single audit requirements in the current year ended June 30, 2024.

CALIFORNIA PACIFIC CHARTER SCHOOLS SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS YEAR ENDED JUNE 30, 2024

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

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



CLA (CliftonLarsonAllen LLP) is a network member of CLA Global. See CLAglobal.com/disclaimer. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.



CliftonLarsonAllen LLP CLAconnect.com

Board of Directors California Pacific Charter Schools Costa Mesa, California

We have audited the financial statements of California Pacific Charter Schools as of and for the year ended June 30, 2024, and have issued our report thereon dated December 13, 2024. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, as well as certain information related to the planned scope and timing of our audit in our planning communication dated May 20, 2024. 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, 2024.

We noted no transactions entered into by the School 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.

Difficulties encountered in performing the audit

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

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See CLAglobal.com/disclaimer.

Board of Directors California Pacific Charter Schools Page 2

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 13, 2024.

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 School'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 School'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 San Diego, Los Angeles and Sonoma columns, 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 13, 2024.

Board of Directors California Pacific Charter Schools Page 3

Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the Local Education Agency Organization Structure. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information included in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exits, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other annual report. We did not identify any

Upcoming accounting standards

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

ASU 2023-01 Leases (Topic 842): Common Control Arrangements-

- Effective for audits of financial statements for fiscal years beginning after December 31, 2023. Early adoption is permitted. For your School June 30, 2025's financial statements.
- Financial Accounting Standards Board (FASB) issued Accounting Standards Update No. 2023-01, Leases (Topic 842): Common Control Arrangements, clarifies applying Topic 842 to related party arrangements between entities under common control, reducing diversity in practice.
- ASU 2023-01 provides practical expedient to applied when a written agreement exists; to determine existence, accounting, and classification of a lease in common control arrangements. If no written terms exist, the practical expedient cannot be applied.
- ASU 2023-01 requires that leasehold improvements under common control leases be:
 - Amortized by the lease over the useful life of the improvements to the common control group (regardless of the lease term) and;
 - Accounted for as a transfer between entities under comment control through net assets, if and when, the lessee no longer controls the use of the underlying asset.

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.

lifton Larson Allen LLP

CliftonLarsonAllen LLP

Glendora, California December 13, 2024

Coversheet

Consent - Business/Financial Services

Section: Item: Purpose: Submitted by: Related Material: VIII. Consent A. Consent - Business/Financial Services

CalPac-LA Check Register December 2024.pdf CalPac-SD Check Register December 2024.pdf CalPac-SO Check Register December 2024.pdf J.P. Morgan Statement Dec 31 2024.pdf BUS Approval of 2025 IRS Mileage Reimbursement Rate.pdf Surplus of Electronic Devices for January 2025.pdf

| Company name: Report name: Created on: | California Pao Check registe 1/2/2025 | cific Charter - Los Angeles | ular Meeting of the | Board of Directors - | Agenda - Tuesday January 14, 2025 at 5: | 00 PM |
|--|---|------------------------------------|---------------------|----------------------|---|---|
| Location: | 55California | a Pacific Charter - Los Angeles | | | | |
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase 3ank - Main | Account no: | EXTR001Extra Storage Newport Mes | 101371562 | 252.00 | Offsite Storage Fees Monthly - December 2024 | 55California Pacific Charter - Los Angele |
| | 12/2/2024 | WORL000Worldwide Express | 101371561 | 124.51 | Shipping for CPC-LA | 55California Pacific Charter - Los Angele |
| | 12/3/2024 | CHAR001Charter Impact | 101371563 | 1,260.00 | Payroll & Retirement Services Monthly - November 2024 | 55California Pacific Charter - Los Angele |
| | 12/3/2024 | WORL000Worldwide Express | 101371564 | 395.69 | Shipping for CPC_LA | 55California Pacific Charter - Los Angele |
| | 12/3/2024 | WORL000Worldwide Express | 101371565 | 201.23 | Shipping for CPC-LA | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | OXFO000Oxford Consulting Services, | 20137003384 | 4,026.96 | Speech and OT Services October 2024 | 55California Pacific Charter - Los Angel |
| | | OXF0000Oxford Consulting Services, | 20137003384 | 2,187.50 | BCBA Services October 2024 | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003379 | 5,760.00 | Technology Services for October 2024 | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | JOFF000Joffe Emergency Services | 20137003375 | 1,980.00 | School Safety Consulting Services 24/25 SY | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003380 | 1,536.00 | Technology Services for September 2024 | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003378 | 1,536.00 | Technology Services for November 2024 | 55California Pacific Charter - Los Angel |
| | 12/3/2024 | KRIS000Kristine Kim | 20137003376 | 16.18 | Reimbursement for USS Midway field trip LA 7 students | 55California Pacific Charter - Los Angel |
| | 12/4/2024 | ARNE001A&R Parcel Three | 3396597462TC | 58.71 | Office Space Operating Expense - December 2024 | 55California Pacific Charter - Los Angel |
| | 12/4/2024 | DELA000De Lage Landen Financial S | 20137003387 | 206.88 | Copier Lease Monthly - December 2024 | 55California Pacific Charter - Los Angel |
| | 12/4/2024 | PHIL000Philadelphia Insurance Com | 20137003386 | 2,341.46 | December Insurance Premiums FY 24/25 | 55California Pacific Charter - Los Angel |
| | 12/5/2024 | ACCR000Accrediting Commission for | 101371570 | 1,980.00 | CPC-LA Annual Accreditation Membership Fee : 2024-2025 | 55California Pacific Charter - Los Angel |
| | 12/6/2024 | QUAR000Quarles & Brady LLP | 20137003389 | 5,347.44 | Legal Services for September 2024 | 55California Pacific Charter - Los Angel |
| | 12/6/2024 | EDGE001Imagine Learning LLC | 20137003388 | 2,772.00 | eDynamic Electives for 28 LA Students | 55California Pacific Charter - Los Angel |
| | 12/6/2024 | EECS000Effectual Educational Consu | 20137003391 | 5,067.00 | Monthly Services - October 2024 | 55California Pacific Charter - Los Angel |
| | 12/6/2024 | KCAL001Kev Charter Advisors, LLC | 20137003394 | 2,262.00 | Finance and Accounting Support | 55California Pacific Charter - Los Angel |
| | 12/6/2024 | WILL000William J Howard Jr. | 20137003393 | 5.38 | Dinner for Board Meeting 11/13/24 for William Howard | 55California Pacific Charter - Los Angel |
| | | WILL000William J Howard Jr. | 20137003393 | 6.68 | MIleage for Board Meeting 11/13/24 for William Howard | 55California Pacific Charter - Los Angel |

| Company name: Report name: Created on: | Check registe 1/2/2025 | ific Charter - Los Angeles Pr | ular Meeting of the Bo | oard of Directors - A | Agenda - Tuesday January 14, 2025 at 5: | 00 PM |
|--|---------------------------|---|------------------------|-----------------------|--|--|
| Location: | | Pacific Charter - Los Angeles Vendor | Document no. | Amount applied | Memo | Location |
| Bank CHASE 1781 - Chase Bank - Main | Date Account no: | | Document no. | Amount applied | reino | |
| | 12/9/2024 | ALLS001All Systems Go! | 101371571 | 1,080.00 | Marketing Monthly - December 2024 | 55California Pacific Charter - Los Angeles |
| | 12/10/2024 | MISTY01Get Psyched LLC (Misty Bon | 20137003396 | 2,500.00 | Monthly - November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | HOUG000Houghton Mifflin Harcourt F | 20137003399 | 843.50 | Read 180 Materials | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371577 | 245.63 | Copier Overages Monthly - November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | WORL000Worldwide Express | 101371576 | 135.00 | Shipping for CPC-LA | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371578 | 9.12 | Color Ink Cartridges - December 2024 | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | SANJ000San Joaquin County Office c | 101371575 | 613.44 | CALPADS/SIS Data Integration 24/25 | 55California Pacific Charter - Los Angeles |
| | 12/11/2024 | UKG0001UKG | 20137003397 | 70.02 | Usage Overage Fee October 2024 | 55California Pacific Charter - Los Angeles |
| | 12/13/2024 | CHAR002Charters Choice Educationa | 101371580 | 250.00 | Language IEP November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/13/2024 | CULL001Culligan | 101371581 | 31.20 | Water Cooler Rental Monthly - December 2024 | 55California Pacific Charter - Los Angeles |
| | 12/14/2024 | JENN001Jennifer Byus | Voided - 10137143 | (15.74) | Park Day - Mileage LA - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | | JENN001Jennifer Byus | Voided - 10137143 | (10.38) | Graduation - Mileage LA - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | 12/16/2024 | JENN001Jennifer Byus | 101371582 | 10.38 | Graduation - Mileage LA - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | | JENN001Jennifer Byus | 101371582 | 15.74 | Park Day - Mileage LA - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | 12/16/2024 | CORW001Corwin Press, Inc. | 20137003401 | 100.30 | Corwin PD Visible Learning Feedback Virtual Institute Registration for Denya Cuiffo Rose | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | WORL000Worldwide Express | 101371585 | 248.73 | Shipping for CPC-LA | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | ALPH000Alpha Vision, Inc. | 101371587 | 181.92 | Google Drive Back-Up Monthly - December 2024 | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | ERIN001Erin Speakman | 101371588 | 17.69 | Postage - Speakman, Erin | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | SARA001Sarah Simkin | 20137003405 | 4,000.00 | Speech Assessments | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | TYLE001Tyler Phipps | 20137003404 | 164.67 | CTE Conference - 11/22/2024 - Meals - Phipps, Tyler | 55California Pacific Charter - Los Angeles |
| | | TYLE001Tyler Phipps | 20137003404 | 48.88 | CTE Conference - 11/22/2024 - Mileage Phipps, Tyler | 55California Pacific Charter - Los Angeles |
| | 12/17/2024 | PATR001Patrice Aguilar | 20137003402 | 13.64 | Field Trip Meals 7 LA Students USS | 55California Pacific Charter - Los Angeles |
| | | PATR001Patrice Aguilar | 20137003402 | 26.31 | Midwav field trip Mileage and parking 7 LA students USS Midwav field trip | 55California Pacific Charter - Los Angeles |

| Company name: Report name: Created on: Location: | Check registe 1/2/2025 | ific Charter - Los Angeles | ular Meeting of the Bo | ard of Directors | Agenda - Tuesday January 14, 2025 at 5: | 00 PM |
|---|---------------------------|--|----------------------------|------------------|---|--|
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase | Account no: | 505911781 | | | | |
| Bank - Main | 12/17/2024 | JASO000Jason D. McFaul | 20137003403 | 6.10 | MIleage for Board Meeting 11/13/24 for Jason McFaul | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | TSWT000TSW Therapy, Inc. | 20137003413 | 3,712.50 | SpEd Services November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | GRAM001Grammarly Inc. | 20137003406 | 1,503.36 | Staff Subscriptions for 24/25 SY | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | RING000RingCentral | 20137003407 | 1,273.17 | Phone Bill Monthly - November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | PROC000Procopio, Cory, Hargreaves | 20137003409 | 170.69 | Legal Services for October 2024 | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | AMAZ000Amazon | 20137003408 | 33.29 | Office supplies- pens and mailing sleeves | 55California Pacific Charter - Los Angeles |
| | 12/18/2024 | AMAZ000Amazon | 20137003410 | 9.34 | Corwin Professional Development Book for Denva Cuiffo Rose | 55California Pacific Charter - Los Angeles |
| | 12/19/2024 | JENN001Jennifer Byus | 101371589 | 27.35 | Mileage & Parking - Beach Day - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | 12/19/2024 | JENN001Jennifer Byus | Voided - 10137149 | (27.35) | Mileage & Parking - Beach Day - Byus, Jennifer | 55California Pacific Charter - Los Angeles |
| | 12/20/2024 | DAIS001Daisuke Nishikawa | 20137003417 | 7.74 | School Pathway Conference October 2024 San Diego Rideshares for Dice | 55California Pacific Charter - Los Angeles |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 59.82 | Nishikawa School Pathway Conference October 2024 San Diego Mileage for Dice | 55California Pacific Charter - Los Angeles |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 49.33 | Nishikawa School Pathway Conference October 2024 San Diego Meals for Dice | 55California Pacific Charter - Los Angeles |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 34.56 | Nishikawa School Pathway Conference October 2024 San Diego Parking for Dice | 55California Pacific Charter - Los Angeles |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 12.96 | Nishikawa LACOE Custody, Residency, and Enrollment & Student Records Workshop October 2024 for Daisuke | 55California Pacific Charter - Los Angeles |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 1.32 | Nishikawa Storage Trips from Office | 55California Pacific Charter - Los Angeles |
| | 12/20/2024 | GRET000Gretchen Chamberlain GRET000Gretchen Chamberlain | 20137003418 20137003418 | 67.35 10.23 | Various Office Trips School Pathway Conference October 2024 San Diego Meals for Gretchen | 55California Pacific Charter - Los Angele: 55California Pacific Charter - Los Angele: |
| | | GRET000Gretchen Chamberlain | 20137003418 | 5.72 | Chamberlain School Pathway Conference October 2024 San Diego Rideshare for Gretchen Chamberlain | 55California Pacific Charter - Los Angele |
| | | GRET000Gretchen Chamberlain | 20137003418 | 2.40 | School Pathway Conference October 2024 San Diego Parking for Gretchen Chamberlain | 55California Pacific Charter - Los Angeles |
| | | GRET000Gretchen Chamberlain | 20137003418 | 77.51 | School Pathway Conference October 2024 San Diego Mileage for Gretchen Chamberlain | 55California Pacific Charter - Los Angele |
| | 12/20/2024 | HATC000Hatch & Cesario, Attorneys | 20137003421 | 105.12 | Legal Services for October 2024 | 55California Pacific Charter - Los Angele |

| Company name: Report name: Created on: Location: | Check registe 1/2/2025 | ific Charter - Los Angeles | ular Meeting of the | Board of Directors - | Agenda - Tuesday January 14, 2025 at 5: | 00 PM |
|---|---------------------------|--|----------------------------|----------------------|---|--|
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase | Account no: | | | | | |
| Bank - Main | 12/20/2024 | EXTR001Extra Storage Newport Mes | 101371593 | 252.00 | Offsite Storage Fees Monthly - January 2025 | 55California Pacific Charter - Los Angeles |
| | 12/20/2024 | PART000Partners in Special Educatio | 101371590 | 240.00 | APE Services November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/20/2024 | OXFO000Oxford Consulting Services, OXFO000Oxford Consulting Services, | 20137003414 20137003414 | 2,798.46 1,437.50 | Monthly - November 2024 BCBA Services Monthly - November 2024 | 55California Pacific Charter - Los Angeles 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152780503 | 200.00 | December 2024 Board Stipends - JM | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152784823 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - JM | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152785345 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - WH | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152780484 | 200.00 | December 2024 Board Stipends - WH | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | TANY001Tanya Rogers | 1152780480 | 200.00 | December 2024 Board Stipends - TR | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | KELL000Kelly Wylie | 1152780507 | 200.00 | December 2024 Board Stipends - KW | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | SHIR000Shirley Peterson | 1152780518 | 200.00 | December 2024 Board Stipends - SP | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | ANCH000Anchor Counseling & Educa | 101371598 | 4,307.50 | BIS Services November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | ASTA001ASTA-USA TRANSLATION S | 101371597 | 1,952.28 | Translation services November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | OUAR000Ouarles & Brady LLP | 20137003436 | 413.28 | Legal Services for November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | MARY001Maryel Kindem MARY001Maryel Kindem | 20137003438 20137003438 | 35.97 28.73 | Supplies Postage- Lanyard - Kindem, Maryel | 55California Pacific Charter - Los Angeles 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | ESME001Esmerelda Brown | 101371601 | 49.27 | Substitute Permit Reimbursement - Brown, Esmeralda | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | SAND000San Diego County Office of | 101371599 | 25.16 | Red Herring Subscriptions for All Staff (7/1/25 - 1/21/26) | 55California Pacific Charter - Los Angeles |
| | | SAND000San Diego County Office of | 101371599 | 19.42 | Red Herring Subscriptions for All Staff (1/22/25 - 6/30/25) | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | STAP000Staples | 20137003435 | 29.30 | Supplies for Office | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | CLIF000Clifton Larson Allen LLP | 20137003433 | 4,260.82 | Audit of 06/30/2024 Fiscal Year Final Audit Billing | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | HOLI002Holiday Inn | 20137003431 | 162.57 | Board Meeting Room Rental February 2025 | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | YMCL000Law Offices of Young, Minne | 101371595 | 36.00 | Legal Services for November 2024 | 55California Pacific Charter - Los Angeles |
| | 12/23/2024 | AMAZ000Amazon | 20137003428 | 48.23 | Supplies for Office | 55California Pacific Charter - Los Angeles |

| Company name: | | ific Charter - Los Angeles | Regular Meeting of the | Board of Directors - | Agenda - Tuesday January 14, 2025 at 5: | 00 PM |
|--|---|---------------------------------------|------------------------|----------------------|---|---|
| Report name: Created on: Location: | Check registe 1/2/2025 55California | er 9 Pacific Charter - Los Angeles | | | | |
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase | Account no: | 505911781 | | | | |
| Bank - Main | 12/23/2024 | CORR001Corrie Amador | 20137003429 | 18.84 | Mileage - Quarles Training - Amador, Corrie | 55California Pacific Charter - Los Angele |
| | | CORR001Corrie Amador | 20137003429 | 25.37 | Meals - Waters & Amador - Quarles Training - Amador, Cri | 55California Pacific Charter - Los Angele |
| | 12/23/2024 | AMAZ000Amazon | 20137003432 | 29.23 | Office supplies- envelopes and labels | 55California Pacific Charter - Los Angele |
| | 12/23/2024 | AMAZ000Amazon | 20137003427 | 11.86 | SPED supplies for students (all scopes) | 55California Pacific Charter - Los Angele |
| | 12/23/2024 | ELIZ001Elizabeth DelConte | 101371594 | 81.14 | CTEIG Conference - 11/20 - 11/22/2024 - Rideshare, Mileage & | 55California Pacific Charter - Los Angel |
| | | ELIZ001Elizabeth DelConte | 101371594 | 56.61 | Parkina- DelConte. Elizabeth CTEIG Conference - 11/20 - 11/22/2024 - Meals - DelConte, Elizabeth | 55California Pacific Charter - Los Angel |
| | 12/23/2024 | CARL002Carly Berry | 20137003425 | 32.43 | CTEIG Conference - 11/20 - 11/22/2024 - Meals - Berry, Carly | 55California Pacific Charter - Los Angel |
| | | CARL002Carly Berry | 20137003425 | 52.88 | CTEIG Conference - 11/20 - 11/22/2024 - Mileage & Ride Share - Berrv. Carlv | 55California Pacific Charter - Los Angel |
| | 12/23/2024 | LAUR001Laurel Colton | 20137003426 | 70.51 | Colton, Laurel - PD National Tutoring Association | 55California Pacific Charter - Los Angel |
| | 12/23/2024 | AMAZ000Amazon | 20137003424 | 26.87 | Office supplies- stamps and mouse pad | 55California Pacific Charter - Los Angel |
| | 12/24/2024 | AMAZ000Amazon | 20137003443 | 42.84 | SPED supplies for students (all scopes) | 55California Pacific Charter - Los Angel |
| | 12/24/2024 | AMAZ000Amazon | 20137003442 | 13.23 | Tech Supplies for Brian Onesto | 55California Pacific Charter - Los Angel |
| | 12/24/2024 | AMAZ000Amazon | 20137003440 | 10.14 | Supplies for Office | 55California Pacific Charter - Los Angel |
| | 12/24/2024 | AMAZ000Amazon | 20137003441 | 5.68 | Tech Supplies for Brian Onesto | 55California Pacific Charter - Los Angele |
| | 12/24/2024 | AMAZ000Amazon | 20137003444 | 4.40 | Office supplies- binder clips | 55California Pacific Charter - Los Angele |
| Total for CHASE 178 | 1 | | | \$ 74,924.70 | | |

| Bank CHASE 1781 - Chase Bank - Main Date Accord 12/2 12/2 12/2 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 | | acific Charter - San Diego Vendor D5911781 | Document no. | | | |
|---|--------------|--|--------------|----------------|---|---|
| CHASE 1781 - Chase According Bank - Main 12/2 12/2 12/2 12/2 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 | count no: 50 | | Document no. | A | Маша | |
| Bank - Main 12/2 12/2 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 12/3 | | ,5511701 | | Amount applied | Memo | Location |
| 12/3 12/3 12/3 12/3 12/3 12/3 12/3 | | EXTR001Extra Storage Newport Mes | 101371562 | 168.00 | Offsite Storage Fees Monthly - December 2024 | 44California Pacific Charter - San Dieg |
| 12/3 12/3 12/3 12/3 12/3 12/3 | /2/2024 | WORL000Worldwide Express | 101371561 | 169.74 | Shipping for CPC-SD | 44California Pacific Charter - San Dieg |
| 12/3 12/3 12/3 12/3 12/3 | /3/2024 | CHAR001Charter Impact | 101371563 | 840.00 | Payroll & Retirement Services Monthly - November 2024 | 44California Pacific Charter - San Dieg |
| 12/3 12/3 12/3 12/3 | /3/2024 | WORL000Worldwide Express | 101371564 | 547.29 | Shipping for CPC-SD | 44California Pacific Charter - San Died |
| 12/3 12/3 12/3 | /3/2024 | WORL000Worldwide Express | 101371565 | 289.72 | Shipping for CPC-SD | 44California Pacific Charter - San Die |
| 12/3 12/3 | /3/2024 | STAP001Staples Technology Solutior | 20137003385 | 265.20 | Lenovo 100E Chromebook G4 for Students | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | OXFO000Oxford Consulting Services, | 20137003383 | 1,444.72 | Speech and OT Services October 2024 | 44California Pacific Charter - San Die |
| | /3/2024 | CHAR003Charter Tech Services | 20137003379 | 3,840.00 | Technology Services for October 2024 | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | METL001MetLife Small Business Cent | 20137003381 | 7,813.31 | December 2024 Insurance Premiums | 44California Pacific Charter - San Die |
| 12/5 | /3/2024 | JOFF000Joffe Emergency Services | 20137003375 | 1,320.00 | School Safety Consulting Services 24/25 SY | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | CHAR003Charter Tech Services | 20137003380 | 1,024.00 | Technology Services for September 2024 | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | CHAR003Charter Tech Services | 20137003378 | 1,024.00 | Technology Services for November 2024 | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | SANC001Josue Sanchez | 20137003374 | 480.00 | CalPac USS Midway Museum Video Session November 2024 - Social Media Cut | 44California Pacific Charter - San Die |
| 12/3 | /3/2024 | KRIS000Kristine Kim | 20137003376 | 30.04 | Reimbursement for USS Midway field trip SD 13 students | 44California Pacific Charter - San Die |
| 12/4 | /4/2024 | ARNE001A&R Parcel Three | 3396597462TC | 39.15 | Office Space Operating Expense - December 2024 | 44California Pacific Charter - San Die |
| 12/4 | /4/2024 | DELA000De Lage Landen Financial S | 20137003387 | 137.93 | Copier Lease Monthly - December 2024 | 44California Pacific Charter - San Die |
| 12/4 | /4/2024 | PHIL000Philadelphia Insurance Com | 20137003386 | 1,560.98 | December Insurance Premiums FY 24/25 | 44California Pacific Charter - San Die |
| 12/5 | /5/2024 | ACCR000Accrediting Commission for | 101371569 | 1,740.00 | CPC-SD Annual Accreditation Membership Fee : 2024-2025 | 44California Pacific Charter - San Die |
| 12/6 | | | | | | |

| ompany name: | California Paci | fic Charter - San Diego | | | | |
|---------------------------------|-----------------|--|------------------------|--------------------|--|--|
| eport name: | Check register | - | | | | |
| reated on: | 1/2/2025 | | | | | |
| ocation: | 44California | Pacific Charter - San Diego | | | | |
| ank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| HASE 1781 - Chase ank - Main | Account no: | 505911781 | | | | |
| | 12/6/2024 | EDGE001Imagine Learning LLC | 20137003388 | 2,772.00 | eDynamic Electives for 28 SD Students | 44California Pacific Charter - San Dieg |
| | | EDGE001Imagine Learning LLC | 20137003388 | 1,250.00 | Edgenuity Exceptional Students Course Suite for 5 SD Students | 44California Pacific Charter - San Dieg |
| | 12/6/2024 | KCAL001Key Charter Advisors, LLC | 20137003394 | 1,508.00 | Finance and Accounting Support | 44California Pacific Charter - San Diec |
| | 12/6/2024 | EECS000Effectual Educational Consu | 20137003390 | 1,235.75 | OT, Vision, Nurse Services October 2024 | 44California Pacific Charter - San Dieg |
| | 12/6/2024 | WILL000William J Howard Jr. | 20137003393 | 5.38 | Dinner for Board Meeting 11/13/24 for William Howard | 44California Pacific Charter - San Dieg |
| | | WILL000William J Howard Jr. | 20137003393 | 6.67 | Mileage for Board Meeting 11/13/24 for William Howard | 44California Pacific Charter - San Die |
| | 12/9/2024 | ALLS001All Systems Go! | 101371571 | 720.00 | Marketing Monthly - December 2024 | 44California Pacific Charter - San Die |
| | 12/10/2024 | MISTY01Get Psyched LLC (Misty Bon | 20137003396 | 5,112.50 | Psych Assessments | 44California Pacific Charter - San Die |
| | 12/10/2024 | PRO0001Professional Tutors of Amer PRO0001Professional Tutors of Amer | 101371574 101371574 | 855.00 3,150.00 | SpEd Tutoring October 2024 SpEd Tutoring October 2024 | 44California Pacific Charter - San Die 44California Pacific Charter - San Die |
| | 12/10/2024 | MICH003Michael Luna | 101371573 | 36.15 | November 2024 Reimbursements | 44California Pacific Charter - San Die |
| | 12/11/2024 | JSA0001JS Abrams Law Client Trust | 10265 | 25,000.00 | Legal Settlement Payment | 44California Pacific Charter - San Die |
| | 12/11/2024 | HOUG000Houghton Mifflin Harcourt I | 20137003399 | 562.33 | Read 180 Materials | 44California Pacific Charter - San Die |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371577 | 163.75 | Copier Overages Monthly - November 2024 | 44California Pacific Charter - San Die |
| | 12/11/2024 | WORL000Worldwide Express | 101371576 | 64.79 | Shipping for CPC-SD | 44California Pacific Charter - San Die |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371578 | 6.08 | Color Ink Cartridges - December 2024 | 44California Pacific Charter - San Die |
| | 12/11/2024 | SANJ000San Joaquin County Office c | 101371575 | 408.96 | CALPADS/SIS Data Integration 24/25 | 44California Pacific Charter - San Die |
| | 12/11/2024 | UKG0001UKG | 20137003397 | 46.68 | Usage Overage Fee October 2024 | 44California Pacific Charter - San Die |
| | 12/11/2024 | TYLE001Tyler Phipps | 20137003398 | 65.79 | Phipps, Tyler - Mileage to Warner USD | 44California Pacific Charter - San Die |
| | 12/13/2024 | CHAR002Charters Choice Educationa | 101371580 | 1,000.00 | Language IEP November 2024 | 44California Pacific Charter - San Die |
| | 12/13/2024 | CULL001Culligan | 101371581 | 20.80 | Water Cooler Rental Monthly - December 2024 | 44California Pacific Charter - San Die |
| | 12/14/2024 | JENN001Jennifer Byus | Voided - 10137 | -10.39 | Graduation - Mileage San Diego - Byus, | 44California Pacific Charter - San Die |
| | | JENN001Jennifer Byus | Voided - 10137 | -15.75 | Jennifer Park Day - Mileage San Diego - Byus, Jennifer | 44California Pacific Charter - San Die |

| Company name: Report name: Created on: | | California Pacific Charter Schools - Regula fic Charter - San Diego - | | | | |
|--|---------------------|---|--------------|----------------|--|---|
| ocation: | | Pacific Charter - San Diego | N | • | Мала | 1 |
| Bank CHASE 1781 - Chase | Date Account no: | Vendor 505911781 | Document no. | Amount applied | Memo | Location |
| ank - Main | 12/16/2024 | BERK000Berkshire Hathaway | 3510498943TC | 4,558.77 | Workers Comp November 2024 | 44California Pacific Charter - San Dieg |
| | 12/16/2024 | SAND000San Diego County Office of | 101371584 | 2,000.00 | AASE Program SP25 Regisration: Cohort Feb 3-May 25 for Cean Colcord | 44California Pacific Charter - San Dieg |
| | | SAND000San Diego County Office of | 101371584 | 2,000.00 | AASE Program SP25 Regisration: Cohort Feb 3-May 25 for Caryn Masters | 44California Pacific Charter - San Die |
| | | SAND000San Diego County Office of | 101371584 | 1,350.00 | AASE Program SP25 Regisration: Cohort Feb 3-May 25 for Heather | 44California Pacific Charter - San Die |
| | | SAND000San Diego County Office of | 101371584 | 2,000.00 | Goldbach AASE Program SP25 Regisration: Cohort Feb 3-May 25 for Marla Malfavon | 44California Pacific Charter - San Die |
| | 12/16/2024 | ASTA001ASTA-USA TRANSLATION S | 101371583 | 1,010.88 | Translation Service November 2024 | 44California Pacific Charter - San Die |
| | 12/16/2024 | JENN001Jennifer Byus | 101371582 | 15.75 | Park Day - Mileage San Diego - Byus, Jennifer | 44California Pacific Charter - San Die |
| | | JENN001Jennifer Byus | 101371582 | 10.39 | Graduation - Mileage San Diego - Byus, Jennifer | 44California Pacific Charter - San Die |
| | 12/16/2024 | CORW001Corwin Press, Inc. | 20137003401 | 100.26 | Corwin PD Visible Learning Feedback Virtual Institute Registration for Denya Cuiffo Rose | 44California Pacific Charter - San Die |
| | 12/17/2024 | ASTA001ASTA-USA TRANSLATION S | 101371586 | 756.72 | Translation Services November 2024 | 44California Pacific Charter - San Die |
| | 12/17/2024 | WORL000Worldwide Express | 101371585 | 302.15 | Shipping for CPC-SD | 44California Pacific Charter - San Die |
| | 12/17/2024 | ALPH000Alpha Vision, Inc. | 101371587 | 121.28 | Google Drive Back-Up Monthly - December 2024 | 44California Pacific Charter - San Die |
| | 12/17/2024 | ERIN001Erin Speakman | 101371588 | 11.79 | Postage - Speakman, Erin | 44California Pacific Charter - San Die |
| | 12/17/2024 | SARA001Sarah Simkin | 20137003405 | 3,800.00 | Speech Assessments | 44California Pacific Charter - San Die |
| | 12/17/2024 | TYLE001Tyler Phipps | 20137003404 | | CTE Conference - 11/22/2024 - Mileage Phipps, Tyler | |
| | | TYLE001Tyler Phipps | 20137003404 | 109.79 | CTE Conference - 11/22/2024 - Meals - Phipps, Tyler | 44California Pacific Charter - San Die |
| | 12/17/2024 | PATR001Patrice Aguilar | 20137003402 | 48.86 | Mileage and parking 13 SD students USS Midwav field trip | 44California Pacific Charter - San Die |
| | 12/17/2024 | JASO000Jason D. McFaul | 20137003403 | 6.09 | MIleage for Board Meeting 11/13/24 for Jason McFaul | 44California Pacific Charter - San Die |
| | 12/18/2024 | GRAM001Grammarly Inc. | 20137003406 | 1,002.24 | Staff Subscriptions for 24/25 SY | 44California Pacific Charter - San Die |
| | 12/18/2024 | RING000RingCentral | 20137003407 | 848.77 | Phone Bill Monthly - November 2024 | 44California Pacific Charter - San Die |
| | 12/18/2024 | HATC000Hatch & Cesario, Attorneys | 20137003412 | 1,457.50 | Legal Services for October 2024 | 44California Pacific Charter - San Died |
| | | | | | | |

| Company name: Report name: Created on: | Check register 1/2/2025 | | | | | |
|--|----------------------------|---------------------------------------|----------------|----------------|--|---|
| ocation: | | Pacific Charter - San Diego Vendor | Desument as | Amount annlied | Memo | Location |
| ank HASE 1781 - Chase | Date Account no: | | Document no. | Amount applied | Mellio | Location |
| ank - Main | 12/18/2024 | PROC000Procopio, Cory, Hargreaves | 20137003409 | 113.79 | Legal Services for October 2024 | 44California Pacific Charter - San Dieg |
| | 12/18/2024 | AMAZ000Amazon | 20137003408 | 22.20 | Office supplies- pens and mailing sleeves | 44California Pacific Charter - San Dieg |
| | 12/18/2024 | AMAZ000Amazon | 20137003411 | 30.16 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Dieg |
| | 12/18/2024 | AMAZ000Amazon | 20137003410 | 9.33 | Corwin Professional Development Book for Denva Cuiffo Rose | 44California Pacific Charter - San Dieg |
| | 12/19/2024 | JENN001Jennifer Byus | 101371589 | 27.36 | Mileage & Parking - Beach Day - Byus, Jennifer | 44California Pacific Charter - San Dieg |
| | 12/19/2024 | JENN001Jennifer Byus | Voided - 10137 | -27.36 | Mileage & Parking - Beach Day - Byus, Jennifer | 44California Pacific Charter - San Dieg |
| | 12/20/2024 | TSWT000TSW Therapy, Inc. | 20137003419 | 3,216.25 | SpEd Services November 2024 | 44California Pacific Charter - San Dieg |
| | 12/20/2024 | HATC000Hatch & Cesario, Attorneys | 20137003420 | 1,728.00 | Legal Services for October 2024 | 44California Pacific Charter - San Die |
| | 12/20/2024 | DAIS001Daisuke Nishikawa | 20137003417 | 23.04 | School Pathway Conference October 2024 San Diego Parking for Dice Nishikawa | 44California Pacific Charter - San Die |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 32.89 | School Pathway Conference October 2024 San Diego Meals for Dice Nishikawa | 44California Pacific Charter - San Die |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 39.88 | School Pathway Conference October 2024 San Diego Mileage for Dice | 44California Pacific Charter - San Die |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 8.64 | Nishikawa LACOE Custody, Residency, and Enrollment & Student Records Workshop October 2024 for Daisuke Nishikawa | 44California Pacific Charter - San Die |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 0.88 | Storage Trips from Office | 44California Pacific Charter - San Die |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 5.16 | School Pathway Conference October 2024 San Diego Rideshares for Dice Nishikawa | 44California Pacific Charter - San Die |
| | 12/20/2024 | GRET000Gretchen Chamberlain | 20137003418 | 44.90 | Various Office Trips | 44California Pacific Charter - San Die |
| | | GRET000Gretchen Chamberlain | 20137003418 | 6.83 | School Pathway Conference October 2024 San Diego Meals for Gretchen Chamberlain | 44California Pacific Charter - San Die |
| | | GRET000Gretchen Chamberlain | 20137003418 | 3.81 | School Pathway Conference October 2024 San Diego Rideshare for Gretchen Chamberlain | 44California Pacific Charter - San Die |
| | | GRET000Gretchen Chamberlain | 20137003418 | 1.60 | School Pathway Conference October 2024 San Diego Parking for Gretchen Chamberlain | 44California Pacific Charter - San Die |
| | | GRET000Gretchen Chamberlain | 20137003418 | 51.67 | Chamberlain School Pathway Conference October 2024 San Diego Mileage for Gretchen Chamberlain | 44California Pacific Charter - San Die |
| | 12/20/2024 | HATC000Hatch & Cesario, Attorneys | 20127002421 | 70.08 | Legal Services for October 2024 | 44California Pacific Charter - San Die |

| Company name: Report name: Created on: | California Paci Check register 1/2/2025 | | | | | |
|--|---|--|----------------------------|----------------|--|--|
| ocation: | | Pacific Charter - San Diego | B | A | Мала | t |
| Bank CHASE 1781 - Chase | Date Account no: | Vendor 505911781 | Document no. | Amount applied | Memo | Location |
| Bank - Main | 12/20/2024 | EXTR001Extra Storage Newport Mes | 101371593 | 168.00 | Offsite Storage Fees Monthly - January 2025 | 44California Pacific Charter - San Dieg |
| | 12/20/2024 | PART000Partners in Special Educatio | 101371591 | 480.00 | APE Services October 2024 | 44California Pacific Charter - San Die |
| | 12/20/2024 | OXFO000Oxford Consulting Services, | 20137003415 | 1,648.08 | ST and OT Services November 2024 | 44California Pacific Charter - San Die |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152780503 | 200.00 | December 2024 Board Stipends - JM | 44California Pacific Charter - San Die |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152784823 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - JM | 44California Pacific Charter - San Die |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152785345 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - WH | 44California Pacific Charter - San Die |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152780484 | 200.00 | December 2024 Board Stipends - WH | 44California Pacific Charter - San Die |
| | 12/23/2024 | TANY001Tanya Rogers | 1152780480 | 200.00 | December 2024 Board Stipends - TR | 44California Pacific Charter - San Die |
| | 12/23/2024 | KELL000Kelly Wylie | 1152780507 | 200.00 | December 2024 Board Stipends - KW | 44California Pacific Charter - San Die |
| | 12/23/2024 | SHIR000Shirley Peterson | 1152780518 | 200.00 | December 2024 Board Stipends - SP | 44California Pacific Charter - San Die |
| | 12/23/2024 | STAP001Staples Technology Solutior | 20137003437 | 11,594.86 | Lenovo 100E Chromebook G4 for Students | 44California Pacific Charter - San Die |
| | 12/23/2024 | METL001MetLife Small Business Cent | 20137003439 | 7,048.36 | January 2025 Insurance Premiums | 44California Pacific Charter - San Die |
| | 12/23/2024 | QUAR000Quarles & Brady LLP | 20137003436 | 275.52 | Legal Services for November 2024 | 44California Pacific Charter - San Die |
| | 12/23/2024 | MARY001Maryel Kindem MARY001Maryel Kindem | 20137003438 20137003438 | 19.15 23.97 | Postage- Lanyard - Kindem, Maryel Supplies | 44California Pacific Charter - San Die 44California Pacific Charter - San Die |
| | 12/23/2024 | ESME001Esmerelda Brown | 101371601 | 32.85 | Substitute Permit Reimbursement - Brown, Esmeralda | 44California Pacific Charter - San Die |
| | 12/23/2024 | SAND000San Diego County Office of | 101371599 | 12.95 | Red Herring Subscriptions for All Staff (1/22/25 - 6/30/25) | 44California Pacific Charter - San Die |
| | | SAND000San Diego County Office of | 101371599 | 16.78 | Red Herring Subscriptions for All Staff (7/1/25 - 1/21/26) | 44California Pacific Charter - San Die |
| | 12/23/2024 | STAP000Staples | 20137003435 | 19.54 | Supplies for Office | 44California Pacific Charter - San Die |
| | 12/23/2024 | AMAZ000Amazon | 20137003434 | 50.63 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Die |
| | 12/23/2024 | CLIF000Clifton Larson Allen LLP | 20137003433 | 2,840.54 | Audit of 06/30/2024 Fiscal Year Final Audit Billing | 44California Pacific Charter - San Die |

| Company name: Report name: Created on: | California Paci Check register 1/2/2025 | | | | iyenda - Tuesday January 14, 2023 at 3.0 | |
|--|---|--|------------------------|-----------------|---|--|
| Location: Bank | 44California Date | Pacific Charter - San Diego Vendor | Document no. | Amount applied | Мето | Location |
| CHASE 1781 - Chase | Account no: | | | , approx | | |
| 3ank - Main | 12/23/2024 | HOLI002Holiday Inn | 20137003431 | 162.53 | Board Meeting Room Rental February 2025 | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | YMCL000Law Offices of Young, Minne YMCL000Law Offices of Young, Minne | 101371595 101371595 | 225.00 24.00 | Legal Services for November 2024 Legal Services for November 2024 | 44California Pacific Charter - San Dieg 44California Pacific Charter - San Dieg |
| | 12/23/2024 | AMAZ000Amazon | 20137003430 | 151.89 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | AMAZ000Amazon | 20137003428 | 32.15 | Supplies for Office | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | CORR001Corrie Amador | 20137003429 | 12.57 | Mileage - Quarles Training - Amador, Corrie | 44California Pacific Charter - San Dieg |
| | | CORR001Corrie Amador | 20137003429 | 16.92 | Meals - Waters & Amador - Quarles Training - Amador, Cri | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | AMAZ000Amazon | 20137003432 | 19.49 | Office supplies- envelopes and labels | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | AMAZ000Amazon | 20137003427 | 7.90 | SPED supplies for students (all scopes) | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | ELIZ001Elizabeth DelConte | 101371594 | 54.09 | CTEIG Conference - 11/20 - 11/22/2024 - Rideshare, Mileage & | 44California Pacific Charter - San Dieg |
| | | ELIZ001Elizabeth DelConte | 101371594 | 37.73 | Parkino- DelConte. Elizabeth CTEIG Conference - 11/20 - 11/22/2024 - Meals - DelConte, Elizabeth | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | CARL002Carly Berry | 20137003425 | 35.26 | CTEIG Conference - 11/20 - 11/22/2024 - Mileage & Ride Share - | 44California Pacific Charter - San Dieg |
| | | CARL002Carly Berry | 20137003425 | 21.62 | Berrv. Carlv - CTEIG Conference - 11/20 11/22/2024 - Meals - Berrv, Carlv | 44California Pacific Charter - San Die |
| | 12/23/2024 | LAUR001Laurel Colton | 20137003426 | 47.01 | Colton, Laurel - PD National Tutoring Association | 44California Pacific Charter - San Die |
| | 12/23/2024 | AMAZ000Amazon | 20137003424 | 17.91 | Office supplies- stamps and mouse pad | 44California Pacific Charter - San Dieg |
| | 12/23/2024 | AMAZ000Amazon | 20137003423 | 32.95 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Dieg |
| | 12/24/2024 | AMAZ000Amazon | 20137003443 | 28.56 | SPED supplies for students (all scopes) | 44California Pacific Charter - San Dieg |
| | 12/24/2024 | AMAZ000Amazon | 20137003442 | 8.82 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Dieg |
| | 12/24/2024 | AMAZ000Amazon | 20137003440 | 6.76 | Supplies for Office | 44California Pacific Charter - San Dieg |
| | 12/24/2024 | AMAZ000Amazon | 20137003441 | 3.79 | Tech Supplies for Brian Onesto | 44California Pacific Charter - San Dieg |
| | | | | | | |

| California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM | | | | | | | |
|---|-------------------|--|--------------|----------------|-------------------------------|--|--|
| Company name: | California Pacifi | California Pacific Charter - San Diego | | | | | |
| Report name: | Check register | | | | | | |
| Created on: | 1/2/2025 | | | | | | |
| Location: | 44California | Pacific Charter - San Diego | | | | | |
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location | |
| CHASE 1781 - Chase | Account no: 5 | 05911781 | | | | | |
| Bank - Main | 12/24/2024 | AMAZ000Amazon | 20137003444 | 2.93 | Office supplies- binder clips | 44California Pacific Charter - San Diego | |
| Total for CHASE 1781 | | | | \$ 123,697.58 | | | |

| Company name: Report name: Created on: Location: | Check regist 1/2/2025 | cific Charter - Sonoma | llar Meeting of the E | 3oard of Directors - | - Agenda - Tuesday January 14, 2025 at 5:0 | 0 PM |
|---|--------------------------|--|----------------------------|----------------------|---|--|
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - | | : 505911781 | | | | |
| Chase Bank - Main | 12/2/2024 | EXTR001Extra Storage Newport Mes | 101371562 | 105.00 | Offsite Storage Fees Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/2/2024 | WORL000Worldwide Express | 101371561 | 186.97 | Shipping for CPC-SO | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | CHAR001Charter Impact | 101371563 | 525.00 | Payroll & Retirement Services Monthly - November 2024 | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | WORL000Worldwide Express | 101371564 | 88.19 | Shipping for CPC-SO | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | WORL000Worldwide Express | 101371565 | 223.66 | Shipping for CPC-SO | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | OXFO000Oxford Consulting Services OXFO000Oxford Consulting Services | 20137003382 20137003382 | 1,137.00 286.25 | SpEd Services October 2024 Monthly-October 2024 | 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003379 | 2,400.00 | Technology Services for October 2024 | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | JOFF000Joffe Emergency Services | 20137003375 | 825.00 | School Safety Consulting Services 24/25 SY | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003380 | 640.00 | Technology Services for September 2024 | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | CHAR003Charter Tech Services | 20137003378 | 640.00 | Technology Services for November 2024 | 95California Pacific Charter - Sonoma |
| | 12/3/2024 | JILL001Jill Stubbs | 20137003377 | 159.08 | Mileage and parking for Safari West | 95California Pacific Charter - Sonoma |
| | | JILL001Jill Stubbs | 20137003377 | 79.99 | field trip Meals for Safari West field trip | 95California Pacific Charter - Sonoma |
| | 12/4/2024 | ARNE001A&R Parcel Three | 3396597462TC | 24.46 | Office Space Operating Expense - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/4/2024 | DELA000De Lage Landen Financial S | 20137003387 | 86.20 | Copier Lease Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/4/2024 | PHIL000Philadelphia Insurance Comț | 20137003386 | 975.61 | December Insurance Premiums FY 24/25 | 95California Pacific Charter - Sonoma |
| | 12/5/2024 | ACCR000Accrediting Commission for | 101371566 | 1,230.00 | CPC-SO Annual Accreditation Membership Fee : 2024-2025 | 95California Pacific Charter - Sonoma |
| | 12/6/2024 | QUAR000Quarles & Brady LLP | 20137003389 | 2,228.10 | Legal Services for September 2024 | 95California Pacific Charter - Sonoma |
| | 12/6/2024 | EDGE001Imagine Learning LLC | 20137003388 | 990.00 | eDynamic Electives for 10 SO Students | 95California Pacific Charter - Sonoma |
| | 12/6/2024 | KCAL001Key Charter Advisors, LLC | 20137003394 | 942.50 | Finance and Accounting Support | 95California Pacific Charter - Sonoma |
| | 12/6/2024 | EECS000Effectual Educational Consu | 20137003392 | 1,392.10 | OT Services October 2024 | 95California Pacific Charter - Sonoma |
| | 12/6/2024 | WILL000William J Howard Jr. | 20137003393 | 6.68 | MIleage for Board Meeting 11/13/24 for William Howard | 95California Pacific Charter - Sonoma |

| Company name: Report name: Created on: Location: | Check registe 1/2/2025 | cific Charter - Sonoma | lar Meeting of the | Board of Directors - | - Agenda - Tuesday January 14, 2025 at 5:0 | 0 PM |
|---|---------------------------|--|------------------------|----------------------|--|--|
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - | | 505911781 | | | | |
| Chase Bank - Main | | WILL000William J Howard Jr. | 20137003393 | 5.38 | Dinner for Board Meeting 11/13/24 for William Howard | 95California Pacific Charter - Sonoma |
| | 12/9/2024 | ALLS001All Systems Go! | 101371571 | 450.00 | Marketing Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/10/2024 | MISTY01Get Psyched LLC (Misty Bon | 20137003396 | 2,500.00 | Psych Assessments | 95California Pacific Charter - Sonoma |
| | 12/10/2024 | HOLL001Holly Hess HOLL001Holly Hess | 101371572 101371572 | 154.19 201.67 | Meal for Safari West field trip Mileage for Safari West field trip | 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma |
| | 12/10/2024 | VICTO02Victoria Campbell | 20137003395 | 223.11 | Reimbursement for Safari West field trip | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | HOUG000Houghton Mifflin Harcourt I | 20137003399 | 351.46 | Read 180 Materials | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371577 | 102.34 | Copier Overages Monthly - November 2024 | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | WORL000Worldwide Express | 101371576 | 280.26 | Shipping for CPC-SO | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | ECCI000ECC Imaging LLC. | 101371578 | 3.80 | Color Ink Cartridges - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | SANJ000San Joaquin County Office c | 101371575 | 255.60 | CALPADS/SIS Data Integration 24/25 | 95California Pacific Charter - Sonoma |
| | 12/11/2024 | UKG0001UKG | 20137003397 | 29.18 | Usage Overage Fee October 2024 | 95California Pacific Charter - Sonoma |
| | 12/13/2024 | CULL001Culligan | 101371581 | 13.00 | Water Cooler Rental Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/13/2024 | MYCH001Mychal Garcia MYCH001Mychal Garcia | 101371579 101371579 | 280.40 40.23 | Mileage for Safari West field trip Meals for Safari West field trip | 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma |
| | 12/13/2024 | UNPL001Unplug Studio LLC | 20137003400 | 65.00 | Website Hosting & Maintenance Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/16/2024 | CORW001Corwin Press, Inc. | 20137003401 | 100.27 | Corwin PD Visible Learning Feedback Virtual Institute Registration for Denya Cuiffo Rose | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | WORL000Worldwide Express | 101371585 | 155.40 | Shipping for CPC-SO | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | ALPH000Alpha Vision, Inc. | 101371587 | 75.80 | Google Drive Back-Up Monthly - December 2024 | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | ERIN001Erin Speakman | 101371588 | 7.37 | Postage - Speakman, Erin | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | SARA001Sarah Simkin | 20137003405 | 1,000.00 | Speech Assessments | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | TYLE001Tyler Phipps | 20137003404 | 68.61 | CTE Conference - 11/22/2024 - Meals - Phipps, Tyler | 95California Pacific Charter - Sonoma |
| | | TYLE001Tyler Phipps | 20137003404 | 20.37 | CTE Conference - 11/22/2024 - Mileage Phipps, Tyler | 95California Pacific Charter - Sonoma |

| Company name: Report name: Created on: Location: | Check registe 1/2/2025 | ific Charter - Sonoma | lar Meeting of the | Board of Directors | - Agenda - Tuesday January 14, 2025 at 5:0 | 0 PM |
|---|---------------------------|--|----------------------------|--------------------|--|--|
| Bank | Date | Vendor | Document no. | Amount applied | Мето | Location |
| CHASE 1781 - | Account no: | 505911781 | | | | |
| Chase Bank - Main | 12/17/2024 | PATR001Patrice Aguilar | 20137003402 | 25.34 | Field Trip Meals 13 SD Students USS Midwav field trip | 95California Pacific Charter - Sonoma |
| | 12/17/2024 | JASO000Jason D. McFaul | 20137003403 | 6.10 | MIleage for Board Meeting 11/13/24 for Jason McFaul | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | SVWC001Sonoma Valley Woman's C | 10266 | 1,000.00 | Sonoma 24/25 Graduation Deposit | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | GRAM001Grammarly Inc. | 20137003406 | 626.40 | Staff Subscriptions for 24/25 SY | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | RING000RingCentral | 20137003407 | 530.49 | Phone Bill Monthly - November 2024 | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | PROC000Procopio, Cory, Hargreaves | 20137003409 | 71.12 | Legal Services for October 2024 | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | AMAZ000Amazon | 20137003408 | 13.87 | Office supplies- pens and mailing sleeves | 95California Pacific Charter - Sonoma |
| | 12/18/2024 | AMAZ000Amazon | 20137003410 | 9.33 | Corwin Professional Development Book for Denva Cuiffo Rose | 95California Pacific Charter - Sonoma |
| | 12/20/2024 | TSWT000TSW Therapy, Inc. | 20137003422 | 2,815.00 | SpEd Services November 2024 | 95California Pacific Charter - Sonom |
| | 12/20/2024 | DAIS001Daisuke Nishikawa | 20137003417 | 3.23 | 2024 San Diego Rideshares for Dice | 95California Pacific Charter - Sonom |
| | | DAIS001Daisuke Nishikawa DAIS001Daisuke Nishikawa | 20137003417 20137003417 | 0.55 24.92 | Nishikawa Storage Trips from Office School Pathway Conference October 2024 San Diego Mileage for Dice | 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 20.55 | Nishikawa School Pathway Conference October 2024 San Diego Meals for Dice | 95California Pacific Charter - Sonom |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 14.40 | 2024 San Diego Parking for Dice | 95California Pacific Charter - Sonom |
| | | DAIS001Daisuke Nishikawa | 20137003417 | 5.40 | Nishikawa LACOE Custody, Residency, and Enrollment & Student Records Workshop October 2024 for Daisuke Nishikawa | 95California Pacific Charter - Sonoma |
| | 12/20/2024 | GRET000Gretchen Chamberlain | 20137003418 | 32.29 | 2024 San Diego Mileage for Gretchen | 95California Pacific Charter - Sonoma |
| | | GRET000Gretchen Chamberlain | 20137003418 | 2.38 | Chamberlain School Pathway Conference October 2024 San Diego Rideshare for Gretchen | 95California Pacific Charter - Sonoma |
| | | GRET000Gretchen Chamberlain | 20137003418 | 4.26 | Chamberlain School Pathway Conference October 2024 San Diego Meals for Gretchen | 95California Pacific Charter - Sonoma |
| | | GRET000Gretchen Chamberlain GRET000Gretchen Chamberlain | 20137003418 20137003418 | 28.06 1.00 | Chamberlain Various Office Trips School Pathway Conference October 2024 San Diego Parking for Gretchen Chamberlain | 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma |
| | 12/20/2024 | HATC000Hatch & Cesario, Attorneys | 20137003421 | 43.80 | Legal Services for October 2024 | 95California Pacific Charter - Sonoma |

| Company name: Report name: Created on: Location: | Check registe 1/2/2025 | ific Charter - Sonoma | lar Meeting of the | Board of Directors - | Agenda - Tuesday January 14, 2025 at 5:0 | 0 PM |
|---|---------------------------|--|----------------------------|----------------------|--|--|
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase Bank - Main | | 505911781 | | | | |
| | 12/20/2024 | PART000Partners in Special Educatio | 101371592 | 1,290.00 | APE Services October 2024 | 95California Pacific Charter - Sonoma |
| | 12/20/2024 | EXTR001Extra Storage Newport Mes | 101371593 | 105.00 | Offsite Storage Fees Monthly - January 2025 | 95California Pacific Charter - Sonoma |
| | 12/20/2024 | OXFO000Oxford Consulting Services | 20137003416 | 794.64 | ST and OT Services November 2024 | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152780503 | 200.00 | December 2024 Board Stipends - JM | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | JASO000Jason D. McFaul | 1152784823 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - JM | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152785345 | 150.00 | December Dir. Eval. Comm. 2024 Board Stipends - WH | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | WILL000William J Howard Jr. | 1152780484 | 200.00 | December 2024 Board Stipends - WH | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | TANY001Tanya Rogers | 1152780480 | 200.00 | December 2024 Board Stipends - TR | 95California Pacific Charter - Sonom |
| | 12/23/2024 | KELL000Kelly Wylie | 1152780507 | 200.00 | December 2024 Board Stipends - KW | 95California Pacific Charter - Sonom |
| | 12/23/2024 | SHIR000Shirley Peterson | 1152780518 | 200.00 | December 2024 Board Stipends - SP | 95California Pacific Charter - Sonom |
| | 12/23/2024 | STAP001Staples Technology Solutior | 20137003437 | 5,797.43 | Lenovo 100E Chromebook G4 for Students | 95California Pacific Charter - Sonom |
| | 12/23/2024 | QUAR000Quarles & Brady LLP | 20137003436 | 172.20 | Legal Services for November 2024 | 95California Pacific Charter - Sonom |
| | 12/23/2024 | MARY001Maryel Kindem MARY001Maryel Kindem | 20137003438 20137003438 | 11.97 14.99 | Postage- Lanyard - Kindem, Maryel Supplies | 95California Pacific Charter - Sonom 95California Pacific Charter - Sonom |
| | 12/23/2024 | ESME001Esmerelda Brown | 101371601 | 20.53 | Substitute Permit Reimbursement - Brown, Esmeralda | 95California Pacific Charter - Sonom |
| | 12/23/2024 | SAND000San Diego County Office of | 101371599 | 10.48 | Red Herring Subscriptions for All Staff (7/1/25 - 1/21/26) | 95California Pacific Charter - Sonoma |
| | | SAND000San Diego County Office of | 101371599 | 8.09 | Red Herring Subscriptions for All Staff (1/22/25 - 6/30/25) | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | STAP000Staples | 20137003435 | 12.21 | Supplies for Office | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | CLIF000Clifton Larson Allen LLP | 20137003433 | 1,775.34 | Audit of 06/30/2024 Fiscal Year Final Audit Billing | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | HOLI002Holiday Inn | 20137003431 | 162.52 | Board Meeting Room Rental February 2025 | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | ASTA001ASTA-USA TRANSLATION S | 101371596 | 352.00 | Translation Services December 2024 | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | YMCL000Law Offices of Young, Minne | 101371595 | 15.00 | Legal Services for November 2024 | 95California Pacific Charter - Sonom |
| | 12/23/2024 | AMAZ000Amazon | 20137003428 | 20.09 | Supplies for Office | 95California Pacific Charter - Sonom |

| Company name: Report name: | California Pac Check registe | ific Charter - Sonoma | Regular Meeting of the E | 3oard of Directors - | Agenda - Tuesday January 14, 2025 at 5:0 | 0 PM |
|-----------------------------------|---------------------------------|----------------------------|--------------------------|----------------------|---|---------------------------------------|
| Created on: Location: | 1/2/2025 | a Pacific Charter - Sonoma | | | | |
| Bank | Date | Vendor | Document no. | Amount applied | Memo | Location |
| CHASE 1781 - Chase Bank - Main | Account no: | 505911781 | | | | |
| | 12/23/2024 | CORR001Corrie Amador | 20137003429 | 7.85 | Mileage - Quarles Training - Amador, Corrie | 95California Pacific Charter - Sonoma |
| | | CORR001Corrie Amador | 20137003429 | 10.57 | Meals - Waters & Amador - Quarles Training - Amador, Cri | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | AMAZ000Amazon | 20137003432 | 12.18 | Office supplies- envelopes and labels | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | AMAZ000Amazon | 20137003427 | 4.94 | SPED supplies for students (all scopes) | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | ELIZ001Elizabeth DelConte | 101371594 | 23.59 | CTEIG Conference - 11/20 - 11/22/2024 - Meals - DelConte, Elizabeth | 95California Pacific Charter - Sonoma |
| | | ELIZ001Elizabeth DelConte | 101371594 | 33.81 | CTEIG Conference - 11/20 - 11/22/2024 - Rideshare, Mileage & Parking- DelConte, Elizabeth | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | CARL002Carly Berry | 20137003425 | 13.51 | - CTEIG Conference - 11/20 11/22/2024 - Meals - Berry, Carly | 95California Pacific Charter - Sonoma |
| | | CARL002Carly Berry | 20137003425 | 22.03 | CTEIG Conference - 11/20 - 11/22/2024 - Mileage & Ride Share - Berrv. Carly | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | LAUR001Laurel Colton | 20137003426 | 29.38 | Colton, Laurel - PD National Tutoring Association | 95California Pacific Charter - Sonoma |
| | 12/23/2024 | AMAZ000Amazon | 20137003424 | 11.19 | Office supplies- stamps and mouse pad | 95California Pacific Charter - Sonoma |
| | 12/24/2024 | AMAZ000Amazon | 20137003443 | 17.85 | SPED supplies for students (all scopes) | 95California Pacific Charter - Sonoma |
| | 12/24/2024 | AMAZ000Amazon | 20137003442 | 5.51 | Tech Supplies for Brian Onesto | 95California Pacific Charter - Sonoma |
| | 12/24/2024 | AMAZ000Amazon | 20137003440 | 4.23 | Supplies for Office | 95California Pacific Charter - Sonoma |
| | 12/24/2024 | AMAZ000Amazon | 20137003441 | 2.37 | Tech Supplies for Brian Onesto | 95California Pacific Charter - Sonoma |
| | 12/24/2024 | AMAZ000Amazon | 20137003444 | 1.83 | Office supplies- binder clips | 95California Pacific Charter - Sonoma |
| Total for CHASE 178 | 1 | | | \$ 38,897.05 | - | |

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



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

| ACCOUNT NUMBER | 5563 7579 0010 0937 |
|------------------|---------------------|
| PAYMENT DUE DATE | 01/25/2025 |
| AMOUNT DUE | \$11,325.72 |
| CURRENT BALANCE | \$11,325.72 |

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

AMOUNT ENCLOSED \$

CALIFORNIA PACIFIC SHANNON GREEN 940 S COAST DR STE 185 COSTA MESA CA 92626-1780

** 000000

556375790010093701132572011325724

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

| CLOSING DATE | 12-31-24 | PREVIOUS BALANCE | 14,557.33 |
|--|----------|-----------------------------|------------|
| CREDIT LIMIT | 100,000 | PURCHASES AND OTHER CHARGES | 11,536.28 |
| AVAILABLE CREDIT | 88,674 | CASH ADVANCES | .00 |
| | | CREDITS | 210.56 |
| FOR CUSTOMER SERV 1-800-316-605 | | PAYMENTS | 14,557.33- |
| FOR TTY/TDD_SERVICE CALL: | | LATE PAYMENT CHARGES | .00 |
| 1-800-955-806 | 00 | CASH ADVANCE FEE | .00 |
| SEND BILLING INQUI | RIES TO | FINANCE CHARGES | .00 |
| JPMORGAN CHASE E | | NEW BALANCE | 11,325.72 |
| COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 | | TOTAL PAYMENT DUE | 11,325.72 |
| MAIL SUITE IL1- ELGIN, IL 601 | 6225 | DISPUTED AMOUNT | .00 |
| | £ 1 | | |
| | | | |

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

TOTAL COMMERCIAL ACTIVITY \$14,557.33CR

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC 5563-7579-0010-0937

ACCOUNTING CODE:

| Post Date | | Reference | Number |
|--------------|-------|-----------|--------|
| 12-24 | 12-24 | | |

Transaction Description

AUTO PAYMENT DEDUCTION

Amount

14,557.33 CR

| DAISY CAR 5563-7581-1 | | CREDITS \$210.56 | | | | |
|---------------------------------------|-----------------------------|---|------------------------------------|--------------------|-----------------------------|--|
| ACCOUNTI | NG CODE: | | | | | |
| | | Purchasing | J Activity | | | |
| Post Tran Date Date 12-05 12-04 | Reference Number | Transaction Descrip CONCENTRA INC M | ption MECHANICSBURG P | A | Amount 216.00 | |
| 12-06 12-00 | 6 55432864341206618371803 | AWL*PEARSON ED | UCATION PRSONCS | .COM NJ | 615.00 | |
| 12-06 12-0 | 5 57540244340714351078080 | ADOBE *ADOBE 40 P.O.S.: HB04999208 | 085366000 CA 399 SALES TAX: 0.0 | 00 | 210.56 | |
| 12-06 12-0 | 5 87021304340000002961834 | AASCS APEX NC | | | 140.00 | |
| 12-09 12-03 | 7 52704874342107473108932 | ADOBE INC. 408536 P.O.S.: BL295017998 | 66000 CA 981 SALES TAX: 0.00 | 0 | 210.56 CF | |
| 12-19 12-18 | 8 55480774353057490027246 | ONTIMETEL DIALM | MYCALLS JUPITER F | ۲L. | 44.99 | |
| 12-20 12-19 | 9 57540244354718518656525 | ADOBE *ADOBE 40 P.O.S.: BL29621312 | 085366000 CA 10 SALES TAX: 0.00 | 0 | 6,944.52 | |
| 12-23 12-2 | 1 82711164356000006179784 | ACSA.ORG BURLIN | IGAME CA | | 249.00 | |
| 12-23 12-20 | 0 87021304355000004143235 | AASCS APEX NC | | | 140.00 | |
| | | | | nasing Activity | \$8,349.51 | |
| | | Travel A | ctivity | | | |
| Post Tran Date Date 12-09 12-00 | e Reference Number | Transaction Descrip HILTON GARDEN IN 00025686 | NN SACRAMENTO C | CA AL: 12-05-24 | Amount 611.72 | |
| 12-19 12-19 | 9 82305094354000028206410 | DD *DOORDASH P | IZZAGUYS SAN FRA | NCISCO CA | 31.35 | |
| 12-23 12-2 | 1 02305374356100169044752 | | OUNTALFOUNTAIN (VDqZ9CgR SALES | | 233.83 | |
| 12-23 12-2: | 2 05410194357741665503944 | FEDEX32144378 ME P.O.S.: 32144378 S | | | 184.20 | |
| | | | Total T | Travel Activity | \$1,061.10 | |
| CHRISTINE | E FEHER 2972-4242 | CREDITS \$0.00 | PURCHASES \$1,915,11 | CASH ADV \$0.00 | TOTAL ACTIVIT \$1.915.11 | |

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY Purchasing Activity Post Tran Transaction Description STAMPLI FOR 11-2024 MOUNTAIN VIEW CA **Reference Number** Date Date Amount 12-02 12-01 82305094336000042954832 1,285.90 12-02 11-30 82644314335000022162318 TYPEFORM, S.L. BARCELONA B 22.50 12-12 12-11 55432864346208699924943 ABB*BOUDIN CATERING 415-283-1230 CA 78.76 61.50 12-18 12-17 82305094353000005652991 CANVA* |04368-89623241 CAMDEN DE 12-20 12-19 55432864354201489223088 MYFAX SERVICE 866-563-9212 CA 12.00 12-31 12-30 82644314365000016556593 TYPEFORM, S.L. BARCELONA B 22.50 **Total Purchasing Activity** \$1,483,16 Travel Activity Post Tran **Reference Number** Date Date Transaction Description Amount 12-04 12-03 82711164339000000753370 IFLY INDOOR SKYDIVING AUSTIN TX 150.00 12-18 12-18 82305094353000023311745 DD *DOORDASH DAISUSHI SAN FRANCISCO CA 33.13 82305094353000023647486 DD *DOORDASH URBANECAF SAN FRANCISCO CA 12-18 12-18 26.35 12-18 12-18 82305094353000024187870 DD *DOORDASH JERSEYMIK SAN FRANCISCO CA 33.06 12-18 12-18 82305094353000024279859 DD *DOORDASH ISLANDSRE SAN FRANCISCO CA 26 19 12-18 12-18 82305094353000026511895 DD *DOORDASH THECHEESE SAN FRANCISCO CA 34.30 DD *DOORDASH JERSEYMIK SAN FRANCISCO CA 12-18 12-18 82305094353000027573688 18.92 12-18 12-18 82305094353000033994381 DD *DOORDASH NOODLESCO SAN FRANCISCO CA 24.80 **Total Travel Activity** \$346 75 Miscellaneous Activity Post Tran **Reference Number** Transaction Description Amount Date Date 12-16 12-15 8702130435000003390444 ULTIMATE SLP FARMINGTON CT 12.95 12-17 12-17 123020243520000020222071 MAILCHIMP ATLANTA GA 72.25 **Total Miscellaneous Activity** \$85.20

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

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

Item Requires Board Action: X

Item is for Information Only:

Date: January 14, 2025

Item: Approval of 2025 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 mileage rate will be 70 cents per mile driven for business purposes (up from 67 cents in 2024).

It is recommended that the Board of Directors adopt the new IRS rate for mileage reimbursement, effective January 1, 2025, through December 31, 2025.

Fiscal Impact:

California Pacific Charter School-San Diego (Warner #1758) Original 2024-25 mileage budget: \$5,967 Revised 2024-25 mileage budget: \$6,151 Increase: \$184

California Pacific Charter School-LA (Acton-Agua Dulce #1751) Original 2024-25 mileage budget: \$8,367 Revised 2024-25 mileage budget: \$8,631 Increase: \$264

California Pacific Charter School-Sonoma (Guerneville #2037) Original 2024-25 mileage budget: \$4,167 Revised 2024-25 mileage budget: \$4,247 Increase: \$80

serialNumber 4K9V9FDR304195A 4K9V9FFR120900H 4K9V9FFNC02970F 4WQR9FDW704121D 4K9V9FER216637Z 4WOR9FAWB00103Y 4K9V9FFR120864N 4K9V9FCR202254K 4K9V9FCR202248J 4K9V9FDW600229B 4K9V9FDW600220N 4WOR9FAR305501B 4K9V9FDW600168R 4WQR9FAR306910B 4K9V9FDW600083V 4K9V9FDW600196D 4K9V9FDR304185E 5CD119BQNH 4K9V9FDW600026F 4WOR9FDW702050B 4K9V9FDW600059E 4K9V9FDNC19956A 4K9V9FER216339F 4K9V9FDR304404X 4K9V9FDW600238H 4WQR9FAR342338N 4WQR9FAR305455H 4WQR9FAR305537M 4K9V9FDR329752R 4K9V9FER216675V 4K9V9FDW600157P 5CD111P97V 4WQR9FCW802527E 5CD111P8TD 4K9V9FDW600101V 4K9V9FDR304391B 4K9V9FDW600098F 4WQR9FAR342182Z 4WQR9FAR305589P 4K9V9FDR304387W 4WQR9FAWB00554J 4K9V9FDR304533L 4K9V9FDR304478A 4WQR9FAWB00134E 4WOR9FAR305762D 4K9V9FCR202472W 4K9V9FCR202489R NXKRMAA002350175D57600 5CD119BQBR 4K9V9FER216373E 4K9V9FDW600039F 4K9V9FDW600067P 4K9V9FER216774K 4K9V9FDR304518F 4K9V9FDNC19899Z 4K9V9FDW600126B 4WQR9FDW702057A

4K9V9FDW600075K

model Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Acer Chromebook 315 (CB315-5H, CB315-5HT) HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Samsung Chromebook 4

annotatedAssetId LA-20210673 LA-20210099 LA-20210783 LA-20210996 LA-20210505 LA-20211114 LA-20210096 LA-20210766 LA-20210729 LA-20210876 LA-20210921 LA-20210609 LA-20210933 LA-20210616 LA-20210927 LA-20210897 LA-20210671 LA-20210585 LA-20210935 LA-20210992 LA-20210852 LA-20210779 LA-20210515 LA-20210664 LA-20210893 LA-20210634 LA-20210623 LA-20210625 LA-20210465 LA-20210654 LA-20210884 LA-20210581 LA-20211031 LA-20210566 LA-20210843 LA-20210693 LA-20210908 LA-20210628 LA-20210607 LA-20210700 LA-20211058 LA-20210707 LA-20210676 LA-20211122 LA-20210608 LA-20210767 LA-20210719 LA-20211147 LA-20210589 LA-20210657 LA-20210835 LA-20210844 LA-20210508 LA-20210668 LA-20210743 LA-20210911 LA-20210968 LA-20210910

Samsung Chromebook 4

4WQR9FFW800303J 4WOR9FAWB00361J 4K9V9FDR304488T 4K9V9FDR304486Z 4K9V9FER216414H 4K9V9FDW600060X 5CD111P6V5 4K9V9FFNC03096T 4WQR9FAWB00117X 4K9V9FDR304379L 4WQR9FDW704143K 5CD111P92H 4K9V9FDW600212H 4WQR9FAWB00154A 4K9V9FER216733E 4K9V9FDW600093D 4K9V9FDR304531K PF4ZVJE9 4K9V9FDW600121W 4K9V9FDW600219F 4WOR9FAR306931L 4K9V9FDW600074A 4K9V9FAR201046A 4K9V9FDW600046E 4K9V9FANC01890P 4K9V9FDR304217L 4K9V9FDNC19941V 4K9V9FDR304168P 4K9V9FDW600048Y 4WQR9FAWB00558F 4K9V9FDW600079N 4WOR9FAWB00126F 4K9V9FDW600096V 4K9V9FCR202250P 4K9V9FDR304416T 4K9V9FDW600140L 4K9V9FDW600009Z 4K9V9FDW600209K 5CD119BQMG 4K9V9FFNB10897P 4K9V9FDW600073X 4K9V9FDR304018V 4WQR9FAR342403V 5CD119BQCZ 4K9V9FDW600097J PF4R867C 4K9V9FDW600012J PF4774G5 4K9V9FFR121262R 4K9V9FDNC19944L 4K9V9FDR304383Z 4K9V9FDR304172E 4K9V9FDR304414Z 4K9V9FDW600190P 4WQR9FFW800309N 4K9V9FANC17706F 5CD111P8NV 4K9V9FFNC03170L

4K9V9FDR304385T

Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Samsung Chromebook 4

LA-20211112 LA-20210709 LA-20210666 LA-20210531 LA-20210825 LA-20210572 LA-20210745 LA-20211064 LA-20210702 LA-20210955 LA-20210551 LA-20210913 LA-20211077 LA-20210517 LA-20210920 LA-20210678 LA-20211186 LA-20210860 LA-20210833 LA-20210652 LA-20210850 LA-20210716 LA-20210941 LA-20210006 LA-20210687 LA-20210773 LA-20210697 LA-20210808 LA-20211079 LA-20210944 LA-20211057 LA-20210892 LA-20210727 LA-20210675 LA-20210885 LA-20210849 LA-20210916 LA-20210595 LA-20210203 LA-20210880 LA-20210710 LA-20210630 LA-20210592 LA-20210915 SD-20210839 SD-20210622 SD-20210801 SD-20210109 SD-20210534 SD-20210522 SD-20210525 SD-20210517 SD-20210593 SD-20210714 SD-20210322 SD-20210422 SD-20210547 SD-20210507

LA-20211038

PF4RF73S 4WOR9FDW703909Z 5CD111P938 PF4RG3NT 4WQR9FAR307012T PF4Z6MBW 4K9V9FDW600239E 4K9V9FDR304163Y 4K9V9FDR304537R 4K9V9FCR300080H 4K9V9FDW600056T 4WQR9FAWB00111Z 4K9V9FFR121234W 4WQR9FAWB00288F 4K9V9FFNB10984H 4K9V9FDW600047D 4K9V9FDW600214D 4WQR9FAWB00289M 5CD111P9BB 4K9V9FDR304041Z 4WOR9FAR306083W 4K9V9FCR102176M 4WQR9FAR307031B 4K9V9FER216198A 4K9V9FDW600195E 4WQR9FDW703892D 4WQR9FDW704125R 4WQR9FAR306073K 4WQR9FAR306954H 4K9V9FDW600160V 4WQR9FAR306934Y 4K9V9FDR304526N 5CD111P95Z PF4RA7DM 4WOR9FAR342259R 4K9V9FDR304224X 4WQR9FAWB00318D 4K9V9FDW600037V 4K9V9FDNC20002H 4K9V9FDR304506T 4WQR9FDW702829Z 4K9V9FDW600152K 4K9V9FCR202415J 4K9V9FFNC03241J 4WQR9FAR306917T 4WOR9FBR304442T 4WQR9FAR304633K 4K9V9FER216617W 4K9V9FER216379Y 4K9V9FCR102196L 4K9V9FDNC18870Z 5CD119BQPZ 4K9V9FANC17717Y 4K9V9FCR202371J 4WQR9FAR305491L PF4RA551 4K9V9FDNC19953Y 4WQR9FAR307008M 4K9V9FER216375X

Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 HP Chromebook x360 11MK G3 EE Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4 Lenovo 100e Chromebook Gen 4 (ADL-N) Samsung Chromebook 4 Samsung Chromebook 4 Samsung Chromebook 4

SD-20210681 SD-20210440 SD-20210898 SD-20210456 SD-20210786 SD-20210642 SD-20210526 SD-20210512 SD-20210272 SD-20210629 SD-20210745 SD-20210103 SD-20210722 SD-20210190 SD-20210571 SD-20210641 SD-20210757 SD-20210439 SD-20210523 SD-20210492 SD-20210293 SD-20210482 SD-20210378 SD-20210587 SD-20210687 SD-20210686 SD-20210474 SD-20210459 SD-20210569 SD-20210486 SD-20210518 SD-20210443 SD-20210877 SD-20210493 SD-20210511 SD-20210776 SD-20210640 SD-20210560 SD-20210501 SD-20210677 SD-20210591 SO-20210313 SO-20210306 SO-20210282 SO-20210280 SO-20210284 SO-20210233 SO-20210249 SO-20210148 SO-20210299 SO-20210272 SO-20210186 SO-20210316 SO-20210286 SO-20210542 SO-20210304 SO-20210285 SO-20210240

SD-20210879

| 4K9V9FDR304215K | Samsung Chromebook 4 | SO-20210294 |
|-----------------|----------------------|-------------|
| 4K9V9FDR304377K | Samsung Chromebook 4 | SO-20210296 |
| 4K9V9FDW600147W | Samsung Chromebook 4 | SO-20210335 |

Coversheet

Consent - Personnel Services

| Section: | VIII. Consent |
|-------------------|--|
| Item: | B. Consent - Personnel Services |
| Purpose: | Vote |
| Submitted by: | Corrie Amador |
| Related Material: | 2025 Employee Handbook Revisions 1.2025 Summary.docx.pdf |
| | Employee Handbook JANUARY 2025.docx.pdf |

BACKGROUND:

3. Employee Handbook: Each year staff review changes in employment law and best practices in human resources in order to ensure the Employee Handbook and board policies are in compliance. 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.

RECOMMENDATION:

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

CALIFORNIA PACIFIC CHARTER SCHOOLS - EMPLOYEE HANDBOOK REVISIONS January 14, 2025

Bold/Italics to indicate new text Strikethrough to reflect text being removed

| Location | Item | |
|--|---|--|
| Section I: Nondiscrimination Policies B. Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation | <i>Combine/Revise:</i> The School is committed to providing an environment free from harassment, discrimination, retaliation, and abusive conduct, as well as ensuring equal opportunity in employment for all individuals. We prohibit harassment and discrimination based on any protected characteristic, including but not limited to: actual or perceived race (including traits associated with race); color; national origin; sex (including pregnancy, breast feeding, or related condition, gender identity, and sexual expression); religion; marital or parental status; age (40 and over); ethnicity; national origin, ancestry, or citizenship; disability, medical condition, family or medical leave status; genetic information; political affiliation; military and veteran status; or any other characteristic protected by federal, state, or local law. | |
| And | Prohibited Conduct | |
| Section I: D. Anti-Harassment | The following behavior is prohibited under this policy: Harassment: Verbal conduct such as slurs, derogatory jokes, or unwanted sexual advances; visual displays such as derogatory posters, drawings, or gestures; physical conduct such as assault, unwanted touching, or interference with work or movement due to any protected characteristic; and threats or demands involving sexual favors. Sexual Harassment: Unwelcome sexual advances or requests for sexual favors, or any unwelcome verbal, visual, or physical conduct of a sexual nature, regardless of the gender or sex of the involved parties, is prohibited. This includes behavior that creates a hostile or intimidating environment affecting academic or work performance. Retaliation: Retaliation against any individual for reporting harassment, discrimination, or retaliation, or for participating in an investigation of such conduct, is strictly prohibited. Disrespectful or Unprofessional Conduct: Behavior that is unprofessional, disrespectful, or creates a hostile or intimidating environment based on any protected characteristic is not tolerated. Sexual Harassment | |

1

Sexual harassment is defined as any unwelcome behavior of a sexual nature, including verbal, physical, or visual conduct, that:

- Affects Employment or Academic Status: Submission to or rejection of such conduct is made a term or condition of an individual's employment or academic progress.
- **Harms Work or Academic Performance**: The conduct creates a hostile, offensive, or intimidating environment, or interferes with the individual's ability to work or learn.
- Includes Any Form of Unwelcome Sexual Behavior: This includes verbal harassment (epithets or slurs), physical harassment (assault or unwanted touching), and visual harassment (obscene gestures or sexual images).

Reporting Procedures

Employees are encouraged to report all incidents of harassment, discrimination, or retaliation. Reports should be made to the individual's supervisor, HR department, or any other trusted individual within the School. Individuals may also use the School's Uniform Complaint Procedures to report concerns. Reports will be investigated promptly and confidentiality will be maintained to the extent possible.

- Employees may report harassment to someone other than their direct supervisor, and supervisors are required to report all complaints to HR.
- Employees are encouraged to advise the offender that the behavior is unwelcome and request that it stop, though informal or formal complaint procedures can also be pursued.

Investigation and Complaint Procedure

- **Informal Procedure**: If an individual does not want to address the issue directly, they may report it to their supervisor or HR. The supervisor or HR may attempt to address the matter informally with the offender. However, if this does not resolve the issue, the individual can pursue a formal complaint.
- **Formal Procedure**: Complaints will be promptly investigated, with interviews conducted with the involved parties and relevant witnesses. The investigation will be thorough, and corrective actions, such as training, reassignment, or disciplinary action, will be taken if the complaint is substantiated. The nature and severity of the incident will determine the appropriate response, which may include reprimands, suspension, or dismissal.

Retaliation

Retaliation against any individual for making a good faith complaint of harassment, discrimination, or retaliation, or for cooperating in an investigation, is strictly prohibited. Any instances of retaliation will be promptly addressed through investigation and appropriate corrective action.

Conclusion

The School is committed to ensuring a safe, respectful, and lawful environment for all employees. The School will take all necessary steps to prevent and correct harassment, discrimination, and retaliation. Disciplinary action will be taken against any employee found in violation of this policy, up to and including dismissal.

Employees with questions or concerns about this policy are encouraged to contact their supervisor, HR department, or another trusted representative of the School. Additionally, employees may file complaints with external agencies such as the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

Section I:
Nondiscrimination
PoliciesAdd:

Employees may opt out of any employer-sponsored meeting or communication that expresses the
employer's opinion on religious or political matters. Employees will continue to receive full pay and
benefits for any time worked in lieu of attending such meetings.Section II:Revise

Employment 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 and FBI. 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. Beginning January 1, 2025, the School will conduct additional background checks for candidates in consideration for a certificated, certificated substitute, or certificated administrative position. As per Education Code 44939.5, applicants will be required to provide the School with a full list of every Local Education Agency (LEA) where they previously worked. The School will then inquire with each LEA of the selected candidate to determine whether the individual was "the subject of credible complaints, verified investigations, or disciplinary actions involving egregious misconduct that necessitated |
|---|---|
| | verified investigations, of disciplinary decions involving egregious inisconduct that necessitated reporting to the California Commission on Teacher Credentialing." "Egregious conduct" is defined under subsection (a)(1) of Education Code section 44932 as "immoral conduct which includes child abuse or neglect, sex offenses, and certain controlled substance violations." The school may allow the individual to begin employment prior to receipt of all inquiry responses so long as the candidate has provided an affirmative statement that no such matters have occurred. If the School becomes aware that the individual was in fact involved in egregious misconduct, the individual will be immediately terminated for falsifying their application and misrepresenting their employment history. |
| Section II: Employment J. Employment Verifications | Revise: 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 <i>to a non LEA employer</i> 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. <i>The School will comply with Education Code Section 44939.5 and provide inquiring LEAs with information regarding any report of egregious misconduct.</i> |

| Section V: Operational Considerations G. Student/Family Legal Matters | Add: Employees are prohibited from becoming involved in student family law matters, except as required by law. Any subpoenas or requests for student records must be directed to the School and Student Records Office, not to individual employees. Employees are not authorized to disclose student records or any related information. If an individual employee is lawfully subpoenaed, they are required to comply with the request. However, in such cases, the employee must immediately notify their supervisor to ensure proper handling of the situation. |
|---|---|
| C. Proper Use of AI in the Workplace | The School encourages the responsible and ethical use of artificial intelligence (AI) and related technologies to enhance workplace efficiency and productivity. However, employees must ensure that AI tools and technologies are used in compliance with all applicable laws, regulations, and School policies. Employees are prohibited from using AI for any purpose that could: Violate privacy or confidentiality agreements, including the unauthorized collection or misuse of personal or sensitive data. Engage in discriminatory practices, including but not limited to bias in decision-making processes related to hiring, promotions, evaluations, or any other personnel matters. Create, disseminate, or support content that is harmful, offensive, or violates any anti-harassment, anti-discrimination, or anti-retaliation policies. Impair the integrity of the School's systems, including the unauthorized manipulation, generation, or dissemination of data. Employees should be transparent and ethical in their use of AI, ensuring that it does not replace human judgment or oversight in critical decision-making processes. Employees must also report any concerns regarding the misuse of AI tools to their supervisor or the HR department immediately. The School reserves the right to monitor AI-related activities on its systems and take appropriate action if any policy violations are identified. Misuse of AI technologies may result in disciplinary action up to and including termination. |
| Section V: Operational Considerations | Add: |

5

| Add: |
|---|
| The School will provide reasonable accommodations to employees who are, or whose family members are, a victim of a qualifying act of violence to ensure their safety while at work, provided the accommodation does not create an undue hardship on the School. |
| Family member means your child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person (as defined under applicable law). |
| Qualifying act of violence means any of the following, regardless of whether anyone is arrested, or prosecuted for, or convicted of committing any crime: Domestic violence. Sexual assault. Stalking. |
| Starking. An act, conduct, or pattern of conduct in which: |
| An act, conduct, or pattern of conduct in which. An individual causes bodily injury or death to another individual. |
| An individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual. |
| • An individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death. |
| Reasonable accommodations may include the implementation of safety measures such as: A reassignment or modified schedule. |
| • A change in telephone number or workstation, or installed lock. |
| • Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace. |
| • An implemented safety procedure or other adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence. |
| • Referral to a victim assistance organization. |
| Upon receiving a request, the School will engage in a timely, good faith, and interactive process with you to determine effective reasonable accommodations. |
| |

Certification

| | When requesting a reasonable accommodation, you may be asked to provide a written statement signed by you or an individual acting on your behalf, certifying that the accommodation is for an authorized purpose. You may also be asked to provide documentation that demonstrates your status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence, such as: A police report showing that you or your family member was a victim. A court order protecting or separating you or your family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that you or your family member has appeared in court. Documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed healthcare provider, or counselor showing that you or your family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence. Any other form of documentation that reasonably verifies that a qualifying act of violence occurred. The School may require recertification every six months. If you no longer need an accommodation, you must notify the School that the accommodation is no longer needed. If circumstances change and you need a new accommodation, you must request one. Confidentiality Information related to your request for an accommodation will be maintained as confidential and will not be disclosed except as required by law or as necessary to protect your safety in the workplace. You will be provided notice before any authorized disclosure. |
|--|--|
| Section VIII: Leaves, Vacation, and Holidays | Revise: 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 |

7

| Benefits (PFL) | benefits when on PDL, FMLA, or CFRA leave for their own serious health condition. <i>Employees may voluntarily elect to use their available vacation accrual to supplement their paid family leave.</i> | | | | | | |
|---|---|----------------------------------|-----------------------------|---|---------------------------------|--|--|
| Section VIII: Leaves, Vacation, and Holidays I. Judicial Leave | | | | ave to cover jury duty, co under the victim leave la | ourt appearances as a cou w. | | |
| Section VIII: Leaves, Vacation, and Holidays S. Vacation | <i>Revise:</i> (Certificated Employees) Certificated employees are entitled to vacation terms based upon date of hire, length of service, and status with the School. Certificated employees shall accrue three (3) days of paid vacation each year prorated based on FTE, length of employment, and percentage of time the employee was vacation eligible. For certificated employees, requests for vacation will not be granted during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows. The supervisor may determine additional peak times in which vacations may not be approved. | | | | | | |
| | | | | | | | |
| | | | Vacation <i>Certificat</i> | | | | |
| | Eligibility Status | Full Time Equivalent (FTE) | | | Total Accrual Cap | | |
| | Eligibility Status Full Time Tier 2 | Equivalent | Certificat Hours Worked Per | ed Staff | Total Accrual Cap 36 hours | | |
| | | Equivalent (FTE) | Certificat | ed Staff Total Annual Accrual | | | |

until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

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. The supervisor may determine peak times in which vacations may not be approved. *Instructional Support staff will not be granted vacation during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows.*

| Vacation Accrual Classified Staff | | | | | | | |
|--------------------------------------|----------------------------------|-----------------------------|--|---|-------------------------------------|--------------------------------|----------------------|
| Eligibility Status | Full Time Equivalent (FTE) | Hours Worked Per Week | Non-Exempt: Per Semi Monthly Pay Period | Exempt: Per Monthly Pay Period | Total Hours Accrued Per Month | Total Max Annual Accrual | Total Accrual Cap |
| Full Time Tier 2 | .80+ | 32+ | 4 hours/4 hours | 8 hours | 8 hours | 96 hours | 144 hours |
| Part Time Tier 1 | .6079 | 24-31 hours | 1 hour/1 hour | 2 hours | 2 hours | 24 hours | 36 hours |

(Classified Managers)

Classified managers are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

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. The supervisor may determine peak times in which vacations may not be approved.

Vacation Accrual

| Classified Manager | | | | | | |
|-----------------------|----------------------------------|--------------------------|--------------------------------------|-------------------------------------|--------------------------------|----------------------|
| Eligibility Status | Full Time Equivalent (FTE) | Hours Worked Per Week | Exempt: Per Monthly Pay Period | Total Hours Accrued Per Month | Total Max Annual Accrual | Total Accrual Cap |
| Time 2 | .80+ | 32+ | 12 hours | 12 hours | 144 hours | 216 hours |
| Part Time Tier 1 | .6079 | 24-31 hours | 6 hours | 6 hours | 72 hours | 108 hours |



California Pacific Charter Schools

Employee Handbook

January 2025



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

Confirmation of Receipt of Handbook

I have received the School's revised Employee Handbook ("Employee Handbook" or "handbook"). I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the School's 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/Superintendent or Board of Directors, 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/Superintendent has the authority to make any such agreement and then only in writing, signed by the CEO/Superintendent or designee.

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 Name

Employee's Signature

Date signed

TABLE OF CONTENTS

| Confirmation of Receipt of Handbook | 2 |
|--|----|
| Welcome to CalPac! | 7 |
| About CalPac | 8 |
| Right to Revise | 8 |
| At-Will Employment Status | 9 |
| Section I: Nondiscrimination Policies | 9 |
| A. Equal Employment Opportunity | 9 |
| B. Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation | 10 |
| Prohibited Conduct | 10 |
| Sexual Harassment | 10 |
| Reporting Procedures | 11 |
| Investigation and Complaint Procedure | 11 |
| Retaliation | 11 |
| Conclusion | 11 |
| C. Disability Accommodation | 12 |
| D. Religious or Political Topics | 12 |
| Section II: Employment Requirements | 12 |
| A. Child Abuse and Neglect Reporting | 12 |
| Confidentiality | 13 |
| Failure to Report | 13 |
| B. Employee Access to Confidential Information | 14 |
| C. Student Data/FERPA | 14 |
| D. Conflict of Interest | 15 |
| 1. Personal Financial Interest | 15 |
| 2. Statement of Economic Interest (Form 700) | 15 |
| 3. Personal Relationship | 15 |
| E. Anti-Nepotism Policy | 16 |
| F. Employment Eligibility Verification Document | 17 |
| G. Fingerprinting | 17 |
| H. Criminal Background Checks | 18 |
| I. Employment Application/Data | 18 |
| J. Employment Verifications | 19 |
| K. Certification and Licensing | 19 |
| L. Mandatory Tuberculosis Testing | 19 |
| Section III: Standards of Conduct | 19 |
| A. Freedom from Violence | 20 |
| B. Prohibited Conduct | 21 |
| C. Physical Contact with Students and Other Staff Members | 23 |
| Revised: January 2025 | 3 |

| D. Off-duty Conduct | 24 |
|--|----|
| E. Drug and Alcohol Free Workplace and Awareness Program | 24 |
| F. Tobacco Free Workplace | 26 |
| G. Punctuality and Attendance | 26 |
| H. Professionalism | 27 |
| I. Dress Code | 28 |
| J. Gifts to Employees | 29 |
| K. Fee and Cash Collection | 29 |
| L. Building Security | 29 |
| Section IV: Personnel Policies and Procedures | 30 |
| A. New Employee Orientation | 30 |
| B. Employee Status | 30 |
| C. Job Duties | 31 |
| D. Nonexempt Employees | 31 |
| 1. Work Schedules | 32 |
| 2. Rest Breaks and Meal Periods | 32 |
| a. Rest Breaks | 32 |
| b. Number of Rest Breaks | 32 |
| c. Timing of Rest Breaks | 32 |
| d. Meal Period | 33 |
| e. Timing of Meal Period | 33 |
| f. Second Meal Period | 33 |
| g. Timing of Second Meal Period | 33 |
| h. Recording Time | 34 |
| i. Missed Rest Breaks and Meal Periods | 34 |
| 3. Timekeeping | 35 |
| 4. Pay for Mandatory Meetings/Training | 35 |
| 5. Overtime | 36 |
| E. Exempt Employees | 36 |
| F. Salary Overpayments | 37 |
| G. Employee Evaluation | 37 |
| H. Corrective Action | 37 |
| I. Terminations | 38 |
| J. Personnel Records | 39 |
| K. Destruction of Personal Information Records | 39 |
| L. Employment Posters | 40 |
| M. Outside Employment | 40 |
| N. Out of State Work Policy | 41 |
| O. Whistleblower Policy | 42 |
| P. Complaint Procedure | 43 |
| Q. Uniform Complaint Procedures | 44 |
| Revised: January 2025 | 4 |

| Section V: Operational Considerations | 44 |
|--|----|
| A. Employer Property | 44 |
| B. Use of Electronic Media | 45 |
| D. Social Media | 47 |
| E. Public Relations | 49 |
| F. Solicitation & Distribution | 50 |
| G. Student/Family Legal Matters | 51 |
| H. Inclement Weather/Emergency Closings | 51 |
| Section VI: Health and Safety | 51 |
| A. Telecommuting - Remote Work Policy | 52 |
| B. Student Safety | 54 |
| C. Employee Safety | 54 |
| D. Transporting Students | 55 |
| E. Employee Driving Policy | 55 |
| F. Contagious Illnesses in the Workplace | 57 |
| G. Gun Violence Restraining Order | 59 |
| H. Victims of Violence | 59 |
| Section VII: Employee Wages and Benefits | 60 |
| A. Wages | 60 |
| B. Stipends | 61 |
| C. Paydays | 62 |
| D. Payroll Withholdings | 62 |
| E. Wage Attachments and Garnishments | 64 |
| F. Employee Benefits | 64 |
| 1. Employee Cost Sharing | 64 |
| 2. Benefit Design and Modification | 65 |
| 3. Benefit Plan Documents | 65 |
| 4. Cash in Lieu of Health Benefits | 65 |
| 5. Right to Modify | 66 |
| 6. Changes in Health Benefits | 66 |
| 7. COBRA Benefits | 66 |
| 8. Look-back Measurement Method – Seasonal and Variable Hour Employees | 66 |
| G. Retirement Plan Offerings | 67 |
| 403(b)/457(b) Deferred Compensation Plan | 67 |
| Employer Contributions: | 67 |
| California State Teachers Retirement System (CalSTRS) | 68 |
| H. Expense Reimbursement Process | 68 |
| 1. Supplies | 68 |
| 2. Travel | 68 |
| 3. Mileage | 69 |
| 4. Hotel Rooms | 69 |
| Revised: January 2025 | 5 |

| 5. Meals | 69 |
|---|----|
| 6. Postage | 69 |
| 7. Procedure for Expensing | 69 |
| Section VIII: Leaves, Vacation, and Holidays | 70 |
| A. Healthy Workplaces/Healthy Family Act of 2014 | 70 |
| B. Paid Sick Leave | 70 |
| 1. Paid Sick Leave | 71 |
| 2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees | 71 |
| C. California State Benefits (PFL) | 72 |
| D. Pregnancy Disability Leave (PDL) | 72 |
| E. Family and Medical Leave Act and California Family Rights Act Policy | 77 |
| F. Bereavement Leave | 83 |
| G. Military Leave | 84 |
| H. Organ and Bone Marrow Donation Leave | 85 |
| I. Judicial Leave | 86 |
| J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel | 87 |
| K. Victims of Domestic Violence Leave | 87 |
| L. Suspension of an Employee's Enrolled Child | 88 |
| M. Recreational Activities and Programs | 88 |
| N. Workers' Compensation | 88 |
| O. Other Types of Leaves | 89 |
| P. Employee Excessive Absenteeism | 90 |
| Q. Professional Development | 91 |
| R. Holidays | 91 |
| S. Vacation | 92 |
| T. Work Year Calendars | 95 |
| U. Make-up Time | 95 |
| V. Suggestions | 96 |
| Section IX: Arbitration Agreement | 96 |
| A. Agreement to Arbitrate Disputes and Claims | 96 |

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 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.

The School complies with all federal and state employment laws, and this handbook generally reflects those laws. The School also complies with any applicable local laws, although there may not be an express written policy regarding those laws contained in the handbook.

The employment policies and/or benefits summaries in this handbook are written for all employees. Please take the time now to read this handbook carefully and sign the acknowledgement to show that you have read, understand, and agree to the contents of this handbook, which sets out the basic rules and guidelines concerning your employment. Please understand that no employee handbook can address every situation in the workplace.

We truly value our employees and have developed this 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.

We wish you success in your employment here at California Pacific Charter Schools!

Sincerely, Christine Feher, Superintendent

About CalPac

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

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 to employment agreements 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.

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.

B. Policy Prohibiting Unlawful Harassment,

Discrimination, and Retaliation

The School is committed to providing an environment free from harassment, discrimination, retaliation, and abusive conduct, as well as ensuring equal opportunity in employment for all individuals. We prohibit harassment and discrimination based on any protected characteristic, including but not limited to actual or perceived race (including traits associated with race); color; national origin; gender (including gender identity and sexual expression); sex (including pregnancy, childbirth, breastfeeding or related conditions); religion (including religious dress or grooming); marital status or domestic partner status; age (40 and over); ethnicity; national origin, ancestry, or citizenship; disability, medical condition, family or medical leave status; genetic information; sexual orientation; political affiliation; military and veteran status; or any other characteristic protected by federal, state, or local law.

Prohibited Conduct

The following behavior is prohibited under this policy:

- **Harassment**: Verbal conduct such as slurs, derogatory jokes, or unwanted sexual advances; visual displays such as derogatory posters, drawings, or gestures; physical conduct such as assault, unwanted touching, or interference with work or movement due to any protected characteristic; and threats or demands involving sexual favors.
- **Sexual Harassment**: Unwelcome sexual advances or requests for sexual favors, or any unwelcome verbal, visual, or physical conduct of a sexual nature, regardless of the gender or sex of the involved parties, is prohibited. This includes behavior that creates a hostile or intimidating environment affecting academic or work performance.
- **Retaliation**: Retaliation against any individual for reporting harassment, discrimination, or retaliation, or for participating in an investigation of such conduct, is strictly prohibited.
- **Disrespectful or Unprofessional Conduct**: Behavior that is unprofessional, disrespectful, or creates a hostile or intimidating environment based on any protected characteristic is not tolerated.

Sexual Harassment

Sexual harassment is defined as any unwelcome behavior of a sexual nature, including verbal, physical, or visual conduct, that:

- Affects Employment or Academic Status: Submission to or rejection of such conduct is made a term or condition of an individual's employment or academic progress.
- Harms Work or Academic Performance: The conduct creates a hostile, offensive, or intimidating environment, or interferes with the individual's

ability to work or learn.

• **Includes Any Form of Unwelcome Sexual Behavior**: This includes verbal harassment (epithets or slurs), physical harassment (assault or unwanted touching), and visual harassment (obscene gestures or sexual images).

Reporting Procedures

Employees are encouraged to report all incidents of harassment, discrimination, or retaliation. Reports should be made to the individual's supervisor, HR department, or any other trusted individual within the School. Individuals may also use the School's Uniform Complaint Procedures to report concerns. Reports will be investigated promptly and confidentiality will be maintained to the extent possible.

- Employees may report harassment to someone other than their direct supervisor, and supervisors are required to report all complaints to HR.
- Employees are encouraged to advise the offender that the behavior is unwelcome and request that it stop, though informal or formal complaint procedures can also be pursued.

Investigation and Complaint Procedure

- **Informal Procedure**: If an individual does not want to address the issue directly, they may report it to their supervisor or HR. The supervisor or HR may attempt to address the matter informally with the offender. However, if this does not resolve the issue, the individual can pursue a formal complaint.
- **Formal Procedure**: Complaints will be promptly investigated, with interviews conducted with the involved parties and relevant witnesses. The investigation will be thorough, and corrective actions, such as training, reassignment, or disciplinary action, will be taken if the complaint is substantiated. The nature and severity of the incident will determine the appropriate response, which may include reprimands, suspension, or dismissal.

Retaliation

Retaliation against any individual for making a good faith complaint of harassment, discrimination, or retaliation, or for cooperating in an investigation, is strictly prohibited. Any instances of retaliation will be promptly addressed through investigation and appropriate corrective action.

Conclusion

The School is committed to ensuring a safe, respectful, and lawful environment for all employees. The School will take all necessary steps to prevent and correct harassment, discrimination, and retaliation. Disciplinary action will be taken against any employee found in violation of this policy, up to and including dismissal. Employees with questions or concerns about this policy are encouraged to contact their supervisor, HR department, or another trusted representative of the School. Additionally, employees may file complaints with external agencies such as the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

C. 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.

D. Religious or Political Topics

Employees may opt out of any employer-sponsored meeting or communication that expresses the employer's opinion on religious or political matters. Employees will continue to receive full pay and benefits for any time worked in lieu of attending such meetings.

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.

Revised: January 2025

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,

- A. "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.
- B. "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 and FBI. The School follows the guidelines of the

Revised: January 2025

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. 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.

Beginning January 1, 2025, the School will conduct additional background checks for candidates in consideration for a certificated, certificated substitute, or certificated administrative position. As per Education Code 44939.5, applicants will be required to provide the School with a full list of every Local Education Agency (LEA) where they previously worked. The School will then inquire with each LEA of the selected candidate to determine whether the individual was "the subject of credible complaints, verified investigations, or disciplinary actions involving egregious misconduct that necessitated reporting to the California Commission on Teacher Credentialing."

"Egregious conduct" is defined under subsection (a)(1) of Education Code section 44932 as "immoral conduct which includes child abuse or neglect, sex offenses, and certain controlled substance violations."

The school may allow the individual to begin employment prior to receipt of all inquiry responses so long as the candidate has provided an affirmative statement that no such matters have occurred. If the School becomes aware that the individual was in fact involved in egregious misconduct, the individual will be immediately terminated for falsifying their application and misrepresenting their employment history.

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 to a non LEA employer 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. The School will comply with Education Code Section 44939.5 and provide inquiring LEAs with information regarding any report of egregious misconduct.

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.

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;

Revised: January 2025

- 3. Falsifying any timesheet 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.

Revised: January 2025

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, such as a pat on the shoulder, 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. Employees who work remotely are required to ensure a stable internet connection and participation in school duties free from personal or environmental distractions.

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 and voluntary resignation from CalPac.

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 (online meetings, assessments, school meetings or events, 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 is exposes the employee inappropriately,
- Clothing with offensive or derogatory 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 Revised: January 2025 28

majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes when appropriate.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO/Superintendent 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.

Revised: January 2025
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

The School designates all employees as either exempt or nonexempt in compliance with applicable federal, state, and local law:

- 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.

The School also assigns each employee to one of the following categories:

- 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.
- Regular Part-Time Employees (Tier 1). Regular part-time employees are normally scheduled to work 24 -31.9 hours per workweek. Part-time employees are eligible for benefits as outlined in the handbook.
- Non-Regular Employees. (Hourly/Temporary/Seasonal) Hourly employees work less than 24 hours per week. Temporary employees are generally hired on a temporary or project-specific basis, with either full- or part-time hours. Seasonal employees are hired on a temporary basis during a time of year when extra work is available. Hourly/temporary/seasonal employees are not eligible for most School benefits.

You will be informed of your classification, status, and responsibilities at the time of hire and at any time your classification, status, or responsibilities change. If you have a question regarding this information, contact your supervisor or Human Resources.

| Employee Status | Exempt | NonExempt (hours per week) | Benefit Tier |
|--|-----------------|-------------------------------|--------------|
| Regular Full Time | .80+ FTE | 32+ hours | Tier 2 |
| Regular Part Time | .6079 FTE | 24-31 hours | Tier 1 |
| Non-Regular (Hourly/Temporar y/Seasonal) | .59 FTE or less | Less than 24 hours/week | Not eligible |

These classifications do not alter your employment at-will status.

Student Counts

The teacher may indicate their desired student count with the School as a request. The leadership team will review the request to determine if an accommodation can be made. Final determination of student roster count will be made based on the needs of the School.

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.

If you have any questions regarding your job description or the scope of your duties, please speak with the Director of Human Resources.

D. Nonexempt Employees

1. Work Schedules

The School's business hours and employee work schedule shall be established by the CEO or designee. The CEO or designee will assign the staff's individual work schedule to ensure appropriate staffing throughout the workday to serve the business functions of the School. Employees are expected to be at their workstations at the start of their scheduled shifts, ready to work, free from personal or environmental distractions.

Employees may not work outside of their work schedule without the preapproval of their supervisor. Failure to obtain preapproval before working outside of the work schedule may subject the employee to disciplinary action up to and including termination. 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 Time

California Pacific Charter Schools is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain employees. To ensure that the School has complete and accurate time records and that employees are paid for all hours worked, nonexempt employees are required to record all working time using the School's timekeeping application. The Payroll department will provide staff with specific instructions for using the online system.

You must accurately record all of your time to ensure you are paid for all hours worked, and must follow established School procedures for recording your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work, before your meal period.
- Immediately before resuming work, after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.

Employees are required to clock in no more than five minutes before their start time and clock out no later than five minutes after the end of their shift.

Notify your supervisor or payroll of any pay discrepancies, unrecorded or misrecorded work hours, or any involuntarily missed meal or rest break periods.

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 their supervisor and payroll and document the reason for the missed rest break and meal period. 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. Final timesheets in the payroll system are to be approved by the employee and the supervisor at the end of each pay period. Any errors on the timesheet 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.

Employees are not compensated for travel time outside of their regular work hours unless required to perform job duties while traveling.

Examples of Compensated Time:

Employee travel time during their regular working hours.

Employee travel time between work locations. For example, employee arrives at CalPac office and then travels to a meeting at another location.

Employee travel time to perform an errand on behalf of the school.

Examples of Uncompensated Time:

Employee travel time outside of their regular working hours unless required to perform job duties. For example, time spent driving to the airport or flying on an airplane to attend a conference.

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.

[See: Make-Up Time]

E. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days and vacation 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.

Successful job performance is a factor in consideration for salary step advancement. 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: any misconduct concerning a child/student, theft in any form, insubordinate behavior, 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. 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 or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

J. 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. Name changes will be updated across the school's systems once the school receives an updated legal identification document such as a social security card

K. 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.

L. 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.

M. 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.

N. Out of State Work Policy

California Pacific Charter Schools ("CalPac" or the "School") is a nonprofit corporation that operates charter schools serving students in the state of California. Due to the online nature of the work at CalPac, several employees have either moved out of the state or have been hired into positions at the School while residing out of the state of California. CalPac has attempted to support employees in this decision without termination; however, with employees working in several different states, it has become increasingly costly and burdensome for the School to navigate the various rules, laws, and compliance requirements of each state.

For the purpose of this Policy, the term "out of state" refers to any work location outside the state of California. Employees who remain domiciled in California (i.e. military orders or transfers where residency is maintained in California) may not be considered to be out-of-state employees, subject to the laws of the state in which the employee resides.

Effective June 13, 2023, the following rules and procedures will apply regarding employees working out of state.

Employees who currently work out of state will not have their out-of-state status be a bar to their continued at-will employment provided they continue to reside in the same state as of the effective date of this policy or move back to California, the funding for the employee's position is secure, and the employee meets performance expectations for their position.

Candidates for future employment will be selected from those residing within the state of California and will be required to remain within the state of California as a condition of employment. Additionally, current employees seeking promotion, advancement, or reassignment will be subject to the same residency rules. Employees are asked to provide sixty (60) days' written notice to CalPac if they plan to resign to move out of state. Additionally, other than attending conferences or training, employees may not perform any work out of state without prior written approval from the School, as this may require the School to treat the employee as an out of state worker and subject the School to the employment laws of the out of state location.

This policy applies to all employees of CalPac regardless of classification. Nothing in this policy is intended to alter the at-will employment status or to provide a guarantee of continued employment as outlined in board policy 4010-CPCS or the Revised: January 2025 41

employment agreement. Violation of this policy may result in discipline, up to and including termination of the at-will employment.

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 Revised: January 2025 42

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 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.

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

Revised: January 2025

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. Proper Use of AI in the Workplace

The School encourages the responsible and ethical use of artificial intelligence (AI) and related technologies to enhance workplace efficiency and productivity. However, employees must ensure that AI tools and technologies are used in compliance with all applicable laws, regulations, and School policies.

Employees are prohibited from using AI for any purpose that could:

- Violate privacy or confidentiality agreements, including the unauthorized collection or misuse of personal or sensitive data.
- Engage in discriminatory practices, including but not limited to bias in decision-making processes related to hiring, promotions, evaluations, or any other personnel matters.
- Create, disseminate, or support content that is harmful, offensive, or violates any anti-harassment, anti-discrimination, or anti-retaliation policies.
- Impair the integrity of the School's systems, including the unauthorized manipulation, generation, or dissemination of data.

Employees should be transparent and ethical in their use of AI, ensuring that it does not replace human judgment or oversight in critical decision-making processes. Employees must also report any concerns regarding the misuse of AI tools to their supervisor or the HR department immediately.

The School reserves the right to monitor AI-related activities on its systems and take appropriate action if any policy violations are identified. Misuse of AI technologies may result in disciplinary action up to and including termination.

D. 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 Revised: January 2025

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.

E. 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.

F. 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.

G. Student/Family Legal Matters

Employees are prohibited from becoming involved in student family law matters, except as required by law. Any subpoenas or requests for student records must be directed to the School and Student Records Office, not to individual employees. Employees are not authorized to disclose student records or any related information. If an individual employee is lawfully subpoenaed, they are required to

comply with the request. However, in such cases, the employee must immediately notify their supervisor to ensure proper handling of the situation.

H. 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. Employees will be paid for any remaining portion of their work day for the first day of the declared emergency closing. If the office continues to be closed, office employees will be expected to transition to remote work. An employee who is unable to transition to remote work may utilize their available applicable leave 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 for status updates. 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.

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 - Remote Work Policy

As an online school, CalPac has designated certain job classifications for remote work due to the nature of the duties. The ability to telecommute is a privilege that will be reviewed as needed, is never guaranteed, contingent upon the employee's positive evaluation, always up to the supervisor's discretion, and may be rescinded at any time with or without reason. Employees shall be notified at the time of hire if the position is designated as remote or in the School's administrative office. Employees working remotely are expected to adhere to CalPac's policies and performance expectations for the duration of the assignment.

Employees working remotely must be available for contact via telephone, chat, and email and complete their job duties during the assigned work hours. Additionally, staff are required to attend meetings via the School's video conference programs with camera on, engaged in the conversation, and prepared to respond as appropriate.

Employees who work remotely may be required to attend in-person meetings at the office or other designated locations.

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 must adhere to policies and procedures governing use of the School's electronic communications, computer systems and confidential information.

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 timesheet. All telecommuting employees must request and obtain written approval for any leave taken. A remote working assignment is not a substitute for dependent care. Employees must be free from parental duties during their working hours.

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 School timekeeping 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.

The School will determine and approve, with information supplied by the employee and the supervisor, the appropriate equipment needed for each remote work arrangement. The human resources and information system departments will serve as resources in this matter. Equipment supplied by the School will be maintained by the School. Equipment supplied by the employee in their remote work environment, will be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. The School reserves the right to make determinations as to appropriate equipment, which are subject to change at any time. Equipment supplied by the School is to be used for business purposes only. The telecommuter must sign an inventory of all School property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all School property will be returned within five days of Revised: January 2025 the employee's last day, unless other arrangements have been made.

The School may provide telecommuting employees with equipment or office furnishings for their remote offices to the extent that it supports a safe work environment or in response to an accommodation. Items purchased by the School remain the School's property. Employees are responsible for equipping and maintaining their remote offices so that they can accomplish their work in an efficient and expeditious manner.

The School will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary and reimburse the employee for business-related expenses that are reasonably incurred in carrying out the employee's job duties. Whenever practical, the employee should make every effort to utilize the School office and supplies to perform any duties that may incur additional expenses.

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.

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.

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. Always ensure that online students are supervised and have another responsible adult present when they are in online classrooms.
- 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. Ensure Zoom settings are correct for student safety.
- 5. Strictly adhere to all stated policies 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

Revised: January 2025

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 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

Revised: January 2025

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 Revised: January 2025 56

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. The standard tip reimbursement for rideshare services is 18%; however, employees will be reimbursed for a tip up to 22% of the total.

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.

Revised: January 2025

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.

H. Victims of Violence

The School will provide reasonable accommodations to employees who are, or whose family members are, a victim of a qualifying act of violence to ensure their safety while at work, provided the accommodation does not create an undue hardship on the School.

Family member means your child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person (as defined under applicable law).

Qualifying act of violence means any of the following, regardless of whether anyone is arrested, or prosecuted for, or convicted of committing any crime:

- Domestic violence.
- Sexual assault.
- Stalking.
- An act, conduct, or pattern of conduct in which:
 - \circ $\;$ An individual causes bodily injury or death to another individual.

Revised: January 2025

- An individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual.
- An individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Reasonable accommodations may include the implementation of safety measures such as:

- A reassignment or modified schedule.
- A change in telephone number or workstation, or installed lock.
- Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace.
- An implemented safety procedure or other adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence.
- Referral to a victim assistance organization.

Upon receiving a request, the School will engage in a timely, good faith, and interactive process with you to determine effective reasonable accommodations.

Certification

When requesting a reasonable accommodation, you may be asked to provide a written statement signed by you or an individual acting on your behalf, certifying that the accommodation is for an authorized purpose. You may also be asked to provide documentation that demonstrates your status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence, such as:

- A police report showing that you or your family member was a victim.
- A court order protecting or separating you or your family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that you or your family member has appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed healthcare provider, or counselor showing that you or your family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence.
- Any other form of documentation that reasonably verifies that a qualifying act of violence occurred.

The School may require recertification every six months. If you no longer need an accommodation, you must notify the School that the accommodation is no longer needed. If circumstances change and you need a new accommodation, you must request one.

Confidentiality

Information related to your request for an accommodation will be maintained as Revised: January 2025 59 confidential and will not be disclosed except as required by law or as necessary to protect your safety in the workplace. You will be provided notice before any authorized disclosure.

Retaliation

The School will not discriminate or retaliate against you due to your status, or your family member's status, as a victim or for requesting or obtaining an accommodation in accordance with this policy.

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 eight on the board approved salary schedule giving credit for seven years of prior experience. 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 determined by management.

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.

Classified employees who perform certificated substitute duties will be compensated on the board approved certificated substitute salary schedule for time worked in the certificated assignment. In instances where the certificated substitute assignment is canceled with less than 24 hours notice, the substitute will receive two hours of certificated substitute pay unless another substitute assignment is offered.

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 regularly.

Education Stipend:

Employees who work in a position at 60% or greater FTE (24 hours/week or greater) may be eligible for an education stipend based on their job classification. HR will add the appropriate education stipend to the employee's pay starting the first of the month following receipt of proof of the degree. The education stipend is paid over the course of the work year calendar and will be prorated to the effective date.

Example: A 12-month nonexempt employee obtains a bachelor's degree on June 14. The employee provides proof of the degree to HR on July 5. The stipend will be added effective August 1 and will be paid starting in the employee's first August paycheck prorated to the start date of August 1.

| Classified | \$500 for a bachelor's degree or \$1,500 for a master's degree per year |
|---|--|
| Certificated | \$1,500 for a master's degree or \$3,000 for a doctorate degree per year |
| Certificated Specialist/ Administration | \$3,000 for a doctorate degree per year |

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 the following 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 payroll.

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 in the online HR system. 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 <u>www.CalSTRS.com.</u>
- 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. Please contact payroll if any deduction is unclear.

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. All eligible employees will automatically be enrolled in the employer provided life insurance plan. 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, Revised: January 2025

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.

| 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 |
| 32+ hours | \$1,300/month \$15,600/year | \$200/month |
| 24-31 hours | \$780/month \$9,360/year | \$100/month |
| 23 hours or less | not eligible | not eligible |
| | (Hours per Week) 32+ hours 24-31 hours | (Hours per Week)of*Tiered Benefit Stipends (for Health, Dental, and/or Vision)32+ hours\$1,300/month \$15,600/year24-31 hours\$780/month \$9,360/year |

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. 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. 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

Revised: January 2025
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 its 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 School will contribute to a 457(b) for eligible classified employees. In order to receive employer contributions, the eligible employee must first open a 457(b) Revised: January 2025 66 account. The employer will then provide a guaranteed contribution of an amount equivalent to 3% of the employee's base salary to the eligible employee's account starting with the first payroll in the month following the establishment of the account.

Additionally, the employer will provide a matching contribution to the classified employee's 457(b) account in an amount not to exceed up to 5% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions, however, seasonal employees are not eligible for employer contributions.

Eligible Employees:

To be eligible for an employer contribution, a classified employee must work at least 24 hours/week as part of the regular work schedule for the assignment.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 403(b) or 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 <u>www.calstrs.com</u>.

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. For Alternative Transportation (such as rental car, taxi, or rideshare), refer to Section V: Operational Considerations, E. Employee Driving Policy.

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. In most cases, the School will assist employees with hotel and travel arrangements. For employees making their own reservations, hotel rooms are reimbursed for employees traveling over 80 miles one way. Typically, a hotel stay for a distance less than 80 miles from the employee's home, will require prior approval.

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. The standard tip for meals is 18% of the subtotal; however, employees will be reimbursed for a tip up to 22% of the subtotal. 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 or designee 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.

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 surroundings 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. 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. Certificated employees who separate from CalPac and whose sick leave was transferred to another school, will have their transfer sick leave applied once the sick leave transfer form has been returned by the former school.

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 40 hours (5 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 40 hours (5 days) of paid sick leave in a year. Sick leave accrual will be capped at 80 hours (10 days), in compliance with both state and city ordinances.

| Sick Accrual Part Time, Per Diem, Seasonal, and Temporary Employees | | | | | | |
|--|----------------------------------|--------------------------|----------------------------------|------------------------------|--|--|
| 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. Employees may voluntarily elect to use their available vacation accrual to supplement their paid family leave.

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 12month 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 Revised: January 2025 74

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. Pregnancy Related Accommodation

California Pacific Charter Schools will provide reasonable accommodation to pregnant employees for known limitations related to pregnancy, childbirth, or other related medical conditions in accordance with the federal Pregnant Workers Fairness Act (PWFA).

If you require an accommodation, notify the Director of Human Resources. If the need for a particular accommodation is not obvious, you may be asked to include relevant information such as:

- The reason you need accommodation.
- A description of the proposed accommodation.
- How the accommodation will address limitations caused by pregnancy, childbirth, or related medical conditions.

The School will not require you to accept any accommodation without engaging in Revised: January 2025 75

the interactive process to accurately understand your limitations and explore potential accommodations. The School is not required to make your specific requested accommodation and is not required to provide any accommodation that would constitute an undue hardship on the School.

If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by law. The School will comply with state or local laws that provide additional protections beyond the PWFA. The School will not retaliate against employees who request or receive an accommodation under this policy.

10. 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 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: Revised: January 2025

- 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.

Revised: January 2025

- 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 Revised: January 2025 81 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

Revised: January 2025

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, grandparent, brother, sister, stepsibling, or an adult who stood in loco parentis to the employee during childhood. Additionally, an employee who experiences a reproductive loss through a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction may take up to five (5) consecutive days off with regular pay. This leave may be taken by any employee who would have been the parent. The leave must be completed within three months of the loss and days can be taken intermittently. This leave does not run concurrently with CFRA or PDL. For employees who experience multiple losses, this leave is capped at no more than 20 days in a 12 month-period.
- 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, or as prorated to the employee's FTE. The leave must be used within three (3) months of the death of the individual. 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

Revised: January 2025

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:

 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 Revised: January 2025 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.

Revised: January 2025

- 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

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.

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: Revised: January 2025 86

- 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 illness or 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 through the Medical Provider Network 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 status of the employee's 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 equivalent to their roster 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 ten (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. Employees may use available sick leave for the purpose of military spousal leave. Additionally, employees may be eligible for Paid Family Leave through the state of California or FMLA for this type of leave. Please contact HR for more information.
- 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. Employee Excessive Absenteeism

Definition of Excessive Absence: Excessive absence is defined as any absence from work that exceeds the School's established limits, including but not limited to unexcused absences, tardiness, and leaving work early without prior approval.

Reporting Absences: Employees are required to report all absences to their immediate supervisor or the designated HR personnel as soon as possible, preferably before the start of their scheduled shift and to add a time off request in the School's HR system. Failure to do so may result in the absence being considered unexcused.

Documentation of Absences: Employees must provide appropriate documentation for any absences, such as a doctor's note for medical absences, court documents for jury duty, or other acceptable forms of verification as requested by the School.

Consequences of Excessive Absence: Employee excessive absence has a negative effect on the School's students, staff, and operations; therefore, excessive absence may result in disciplinary action, up to and including termination of employment. The School reserves the right to determine what constitutes excessive absence and will make this determination based on a review of the individual circumstances as to whether the employee has engaged in abuse of the leave policies.

Notification of Absence Policy: This policy will be communicated to all employees upon hiring and will be included in the employee handbook. Employees are responsible for familiarizing themselves with the policy and complying with its requirements.

Accommodations for Medical Absences: The School recognizes that some absences may be due to medical reasons. Employees who require accommodations for medical absences should contact HR to discuss their needs and provide appropriate documentation from a healthcare provider.

Request for Leave of Absence: Employees who anticipate the need for an extended absence should submit a request for a leave of absence in accordance with the School's leave policy. Approval of leave requests will be at the discretion of the supervisor.

Compliance with School Policies: Employees are expected to comply with all School policies and procedures, including those related to attendance and punctuality. Failure to do so may result in disciplinary action.

This policy is intended to ensure that employees understand the expectations regarding attendance and to maintain a productive work environment. Employees with questions or concerns about this policy should contact HR for clarification.

Q. 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 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 may submit written requests for 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.

R. 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 or part time (twenty four or more hours per week) classified employee in paid status on the working day immediately preceding and 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. Nonexempt employees may not work on a holiday without prior approval of their supervisor. Employees required by their supervisor to work on a scheduled school holiday who are eligible for holiday pay, will in addition to holiday pay, receive compensation for the actual hours worked. Classified employees working at least 80% FTE will be compensated eight (8) hours for each observed school holiday falling within the employee's work year calendar. Classified employees working between 60% - 79% FTE will be compensated four and eight tenths (4.8) hours for each observed school holiday falling within the employee's work year calendar.

S. Vacation

The School's vacation policy is intended to provide eligible staff with time off from work for rest, recreation, or to attend to personal matters. This policy is subject to change at the discretion of the School.

Vacation days must be requested and approved in advance of the time off from work. Employees must submit their request to their supervisor or manager through the leave system at least two (2) weeks prior to the requested time off, except in cases of unforeseeable circumstances. Vacation may be used in increments of no less than one (1) hour. 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. Approval of vacation days are subject to the needs of the school. A requested vacation will be approved if the absence does not cause a disruption of service or result in issues of coverage. Failure to obtain pre-approval for vacation may result in disciplinary action.

Employees will become eligible for vacation accrual after completing three (3) months of continuous service. Vacation time may not be utilized before it is earned. Accrued and unused vacation hours will roll over from year to year, but are capped at one and a half times (1.5) the employee's annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Earned vacation accruals are displayed in the payroll system and on the employee's pay stub. Upon separation from the School, employees will be paid for any accrued, but unused vacation days in accordance with applicable laws and School policy.

(Certificated Employees)

Certificated employees are entitled to vacation terms based upon date of hire, length of service, and status with the School. Certificated employees shall accrue three (3) days of paid vacation each year prorated based on FTE, length of employment, and percentage of time the employee was vacation eligible.

For certificated employees, requests for vacation will not be granted during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows. The supervisor may determine additional peak times in which vacations may not be approved.

| | | Vacation Accr Certificated St | | |
|-------------|------------------|----------------------------------|--------------|-------------------|
| Eligibility | Full Time | Hours Worked | Total Annual | Total Accrual Cap |
| Status | Equivalent (FTE) | Per Week | Accrual | |

Revised: January 2025

| Full Time Tier 2 | .80+ | 32+ | 24 hours | 36 hours |
|---------------------|-------|-------|----------|----------|
| Part Time Tier 1 | .6079 | 24-31 | 18 hours | 27 hours |

(Classified Employees)

Classified employees are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

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. The supervisor may determine peak times in which vacations may not be approved. Instructional Support staff will not be granted vacation during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows.

| Vacation Accrual Classified Staff | | | | | | | |
|--------------------------------------|--------------------------------------|--------------------------------|--|--|---|-----------------------------------|-------------------------|
| Eligibility Status | Full Time Equivale nt (FTE) | Hours Worked Per Week | Non-Exe mpt: Per Semi Monthly Pay Period | Exempt: Per Monthly Pay Period | Total Hours Accrued Per Month | Total Max Annual Accrual | Total Accrual Cap |
| Full Time Tier 2 | .80+ | 32+ | 4 hours/4 hours | 8 hours | 8 hours | 96 hours | 144 hours |
| Part Time Tier 1 | .6079 | 24-31 hours | 1 hour/1 hour | 2 hours | 2 hours | 24 hours | 36 hours |

(Classified Managers)

Classified managers are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

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. The supervisor may determine peak times in which vacations may not be approved.

| | Vacation Accrual Classified Manager | | | | | |
|-----------------------|--|-------------|----------|----------|-----------|-----------|
| Eligibility Status | | | | | | |
| Full Time Tier 2 | .80+ | 32+ | 12 hours | 12 hours | 144 hours | 216 hours |
| Part Time Tier 1 | .6079 | 24-31 hours | 6 hours | 6 hours | 72 hours | 108 hours |

T. 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.

U. Make-up Time

Revised: January 2025

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 period. 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.

V. 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.

Section IX: Arbitration Agreement

A. Agreement to Arbitrate Disputes and Claims

As a condition of employment, the School and employee shall enter into an agreement to submit to binding arbitration any and all disputes or employment claims they could otherwise pursue in court, with the exception of those areas not covered in the agreement by law. For additional information, refer to the Employment Agreement and the Arbitration Agreement documents.

Coversheet

Approval of Commercial Office Building Lease Amendment with A&R Parcel Three

| Section: | IX. Business/Financial Services |
|-------------------|--|
| ltem: | A. Approval of Commercial Office Building Lease Amendment with A&R |
| Parcel Three | |
| Purpose: | Vote |
| Submitted by: | Christine Feher |
| Related Material: | CA Pacific Charter Schools Expansion Amendment.pdf |

BACKGROUND:

This new proposed office space, on 940 South Coast Drive, Costa Mesa, CA 92646, Suite 180, will provide additional square footage (from approximately 1942 sqft to 2759 sqft), allowing for more storage, a conference room inside the office space and more separate offices for the growing team. This is a separate office space across the hall from the current office. This new lease will be added to the current lease in the form of an amendment from March 1, 2025, to November 30, 2027, for a total of 32 months.

RECOMMENDATION:

It is recommended the Board approve the Commercial Office Building Lease Amendment with A&R Parcel Three, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

AMENDMENT NO. 1 TO OFFICE BUILDING LEASE

This Amendment No. 1 to Office Building Lease (this "Amendment") is made as of this 11th day of December, 2024 by and between A&R Parcel Three, a California limited partnership, as "Landlord", and California Pacific Charter Schools, Inc., a California nonprofit public benefit corporation, as "Tenant".

<u>recitals</u>

- A. WHEREAS, Landlord and Tenant are parties to that certain Office Building Lease dated September 7, 2022 (the "Lease") for office space described as Suite 185 and currently containing approximately 1,942 rentable square feet (the "Original Premises") in that certain office building located at 940 South Coast Drive, Costa Mesa, California 92626 (the "Building").
- B. WHEREAS, Landlord and Tenant have agreed that effective as of March 1, 2025 (the "Effective Date"), Tenant will expand the Original Premises to include Suite 180 located in the Building containing approximately 817 rentable square feet and depicted on Exhibit "A" attached hereto (the "Expansion Premises") and that the Lease be appropriately amended on the terms and conditions hereinafter set forth.
- C. WHEREAS, the parties desire to amend the Lease as described below as of the Effective Date.

NOW THEREFORE, in consideration of the above recitals and the mutual covenants and agreements contained herein, IT IS HEREBY AGREED AS FOLLOWS:

WITNESSETH

- 1. <u>PREMISES:</u> Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, the Expansion Premises. As of the Effective Date, the Expansion Premises shall be deemed part of the Original Premises under the Lease and, except as set forth herein, the use and occupancy of the Expansion Premises will be subject to the same terms and conditions as the Original Premises under the Lease and the Expansion Premises and the Original Premises shall constitute the "Premises" under the Lease. Landlord and Tenant hereby agree and stipulate that the Expansion Premises consist of approximately 817 rentable square feet and, as of the Effective Date, the Premises consist of 2,759 rentable square feet. As needed, the Lease is hereby deemed amended mutatis mutandis to give effect to the foregoing expansion of the Original Premises.
- 2. <u>BASE RENT:</u> Commencing on the Effective Date, the Base Rent shall be adjusted as follows:

| Period | Monthly Base Rent |
|---------------------------|-----------------------|
| 03/01/25 through 11/30/25 | \$8,002.00 per month* |
| 12/01/25 through 11/30/26 | \$8,277.00 per month |
| 12/01/26 through 11/30/27 | \$8,554.00 per month |

*The rent for the month of March 2025 is subject to partial abatement as described below.

3. <u>ADDITIONAL RENT:</u> From and after the Effective Date, Tenant's proportionate share of the Building shall increase from 4.98% to 7.08%.

CALIFORNIA PACIFIC CHARTER SCHOOLS AMENDMENT NO. 1 PAGE 2

- **4.** <u>SECURITY DEPOSIT:</u> The Security Deposit shall be increased to \$9,410.00, with \$6,624.00 on account at this time and \$2,786.00 due upon execution of this Amendment.
- 5. <u>RENT ABATEMENT:</u> Notwithstanding Section 2 above, as long as Tenant is in compliance with all terms of the Lease and is not in default under the Lease beyond all applicable notice and cure periods, Tenant shall be entitled to partial abatement of Base Rent for the month of March 2025 in the amount of Two Thousand Three Hundred Seventy and No/100 Dollars (\$2,370.00). Landlord's agreement for abated Base Rent shall be deemed conditioned on Tenant's full and faithful performance of all provisions of the Lease. On breach of the Lease by Tenant (not cured within any applicable grace period), such abated Base Rent shall automatically be deemed deleted from the Lease and of no further force or effect, and any Base Rent therefore abated by Landlord shall be immediately due and payable by Tenant. Landlord's acceptance of Base Rent or the cure of the breach shall not be deemed a waiver by Landlord of the provisions of this Section unless specifically so stated in writing by Landlord at the time of such acceptance.
- 6. <u>TENANT</u> <u>IMPROVEMENTS:</u> Landlord, at Landlord's sole cost and expense, utilizing building standard materials, shall perform the following improvements for the Expansion Premises, as further described and shown on Exhibit "A".
 - 1. Demo existing cabinets
- 7. <u>OTHER:</u> All other terms and conditions of the Lease shall remain in full force and effect.

This Amendment may be executed in any number of counterparts and each counterpart shall be deemed to be an original document. All executed counterparts together shall constitute one and the same document, and any counterpart signature pages may be detached and assembled to form a single original document.

Any signature on this Amendment that is sent by facsimile or via e-mail of a ".pdf" file, shall be considered valid and binding, the parties agreeing that they intend and desire to be bound by any such signatures sent by electronic means.

All initially capitalized terms used and not otherwise defined herein shall have the meanings given such terms in the Lease.

Remainder of page intentionally left blank. Signatures on following page.

CALIFORNIA PACIFIC CHARTER SCHOOLS AMENDMENT NO. 1 PAGE 3

"Landlord"

"Tenant"

A&R PARCEL THREE, A California Limited Partnership, By Arnel Commercial Properties, Its Agent CALIFORNIA PACIFIC CHARTER SCHOOLS, INC., a California nonprofit public benefit corporation

By:_____ David Cotellesse, Controller

By:___

Christine Feher, CEO

By:____

Kevin P. Hauber, CEO

Date:

Date: _____

CALIFORNIA PACIFIC CHARTER SCHOOLS AMENDMENT NO. 1 PAGE 4

Exhibit A

Expansion Premises



940 South Coast Drive, Suite 180 Costa Mesa, CA 92626

Landlord shall, at its sole cost and expense, utilizing building standard materials, complete the following tenant improvements for the Expansion Premises:

1. Demo existing cabinets

Coversheet

Approval of Office Furniture

| Section: | IX. Business/Financial Services |
|-------------------|---|
| Item: | B. Approval of Office Furniture |
| Purpose: | Vote |
| Submitted by: | Christine Feher |
| Related Material: | CalPac Office Furniture Quote 01.2025.pdf |

BACKGROUND:

To support the effective utilization of newly acquired office space and to optimize existing workspace arrangements, this agenda item seeks approval to allocate up to \$20,000 for the purchase of office furniture. The quoted furniture serves as a representative example of what may be purchased to outfit the new spaces. Efforts will be made to repurpose and rearrange current furniture to maximize functionality and minimize costs. Any additional furniture purchases will ensure the new spaces are adequately equipped to meet the operational needs of staff and align with organizational goals.

RECOMMENDATION:

It is recommended that the Board approve the purchase of office furniture for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.
RAYMOND ALLYN BUSINESS SUPPLIES INC.

Quote # TK010825-A

Contact: Danielle Carbonetta

Contact Phone: (855) 225-7227 ext. 105

850-A W. Los Vallecitos Blvd., San Marcos, CA 92069 - Phone: 760-744-4251 - Travis@RaymondAllyn.com

| Delivery Address |
|-------------------------|
| Name Same, Ground Floor |
| Address |
| City |
| Phone |
| Email |
| |

| | Order | Date | | Quote Only 1/8/2025 | Salesperson | Travis Krogh | | | |
|------|---------|--------|------|--|-------------|---------------------------|-----------------|----------|----------|
| | Invoice | e Date | | Terms \ | | VISA, | M/C, AMEX o | or Cł | neck |
| | Lead | Time | | 6-8 Week ETA | PO# | Payment Required To Order | | rder | |
| B.O. | UNIT | QTY | SHIP | DESCRIPTION | | | UNIT PRICE | | TOTAL |
| | 1 | 1 | | 7-Tier Harbor File - 48''w x 17.75"d x 83"h | | | \$ 4,840.84 | \$ | 4,840.84 |
| | | | | Horizontal Sliding Door w/ Pull-Out Referen | ce Shelf | | | | |
| | | | | Pebble Gray Metal Finish - 76" Interior Heig | ht | | | | |
| | | | | w/ 4 Dividers Per Shelf | | | | | |
| | | | | Freestanding No Track | | | | | |
| | 2 | 1 | | Departies L. Deak, Consist of holes: | | | ¢ 0.740.07 | ¢ | 0.746.07 |
| | Ζ | 1 | | Reception L- Desk - Consist of below: Right Corner Desk 72"w x 24/36"d x 29"h | | | \$ 2,746.07 | \$ | 2,746.07 |
| | | | | | | | | | |
| | | | | Right Return 36"w x 24"d x 29"h | | | | _ | |
| | | | | w/ Locking Box/Box/File Pedestal | | | | | |
| | | | | 12"h All Sides Edge Acrylic Riser - Silver Fr | | | | | |
| | | | | 72"w x 12"d Transaction Counter - Front Or | ווע | | | | |
| | | | | w/ Pencil Drawer On Desk | | | | | |
| | | | | All Laminate Above: TBD - Silver Handles | | | | | |
| | 3 | 1 | | Ergo Dual Monitor Arm - Black Finish | | | \$ 219.95 | \$ | 219.95 |
| | - | | | Dual Mount Base w/ Dual USB 3.0 Charging | g Ports | | · - · · · · · · | Ť | |
| | | | | | | | | | |
| | 4 | 3 | | Double Storage Cabinet Credenza - 72"w x | 22"d x 29"h | | \$ 989.04 | \$ | 2,967.12 |
| | | | | Each Cabinet w/ 1 Adjustable Shelf - Lockir | | | · | | , |
| | | | | 1 Common Top Per 2 Cabinets | 0 | | | | |
| | | | | All Laminate Above: TBD - Silver Handles | | | | | |
| | 5 | 1 | | Storage Cabinet - 36"w x 22"d x 29"h | | | \$ 419.95 | \$ | 419.95 |
| | 0 | | | 1 Adjustable Shelf - Locking Doors | | | φ 110.00 | Ť. | 110.00 |
| | | | | All Laminate Above: TBD - Silver Handles | | | | | |
| | 6 | | | | | | <u>ф 070 00</u> | ^ | 750.00 |
| | 6 | 2 | | Hardy Arm Guest Chair | | | \$ 379.80 | \$ | 759.60 |
| | | | | Gray Fabric Seat - Black Cross Base | | | | | |
| | 7 | 2 | | SW Mid Bask Task Chair w/ 3 Way Adj. Arr | ns | | \$ 243.42 | \$ | 486.84 |
| | | | | Synchro-Tilt Control - Black Frame & Base | | | | | |
| | | | | Black Mesh Back - Black Fabric Cushion Se | eat | | | | |
| | | | | | | | | - | |
| | | | | Page 1 of 2 | | | | | |

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

| | 8 | 1 | Delivery & Installation - Ground Floor | | \$ 795.00 | \$ 795.00 |
|-------|---------|-------|--|-------|-----------|-------------|
| | | | During normal business hours M-F | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | Page 2 of 2 | | | |
| | | *Spec | cial order is non-cancelable, non-returnable and non-refundable* | | | |
| | | | | | Subtotal | \$13,235.37 |
| | | | | 7.75% | Tax | \$ 1,025.74 |
| | | | | | Total | \$14,261.11 |
| | | | | | Deposit | \$- |
| Appro | oved by | | Date: | | Balance | \$14,261.11 |

Special Instructions:

RA is not responsible for measurements unless official sales-rep has taken the measurements him/herself.

RA is not responsible for delays from the manufacturer or delays caused by weather or other natural events.

RA is not responsible for storing furniture due construction delays. Any storage fees will be paid for by end user.

All changes of delivery must be made 48 hours in advance. Changes made after this may be subject to handling fees.

Quote is valid for 7 days & subject to manufacture price changes. Any above quote information is not to be shared with 3rd party.

Coversheet

Approval of 2023-24 School Accountability Report Card (SARC)

| X. Education/Student Services |
|---|
| A. Approval of 2023-24 School Accountability Report Card (SARC) |
| Vote |
| Gretchen Chamberlain |
| SARC Board Presentation 23-24.pdf |
| 2024 School Accountability Report Card - Los Angeles.pdf |
| 2024 School Accountability Report Card - San Diego.pdf |
| 2024 School Accountability Report Card - Sonoma.pdf |
| |

BACKGROUND:

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 is a document that contains information about the condition and performance of each California public school. A school's SARC provides detailed information about its performance, allowing parents and the community to evaluate and compare schools based on various indicators like academic achievement, student demographics, and school climate.

RECOMMENDATION:

It is recommended the Board approve the 2023-24 School Accountability Report Card (SARC), for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as

presented.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

SARC: **School Accountability Report Card** 2023-2024 DATA







SARC Overview

School Description Student Enrollment

- A. Conditions of Learning: Teachers
- A. Conditions of Learning: Textbooks
- A. Conditions of Learning: Facility Conditions
- B. Pupil Outcomes: CAASPP
- B. Pupil Outcomes: CTE and UC/CSU Courses
- B. Pupil Outcomes: PFT
- C. Engagement: Parental Involvement
- C. Engagement: Dropout & Graduation Rates
- C. Engagement: Chronic Absenteeism
- C. Engagement: School Climate & Safety Plan
- D. Other SARC Information: Class Size for Elementary Schools
- D. Other SARC Information: Class Size for Secondary Schools
- D. Other SARC Information: Support Staff
- D. Other SARC Information: Funding
- D. Other SARC Information: Advanced Placement
- D. Other SARC Information: Professional Development





Conditions of Learning





Conditions of Learning

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









Conditions of Learning: Teacher Preparation and Placement

| Authorization/Assignment | | 1–22 | LA 22-23 | | SD 21-22 | | SD 22-23 | | SO 21–22 | | SO 22-23 | |
|--|------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| Authorization/Assignment | # | % | # | % | # | % | # | % | # | % | # | % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.4 | 58.46 | 24.7 | 66.38 | 19.9 | 59.93 | 25.1 | 65.48 | 19.9 | 59.93 | 24.8 | 68.32 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.1 | 0.31 | 0 | 0 | 0 | 0.03 | 0 | 0 | 0 | 0.03 | 0 | 0 |
| Credentialed Teachers Assigned Out-of-Field ("Out- of-field" under ESSA) | 14.3 | 41.08 | 12.2 | 32.71 | 13.3 | 40.01 | 12.4 | 32.34 | 13.3 | 40.01 | 11.4 | 31.65 |
| Unknown | 0 | 0 | 0.3 | 0.86 | 0 | 0 | 0.8 | 2.16 | 0 | 0 | 0 | 0 |
| Total Teaching Positions | 34.9 | 100 | 37.3 | 100 | 33.2 | 100 | 38.4 | 100 | 33.2 | 100 | 36.3 | 100 |

Class Assignments

| Indicator | LA 21-22 | LA 22-23 | SD 21-22 | SD 22-23 | SO 21-22 | SO 22-23 |
|---|----------|----------|----------|----------|----------|----------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 | 0 | 0 | 0 |
| No credential, permit, or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 | 0 | 0 | 0 |



Conditions of Learning: Textbooks Year and month in which the data were collected: December 2023 LA – SD – SO

| 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 |

Conditions of Learning: Facility Conditions

Note: California Pacific Charter School programs are virtual. Therefore, the administrative office is the only facility.

LA - SD - SO

| School Facility C | conditions and Pla | nned Improvements | | | | | | |
|--|--------------------|-------------------|-----------|---|--|--|--|--|
| 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 | N/A | N/A | N/A | | | | |
| Interior: Interior Surfaces | N/A | N/A | N/A | N/A | | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | N/A | N/A | N/A | N/A | | | | |
| Electrical | N/A | N/A | N/A | N/A | | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | N/A | N/A | N/A | N/A | | | | |
| Safety: Fire Safety, Hazardous Materials | N/A | N/A | N/A | N/A | | | | |
| Structural: Structural Damage, Roofs | N/A | N/A | N/A | N/A | | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | N/A | N/A | N/A | N/A | | | | |
| | Overall Facility R | ate | | | | | | |
| Exemplary | | Good | Fair | Poor | | | | |
| X | | | | | | | | |





Pupil Outcomes





Pupil Outcomes

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).

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.









Pupil Outcomes: CAASPP Summary

| | eeting or Exceedir | | | | | | | |
|---|--------------------|--------------|----------------|----------------|-------------|------------|--|--|
| | | | | | | | | |
| ubject | School 22-23 | School 23–24 | District 22-23 | District 23-24 | State 22–23 | State 23-2 | | |
| nglish Language Arts/Literacy (grades 3–8 and 11) | 34 | 39 | 39 | 39 | 46 | 47 | | |
| Aathematics (grades 3–8 and 11) | 21 | 26 | 21 | 22 | 34 | 35 | | |
| | SD | | | | | | | |
| subject | School 22-23 | School 23–24 | District 22-23 | District 23-24 | State 22–23 | State 23-2 | | |
| nglish Language Arts/Literacy (grades 3–8 and 11) | 35 | 29 | 53 | 45 | 46 | 47 | | |
| Aathematics (grades 3–8 and 11) | 21 | 33 | 40 | 35 | 34 | 35 | | |
| | SO | | | | | | | |
| ubject | School 22-23 | School 23–24 | District 22-23 | District 23-24 | State 22–23 | State 23-2 | | |
| nglish Language Arts/Literacy (grades 3–8 and 11) | 40 | 41 | 39 | 38 | 46 | 47 | | |
| Aathematics (grades 3–8 and 11) | 28 | 28 | 28 | 25 | 34 | 35 | | |

Pupil Outcomes: CAASPP By Student Group - ELA

| CPCS | LA |
|------|----|
| | |



| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|
| All Students | 183 | 179 | 97.81% | 2.19% | 38.76% |
| Female | 96 | 95 | 98.96% | 1.04% | 43.62% |
| Male | 87 | 84 | 96.55% | 3.45% | 33.33% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | | | | | |
| Black or African American | 23 | 21 | 91.30% | 8.70% | 50.00% |
| Filipino | | | | | |
| Hispanic or Latino | 97 | 96 | 98.97% | 1.03% | 35.42% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 23.08% |
| White | 44 | 43 | 97.73% | 2.27% | 41.86% |
| English Learners | 12 | 12 | 100.00% | 0.00% | 0.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 120 | 116 | 96.67% | 3.33% | 33.91% |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 44 Powered by BoardOnTrac | 44 | 100.00% | 0.00% | 37.21% |

Pupil Outcomes: CAASPP By Student Group - ELA

| CPCS SD | |
|---------|--|
| | |



| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded | |
|--|-------------------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|--|
| All Students | 131 | 129 | 98.47% | 1.53% | 29.46% | |
| Female | 67 | 65 | 97.01% | 2.99% | 33.85% | |
| Male | 64 | 64 | 100.00% | 0.00% | 25.00% | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 50 | 50 | 100.00% | 0.00% | 28.00% | |
| Native Hawaiian or Pacific Islander | | | | | | |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 23.08% | |
| White | 50 | 49 | 98.00% | 2.00% | 32.65% | |
| English Learners | | | | | | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% | |
| Homeless | 0 | 0 | 0% | 0% | 0% | |
| Military | 0 | 0 | 0% | 0% | 0% | |
| Socioeconomically Disadvantaged | 76 | 75 | 98.68% | 1.32% | 26.67% | |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% | |
| Students with Disabilities | 39 Powered by BoardOnTrac | 37 | 94.87% | 5.13% | 13.51% | |

Pupil Outcomes: CAASPP By Student Group - ELA

| CPCS | SO |
|------|----|
| | |



| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|----------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|
| All Students | 72 | 68 | 94.44% | 5.56% | 41.18% |
| Female | 39 | 38 | 97.44% | 2.56% | 39.47% |
| Male | 33 | 30 | 90.91% | 9.09% | 43.33% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 22 | 21 | 95.45% | 4.55% | 42.86% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 11 | 10 | 90.91% | 9.09% | |
| White | 29 | 27 | 93.10% | 6.90% | 40.74% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | | | | | |
| Socioeconomically Disadvantaged | 44 | 41 | 93.18% | 6.82% | 34.15% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | Powered by BoardOnTrac | | | | |

Pupil Outcomes: CAASPP By Student Group – MATH

| (| CPCS LA |
|---|----------------|
| | |
| | |
| | |
| | |
| | B |

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded | |
|--|-------------------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|--|
| All Students | 183 | 178 | 97.27% | 2.73% | 25.84% | |
| Female | 96 | 94 | 97.92% | 2.08% | 26.60% | |
| Male | 87 | 84 | 96.55% | 3.45% | 25.00% | |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% | |
| Asian | | | | | | |
| Black or African American | 23 | 20 | 86.96% | 13.04% | 20.00% | |
| Filipino | | | | | | |
| Hispanic or Latino | 97 | 96 | 98.97% | 1.03% | 22.92% | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% | |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 23.08% | |
| White | 44 | 43 | 97.73% | 2.27% | 27.91% | |
| English Learners | 12 | 12 | 100.00% | 0.00% | 0.00% | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% | |
| Homeless | | | | | | |
| Military | | | | | | |
| Socioeconomically Disadvantaged | 120 | 115 | 95.83% | 4.17% | 23.48% | |
| Students Receiving Migrant Education Services | | | | | | |
| Students with Disabilities | 44 Powered by BoardOnTrac | 43 | 97.73% | 2.27% | 20.93% | |

Pupil Outcomes: CAASPP By Student Group - MATH

| CF | PCS | SD |
|----|-----|----|
| | | |



| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|
| All Students | 131 | 128 | 97.71% | 2.29% | 32.81% |
| Female | 67 | 65 | 97.01% | 2.99% | 32.31% |
| Male | 64 | 63 | 98.44% | 1.56% | 33.33% |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 50 | 50 | 100.00% | 0.00% | 42.00% |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | 13 | 12 | 92.31% | 7.69% | 16.67% |
| White | 50 | 49 | 98.00% | 2.00% | 30.61% |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | | | | | |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 76 | 74 | 97.37% | 2.63% | 28.38% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 39 Powered by BoardOnTrac | 36 | 92.31% | 7.69% | 25.00% |

Pupil Outcomes: CAASPP By Student Group - MATH

| CPCS | SO |
|------|----|
| | |



| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|----------------------------|----------------------------|--------------------------|---------------------------------|-----------------------------------|
| All Students | 72 | 68 | 94.44% | 5.56% | 27.94% |
| Female | 39 | 38 | 97.44% | 2.56% | 28.95% |
| Male | 33 | 30 | 90.91% | 9.09% | 26.67% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 22 | 21 | 95.45% | 4.55% | 19.05% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 11 | 10 | 90.91% | 9.09% | |
| White | 29 | 27 | 93.10% | 6.90% | 29.63% |
| English Learners | 0 | 0 | 0% | 0% | 0% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | | | | | |
| Socioeconomically Disadvantaged | 44 | 41 | 93.18% | 6.82% | 19.51% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | Powered by BoardOnTrac | | | | |

Pupil Outcomes: CAASPP Summary - SCIENCE



| CAASPP Te | st Results in Scien | ce for All Studer | nts | | | |
|--|---------------------|-------------------|---------------------|---------------------|------------------|------------------|
| | LA | | | | | |
| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
| Science (grades 5, 8, and high school) | 20.54 | 20.50 | 19.47 | 13.50 | 30.29 | 30.73 |
| SD | | | | | | |
| Subject | School 2022–23 | School 2023–24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
| Science (grades 5, 8, and high school) | 28.80 | 23.62 | 11.76 | 12.31 | 30.29 | 30.73 |
| | SO | | | | | |
| Subject | School 2022–23 | School 2023-24 | District 2022–23 | District 2023–24 | State 2022–23 | State 2023–24 |
| Science (grades 5, 8, and high school) | 32.84 | 36.67 | | | 30.29 | 30.73 |

Pupil Outcomes: CAASPP By Student Group – SCIENCE

| CP | CS | LA |
|----|----|----|
| | | |
| | | |
| | | |
| | | |
| | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------------------|------------------|----------------|-----------------------|----------------------------|
| All Students | 168 | 163 | 97.02% | 2.98% | 20.86% |
| Female | 81 | 81 | 100.00% | 0.00% | 23.46% |
| Male | 87 | 82 | 94.25% | 5.75% | 18.29% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | | | | | |
| Black or African American | 17 | 15 | 88.24% | 11.76% | 20.00% |
| Filipino | | | | | |
| Hispanic or Latino | 89 | 87 | 97.75% | 2.25% | 14.94% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | | | | | |
| White | 44 | 43 | 97.73% | 2.27% | 25.58% |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 107 | 102 | 95.33% | 4.67% | 18.63% |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 40 Powered by BoardOnTrac | 40 « | 100.00% | 0.00% | 17.50% |

Pupil Outcomes: CAASPP By Student Group - SCIENCE

| C | PC | SS | SD |
|---|----|----|----|
| | | | |
| | | | |
| | | | |
| | | | |
| | 3 | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------------------|------------------|----------------|-----------------------|----------------------------|
| All Students | 133 | 131 | 98.50% | 1.50% | 23.26% |
| Female | 65 | 64 | 98.46% | 1.54% | 24.19% |
| Male | 68 | 67 | 98.53% | 1.47% | 22.39% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | 53 | 52 | 98.11% | 1.89% | 17.65% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 0.00% |
| White | 53 | 52 | 98.11% | 1.89% | 32.69% |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | | | | | |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 73 | 72 | 98.63% | 1.37% | 25.00% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 23 Powered by BoardOnTrac | k 21 | 91.30% | 8.70% | 5.00% |

Pupil Outcomes: CAASPP By Student Group – SCIENCE

CPCS SO

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------------|------------------|----------------|-----------------------|----------------------------|
| All Students | 66 | 60 | 90.91% | 9.09% | 36.67% |
| Female | 38 | 34 | 89.47% | 10.53% | 35.29% |
| Male | 28 | 26 | 92.86% | 7.14% | 38.46% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 20 | 17 | 85.00% | 15.00% | 41.18% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 13 | 11 | 84.62% | 15.38% | 27.27% |
| White | 25 | 24 | 96.00% | 4.00% | 37.50% |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | | | | | |
| Socioeconomically Disadvantaged | 40 | 35 | 87.50% | 12.50% | 31.43% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | Powered by BoardOnTrac | | | | |

Pupil Outcomes: CTE Completers & CSU Courses

CTE Program Participation

Measure

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 Po

UC/CSU Course Enrollment/Completion

UC/CSU Course Measure

2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission

2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission



| | | L | 4 | SD | | so |
|-----------------------|-------|--------|-----|--------|--|--------|
| | | 56 | 6 | 36 | | 18 |
| | | 10 | 0 | 100 | | 100 |
| stsecondary Education | | 0 | | 0 | | 0 |
| | | | | | | |
| | LA | | | SD | | SO |
| | 92.9 | % | 98 | 98.16% | | 93.51% |
| | 21.5% | ,) | 21. | .95 | | 30% |

Pupil Outcomes: PFT

| California Physical Fitness Test Results (2023-24) | | | | | | |
|--|----------------------------------|--|--|---|--------------------------|--|
| 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 | |
| | | L/ | 4 | | | |
| Grade 5 | 90% | 90% | 90% | 90% | 90% | |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% | |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% | |
| | | SI | D | | | |
| Grade 5 | 90% | 90% | 90% | 90% | 90% | |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% | |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% | |
| | | S | 0 | | | |
| Grade 5 | 90% | 90% | 90% | 90% | 90% | |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% | |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% | |
| | | | | | | |

SARC:

Engagement



Engagement

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.

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

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









Engagement: Dropout & Grad Rate Summary

Engagement: Dropout & Graduation Rate (Four-Year Cohort)

| | LA | | | | | |
|-----------------|---------------------------------|--------------------|------------------|----------------------|-------------------|-------------------|
| Indicator | School 2022-23 | School 2023- 24 | District 2022-23 | District 2023- 24 | State 2022- 23 | State 2023- 24 |
| Dropout Rate | 7.7 | 7.0 | 24.4 | 25.3 | 8.2 | 8.9 |
| Graduation Rate | 87.2 | 91.2 | 32.4 | 98.1 | 86.2 | 86.7 |
| | SD | | | | | |
| Indicator | School 2022-23 | School 2023- 24 | District 2022-23 | District 2023- 24 | State 2022- 23 | State 2023- 24 |
| Dropout Rate | 4.1 | 2.5 | 23.6 | 20.4 | 8.2 | 8.9 |
| Graduation Rate | 93.9 | 92.5 | 52.1 | 29.9 | 86.2 | 86.4 |
| | SO | | | | | |
| Indicator | School 2022-23 | School 2023- 24 | District 2022-23 | District 2023- 24 | State 2022- 23 | State 2023- 24 |
| Dropout Rate | 9.5 | 0.0 | 9.5 | 0.0 | 8.2 | 8.9 |
| Graduation Rate | 90.5 Powered by BoardOnTrack | 88.2 | 90.5 | 88.2 | 86.2 | 86.4 |

Engagement: Graduation By Student Group

CPCS LA



| All Students57Female28Male29Non-Binary0American Indian or Alaska NativeAsianBlack or African AmericanFilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students with Disabilities15 | Student Group | Number of Student Cohort |
|--|---|-----------------------------|
| Male29Non-Binary0American Indian or Alaska NativeAsianBlack or African AmericanFilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0Homeless0.0Students Receiving Migrant Education Services0.0 | All Students | 57 |
| Non-BinaryOAmerican Indian or Alaska NativeAsianBlack or African AmericanFilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0Homeless0.0Socioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Female | 28 |
| American Indian or Alaska NativeAsianBlack or African AmericanFilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English Learners0.0Foster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Male | 29 |
| AsianBlack or African AmericanFilipinoHispanic or Latino300Native Hawaiian or Pacific Islander0Two or More RacesWhite115English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Non-Binary | 0 |
| Black or African AmericanFilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | American Indian or Alaska Native | |
| FilipinoHispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Asian | |
| Hispanic or Latino30Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Black or African American | |
| Native Hawaiian or Pacific Islander0Two or More RacesWhite15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Filipino | |
| Two or More RacesWhite15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Hispanic or Latino | 30 |
| White15English LearnersFoster Youth0.0HomelessSocioeconomically Disadvantaged45Students Receiving Migrant Education Services0.0 | Native Hawaiian or Pacific Islander | 0 |
| English Learners Foster Youth 0.0 Homeless Socioeconomically Disadvantaged 45 Students Receiving Migrant Education Services 0.0 | Two or More Races | |
| Foster Youth 0.0 Homeless Socioeconomically Disadvantaged 45 Students Receiving Migrant Education Services 0.0 | White | 15 |
| Homeless Socioeconomically Disadvantaged 45 Students Receiving Migrant Education Services 0.0 | English Learners | |
| Socioeconomically Disadvantaged 45 Students Receiving Migrant Education Services 0.0 | Foster Youth | 0.0 |
| Students Receiving Migrant Education Services 0.0 | Homeless | |
| | Socioeconomically Disadvantaged | 45 |
| Students with Disabilities 15 | Students Receiving Migrant Education Services | 0.0 |
| | Students with Disabilities | 15 |

| ts in | Number of Cohort Graduates | Cohort Graduation Rate |
|-------|----------------------------------|---------------------------|
| | 52 | 91.2% |
| | 26 | 92.9% |
| | 26 | 89.7% |
| | 0 | 0.00% |
| | | |
| | | |
| | | |
| | | |
| | 28 | 93.3% |
| | 0 | 0.00% |
| | | |
| | 14 | 93.3% |
| | | |
| | 0 | 0.00% |
| | | |
| | 41 | 91.1% |
| | 0 | 0.00% |
| | 13 | 86.7% |

Engagement: Graduation By Student Group

CPCS SD



| Student Group | Number of Student Cohort |
|---|-----------------------------|
| All Students | 40 |
| Female | 21 |
| Male | 19 |
| Non-Binary | 0 |
| American Indian or Alaska Native | |
| Asian | |
| Black or African American | 0 |
| Filipino | |
| Hispanic or Latino | 18 |
| Native Hawaiian or Pacific Islander | 0 |
| Two or More Races | |
| White | 15 |
| English Learners | |
| Foster Youth | 0.0 |
| Homeless | |
| Socioeconomically Disadvantaged | 28 |
| Students Receiving Migrant Education Services | 0.0 |
| Students with Disabilities | |

| ts in | Number of Cohort Graduates | Cohort Graduation Rate |
|-------|----------------------------------|---------------------------|
| | 37 | 92.5% |
| | 18 | 85.7% |
| | 19 | 100.0% |
| | 0 | 0.00% |
| | | |
| | | |
| | 0 | 0.00% |
| | | |
| | 17 | 94.4% |
| | 0 | 0.00% |
| | | |
| | 14 | 93.3% |
| | | |
| | 0 | 0.00% |
| | | |
| | 26 | 92.9% |
| | 0 | 0.00% |
| | | |

Engagement: Graduation By Student Group

CPCS SO



| Student Group | Number of Student Cohort |
|---|-----------------------------|
| All Students | 34 |
| Female | 20 |
| Male | 14 |
| Non-Binary | 0 |
| American Indian or Alaska Native | |
| Asian | |
| Black or African American | 0 |
| Filipino | |
| Hispanic or Latino | 13 |
| Native Hawaiian or Pacific Islander | 0 |
| Two or More Races | |
| White | 14 |
| English Learners | |
| Foster Youth | 0.0 |
| Homeless | |
| Socioeconomically Disadvantaged | 27 |
| Students Receiving Migrant Education Services | 0.0 |
| Students with Disabilities | |
| | |

| ts in | Number of Cohort Graduates | Cohort Graduation Rate | | |
|-------|----------------------------------|---------------------------|--|--|
| | 30 | 88.2% | | |
| | 18 | 90.0% | | |
| | 12 | 85.7% | | |
| | 0 | 0.00% | | |
| | | | | |
| | | | | |
| | 0 | 0.00% | | |
| | | | | |
| | 12 | 92.3% | | |
| | 0 | 0.00% | | |
| | | | | |
| | 12 | 85.7% | | |
| | | | | |
| | 0 | 0.00% | | |
| | | | | |
| | 25 | 92.6% | | |
| | 0 | 0.00% | | |
| | | | | |

Engagement: Chronic Absenteeism By Student Group

CPCS LA

*SARC reports students in grades K-12 *the CA dashboard reports only grades K-8



| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (%) |
|---|--------------------------------|--|------------------------------|------------------------------------|
| All Students | 528 | 485 | 88 | 18.1 |
| Female | 257 | 234 | 35 | 15.0 |
| Male | 270 | 250 | 53 | 21.2 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 15 | 15 | 2 | 13.3 |
| Black or African American | 58 | 55 | 7 | 12.7 |
| Filipino | | | | |
| Hispanic or Latino | 279 | 260 | 50 | 19.2 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 40 | 30 | 3 | 10.0 |
| White | 122 | 112 | 24 | 21.4 |
| English Learners | 42 | 40 | 18 | 45.0 |
| Foster Youth | | | | |
| Homeless | 15 | 11 | 1 | 9.1 |
| Socioeconomically Disadvantaged | 368 | 339 | 77 | 22.7 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 114 Powered by BoardOnTrack | 105 | 23 | 21.9 |

Engagement: Chronic Absenteeism By Student Group

CPCS SD

*SARC reports students in grades K-12 *the CA dashboard reports only grades K-8



| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (%) |
|---|-------------------------------|--|------------------------------|------------------------------------|
| All Students | 342 | 319 | 70 | 21.9 |
| Female | 178 | 172 | 32 | 18.6 |
| Male | 162 | 146 | 38 | 26.0 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 12 | 12 | 2 | 16.7 |
| Black or African American | 24 | 22 | 7 | 31.8 |
| Filipino | | | | |
| Hispanic or Latino | 148 | 137 | 32 | 23.4 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 31 | 28 | 6 | 21.4 |
| White | 116 | 109 | 22 | 20.2 |
| English Learners | 19 | 18 | 5 | 27.8 |
| Foster Youth | | | | |
| Homeless | 11 | | | |
| Socioeconomically Disadvantaged | 212 | 198 | 53 | 26.8 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 82 Powered by BoardOnTrack | 80 | 23 | 28.8 |

Engagement: Chronic Absenteeism By Student Group

CPCS SO

*SARC reports students in grades K-12 *the CA dashboard reports only grades K-8



| Student Group | Cumulative Enrollment Eligible Enrollment | | Chronic Absenteeism Count | Chronic Absenteeism Rate (%) | |
|---|---|-----|------------------------------|------------------------------------|--|
| All Students | 200 | 187 | 40 | 21.4 | |
| Female | 107 | 100 | 19 | 19.0 | |
| Male | 93 | 87 | 21 | 24.1 | |
| Non-Binary | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | 16 | 15 | 5 | 33.3 | |
| Filipino | | | | | |
| Hispanic or Latino | 74 | 70 | 17 | 24.3 | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | 22 | 19 | 5 | 26.3 | |
| White | 73 | 69 | 12 | 17.4 | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Socioeconomically Disadvantaged | 122 | 117 | 25 | 21.4 | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 35 Powered by BoardOnTrack | 32 | 12 | 37.5 | |

Engagement: Suspensions & Expulsions

| | LA | Rate | School 2022-23 | School 2023- 24 | District 2022- 23 | District 2023- 24 | State 2022-23 | State 2023-24 |
|--|----|-------------|----------------|--------------------|----------------------|----------------------|---------------|---------------|
| | | Suspensions | 0.00 | 0.00 | 0.30 | 0.38 | 3.60 | 3.28 |
| | | Expulsions | 0.00 | 0.00 | 0.01 | 0.01 | 0.08 | 0.07 |
| | SD | Rate | School 2022-23 | School 2023- 24 | District 2022- 23 | District 2023- 24 | State 2022-23 | State 2023-24 |
| | | Suspensions | 0.00 | 0.00 | 0.41 | 0.56 | 3.60 | 3.28 |
| | | Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.07 |
| | | Rate | School 2022-23 | School 2023- 24 | District 2022- 23 | District 2023- 24 | State 2022-23 | State 2023-24 |
| | SO | Suspensions | 0.00 | 0.00 | 2.60 | 3.01 | 3.60 | 3.28 |
| | | Expulsions | 0.00 | 0.00 | 0.24 | 0.00 | 0.08 | 0.07 |

SARC;

Other SARC Info






Other SARC Info

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.









Support Staff

23-24 Student Support Services Staff

| Title |
|---|
| Counselor (Academic, Social/Behavioral or Career Development) |
| Library Media Teacher (Librarian) |
| Library Media Services Staff (Paraprofessional) |
| Psychologist |
| Social Worker |
| Nurse |
| Speech/Language/Hearing Specialist |
| Resource Specialist (non-teaching) |
| Other |
| |

| Number of FTE Assigned to School | | | | | |
|----------------------------------|------|------|--|--|--|
| LA | SD | SO | | | |
| 3 | 3 | 3 | | | |
| 0 | 0 | 0 | | | |
| 2.5 2.5 | | 2.5 | | | |
| 2.5 | 2.5 | 2.5 | | | |
| 1 | 1 1 | | | | |
| 0.8 | 0.8 | 0.8 | | | |
| 0.8 | 0.8 | 0.8 | | | |
| 0 | 0 | 0 | | | |
| 13.6 | 14.6 | 12.6 | | | |

290 of 375

Signation Funding CPCS LA

Fiscal Year 22-23 Expenditures Per Pupil & School Site Teacher **Salaries**

| | | Juluites | | | | | | |
|-----------------------------|-------------|----------------------|------------------------|--------------------|------------------------------|--------------------------------|------------|-----------|
| Level | | Expend. Per Pupil | r Expend. Per Pupil | Average Teacher | Category | District | State Avg. | |
| | Per Pupil | (Restricted) | (Unrestricted) | Salary | Begin. Teacher Salary | \$52,546 | \$50,757 | |
| School Site | \$12,517.00 | \$4,045.00 | \$8,472.00 | \$59,796.00 | Mid-Range Teacher Salary | \$83,912 | \$75,693 | |
| District | N/A | N/A | \$8,472.00 | \$75,132.00 | Highest Teacher Salary | \$93,564 | \$105,687 | |
| Percent | | | | -22.7 | Avg. Principal Salary (Elem) | \$141,929 | \$121,443 | |
| Difference - School Site | N/A | N/A | 0.0 | | -22.7 | Avg. Principal Salary (Middle) | \$138,976 | \$132,509 |
| and District | | | | | Avg. Principal Salary (High) | \$155,215 | \$133,106 | |
| State | \$10,771.00 | N/A | \$10,771.00 | \$78,673.00 | Superintendent Salary | \$241,768 | \$167,660 | |
| Percent | | | | | | | | |
| Difference - School Site | -23.9 | N/A | -23.9 | -27.3 | -27.3 | % Budget for Teacher Sal. | 25% | 26% |
| and State | | | | | % Budget for Admin. Sal. | 7% | 6% | |

Powered by BoardOnTrack

Fiscal Year 22-23 Teacher & Administrative **Salaries**

Funding CPCS SD

Fiscal Year 22-23 Expenditures Per Pupil & School Site Teacher Salaries

| Level | Total Expend. | Expend. Per Pupil | Expend. Per Pupil | Average Teacher | Beginning Teacher Salary | \$52,546 | \$50,757 | |
|--|------------------|----------------------|----------------------|--------------------|--|----------|-----------|--|
| Levei | Per Pupil | (Restricted) | (Unrestricted) | Salary | Mid-Range Teacher Salary | | \$75,693 | |
| School Site | \$11,519.00 | \$3,116.00 | \$8,403.00 | \$59,796.00 | Highest Teacher Salary | | \$105,687 | |
| District | N/A | N/A | \$8,403.00 | \$73,840.00 | Average Principal Salary (Elementary) | | \$121,443 | |
| Percent | | | | | Average Principal Salary (Middle) | | \$132,509 | |
| Difference - School Site | N/A | N/A | 0.0 | -21.0 | Average Principal Salary (High) | | \$133,106 | |
| and District | | | | | Superintendent Salary | | \$167,660 | |
| State | \$10,771.00 | N/A | \$10,771.00 | \$79,413.00 | Percent of Budget for Teacher Salaries | 27% | 26% | |
| Percent Difference - School Site | -24.7 | N/A | -24.7 | -28.2 | Percent of Budget for Administrative Salaries | 6% | 6% | |
| and State | | | | | Beginning Teacher Salary | \$52,546 | \$50,757 | |

Powered by BoardOnTrack

Fiscal Year 22-23 Teacher & Administrative **Salaries**

Funding CPCS SO

Fiscal Year 22-23 Expenditures Per Pupil & School Site Teacher Salaries

| Level | Total Expenditure | Expenditures Per Pupil | Expenditures Per Pupil | Average Teacher | Beginning Teacher Salary | \$53,087 | \$51,352 | |
|-----------------------------|----------------------|---------------------------|---------------------------|---------------------------------|--|---------------------------------|-----------|--|
| | s Per Pupil | (Restricted) | (Unrestricted) | Salary | Mid-Range Teacher Salary | \$72,493 | \$80,424 | |
| School Site | \$12,767.00 | \$3,893.00 | \$8,875.00 | \$59,796.00 | Highest Teacher Salary | \$112,353 | \$103,442 | |
| District | N/A | N/A | \$8,875.00 | \$75,132.00 | Average Principal Salary (Elementary) | \$0 | \$124,852 | |
| Percent | | | | | Average Principal Salary (Middle) | \$0 | \$135,030 | |
| School Site | N/A | N/A | 0.0 | 0.0 | -22.7 | Average Principal Salary (High) | \$0 | |
| and District | | | | | Superintendent Salary | \$168,007 | \$145,237 | |
| State | \$10,771.00 | N/A | \$10,771.00 | \$78,673.00 | Percent of Budget for Teacher Salaries | 19% | 26% | |
| Percent | | | | | | | | |
| Difference - School Site | -23.9 | N/A | -23.9 | -27.3 | Percent of Budget for Administrative Salaries | 5% | 6% | |
| and State | | | | Powered by BoardOn [*] | Beginning Teacher Salary | \$53,087 | \$51,352 | |

Fiscal Year 22-23 Teacher & Administrative Salaries

Professional Development

LA - SD - SO

| | 22-23 |
|--|-------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 |

Powered by BoardOnTrack



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM



Thank You

Powered by BoardOnTrack





California Pacific Charter - Los Angeles 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)



California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

2024-25 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 |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 19-75309-0132654 |

2024-25 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 | www.cal-pacs.org |

2024-25 School Description and Mission Statement

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:

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

2024-25 School Description and Mission Statement

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they
 are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and
 compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 35 |
| Grade 1 | 17 |
| Grade 2 | 30 |
| Grade 3 | 18 |
| Grade 4 | 17 |
| Grade 5 | 21 |
| Grade 6 | 29 |
| Grade 7 | 30 |
| Grade 8 | 30 |
| Grade 9 | 37 |
| Grade 10 | 56 |
| Grade 11 | 49 |
| Grade 12 | 59 |
| Total Enrollment | 428 |

2023-24 Student Enrollment by Student Group

| | · |
|----------------------------------|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 47.7 |
| Male | 52.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 3 |
| Black or African American | 11.2 |
| Filipino | 1.4 |
| Hispanic or Latino | 52.8 |
| Two or More Races | 5.4 |
| White | 23.6 |
| English Learners | 8.2 |
| Homeless | 0.9 |
| Migrant | 0.5 |
| Socioeconomically Disadvantaged | 67.3 |
| Students with Disabilities | 20.1 |

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) | 17.50 | 68.03 | 237.10 | 43.70 | 228366.10 | 83.12 | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.20 | 1.70 | 4205.90 | 1.53 | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.70 | 2.90 | 18.60 | 3.44 | 11216.70 | 4.08 | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 7.50 | 29.06 | 268.90 | 49.57 | 12115.80 | 4.41 | |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 8.50 | 1.58 | 18854.30 | 6.86 | |
| Total Teaching Positions | 25.80 | 100.00 | 542.60 | 100.00 | 274759.10 | 100.00 | |

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) | 20.40 | 58.46 | 271.40 | 43.37 | 234405.20 | 84.00 | | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.00 | 0.80 | 4853.00 | 1.74 | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.10 | 0.31 | 19.70 | 3.16 | 12001.50 | 4.30 | | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 14.30 | 41.08 | 318.60 | 50.92 | 11953.10 | 4.28 | | |
| Unknown/Incomplete/NA | 0.00 | 0.06 | 10.90 | 1.74 | 15831.90 | 5.67 | | |
| Total Teaching Positions | 34.90 | 100.00 | 625.80 | 100.00 | 279044.80 | 100.00 | | |

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.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

2022-23 Teacher Preparation and Placement School School District District State Authorization/Assignment Percent Number Percent Number Percent Number Fully (Preliminary or Clear) Credentialed for Subject and Student Placement 24.70 252.80 42.16 66.38 231142.40 (properly assigned) Intern Credential Holders Properly 0.00 0.00 11.90 1.99 5566.40 Assigned **Teachers Without Credentials and** Misassignments ("ineffective" under 0.00 0.00 29.60 4.93 14938.30 ESSA) **Credentialed Teachers Assigned Out-of-**12.20 32.71 292.20 48.71 11746.90 Field ("out-of-field" under ESSA) Unknown/Incomplete/NA 0.30 0.86 13.20 2.21 14303.80

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.

100.00

599.80

100.00

277698

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

37.30

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.70 | 0.10 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.70 | 0.10 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.70 | 2.00 | 0 |
| Local Assignment Options | 6.70 | 12.20 | 12.2 |
| Total Out-of-Field Teachers | 7.50 | 14.30 | 12.2 |

Total Teaching Positions

State

100.00

2.00

5.38

4.23

5.15

100

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 10.90 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

2024-25 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 Common Core state standard aligned and A-G approved. 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 committe, 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 Renasissance STAR, Freckle, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

December 2023

| 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 |
| Note: Cells with N/A values do not | require data. | | |

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

| System Inspected | Rate Good | 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 |
| Х | | | |

N/A

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 34 | 39 | 39 | 39 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 21 | 26 | 21 | 22 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 183 | 179 | 97.81 | 2.19 | 38.76 |
| Female | 96 | 95 | 98.96 | 1.04 | 43.62 |
| Male | 87 | 84 | 96.55 | 3.45 | 33.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | | | | | |
| Black or African American | 23 | 21 | 91.30 | 8.70 | 50.00 |
| Filipino | | | | | |
| Hispanic or Latino | 97 | 96 | 98.97 | 1.03 | 35.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| White | 44 | 43 | 97.73 | 2.27 | 41.86 |
| English Learners | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 120 | 116 | 96.67 | 3.33 | 33.91 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 44 | 44 | 100.00 | 0.00 | 37.21 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 183 | 178 | 97.27 | 2.73 | 25.84 |
| Female | 96 | 94 | 97.92 | 2.08 | 26.60 |
| Male | 87 | 84 | 96.55 | 3.45 | 25.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | | | | | |
| Black or African American | 23 | 20 | 86.96 | 13.04 | 20.00 |
| Filipino | | | | | |
| Hispanic or Latino | 97 | 96 | 98.97 | 1.03 | 22.92 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| White | 44 | 43 | 97.73 | 2.27 | 27.91 |
| English Learners | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 120 | 115 | 95.83 | 4.17 | 23.48 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 44 | 43 | 97.73 | 2.27 | 20.93 |

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School | School | District | District | State | State |
|--|---------|---------|----------|----------|---------|---------|
| | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 |
| Science (grades 5, 8 and high school) | 20.54 | 20.50 | 19.47 | 13.50 | 30.29 | 30.73 |

2023-24 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 | 168 | 163 | 97.02 | 2.98 | 20.86 |
| Female | 81 | 81 | 100.00 | 0.00 | 23.46 |
| Male | 87 | 82 | 94.25 | 5.75 | 18.29 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | | | | | |
| Black or African American | 17 | 15 | 88.24 | 11.76 | 20.00 |
| Filipino | | | | | |
| Hispanic or Latino | 89 | 87 | 97.75 | 2.25 | 14.94 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | | | | | |
| White | 44 | 43 | 97.73 | 2.27 | 25.58 |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 107 | 102 | 95.33 | 4.67 | 18.63 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 40 | 40 | 100.00 | 0.00 | 17.50 |

2023-24 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) CTE Web & Social Media Programming & Design

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-LA is committed to the CTE program and plnas to continue to developed and launch new classesw and CTE Pathways in future school years.

| 2023-24 Career Technical Education (CTE) Participation | | | | | |
|---|---------------------------|--|--|--|--|
| Measure | CTE Program Participation | | | | |
| Number of Pupils Participating in CTE | 56 | | | | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 | | | | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0 | | | | |

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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 92.9 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 21.5 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 | 90% | 90% | 90% | 90% | 90% |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% |

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.

2024-25 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 educational experiences at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are dissemenated throughout the year to gather feedback on various programs and school climate. Parents/guardiuans 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 9.5 | 7.7 | 7 | 26.9 | 24.4 | 25.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 82.4 | 87.2 | 91.2 | 37.9 | 32.4 | 98.1 | 87 | 86.2 | 86.7 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 57 | 52 | 91.2 | | | | |
| Female | 28 | 26 | 92.9 | | | | |
| Male | 29 | 26 | 89.7 | | | | |
| Non-Binary | | | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 | | | | |
| Asian | | | | | | | |
| Black or African American | | | | | | | |
| Filipino | | | | | | | |
| Hispanic or Latino | 30 | 28 | 93.3 | | | | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | | | | |
| Two or More Races | | | | | | | |
| White | 15 | 14 | 93.3 | | | | |
| English Learners | | | | | | | |
| Foster Youth | 0.0 | 0.0 | 0.0 | | | | |
| Homeless | | | | | | | |
| Socioeconomically Disadvantaged | 45 | 41 | 91.1 | | | | |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 | | | | |
| Students with Disabilities 15 13 86.7 | | | | | | | |
| Note: To protect student privacy, double dashes () are is ten or fewer. | e used in the table when | the cell size within a sel | ected student population | | | | |

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|--------------------------|---|---------------------------------|--------------------------------|
| All Students | 528 | 485 | 88 | 18.1 |
| Female | 257 | 234 | 35 | 15.0 |
| Male | 270 | 250 | 53 | 21.2 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 15 | 15 | 2 | 13.3 |
| Black or African American | 58 | 55 | 7 | 12.7 |
| Filipino | | | | |
| Hispanic or Latino | 279 | 260 | 50 | 19.2 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 40 | 30 | 3 | 10.0 |
| White | 122 | 112 | 24 | 21.4 |
| English Learners | 42 | 40 | 18 | 45.0 |
| Foster Youth | | | | |
| Homeless | 15 | 11 | 1 | 9.1 |
| Socioeconomically Disadvantaged | 368 | 339 | 77 | 22.7 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 114 | 105 | 23 | 21.9 |
| Note: To protect student privacy, double dashes () | are used in the ta | ble when the cell size | within a selected | student population |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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. | | | | | | | | | |
|--|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| Suspensions | 0.00 | 0.00 | 0 | 0.37 | 0.30 | 0.38 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0 | 0.01 | 0.01 | 0.00 | 0.07 | 0.08 | 0.07 |

| | | Expulsions Rate |
|--|------|-----------------|
| II Students | 0.00 | 0.00 |
| emale | 0.00 | 0.00 |
| 1ale | 0.00 | 0.00 |
| lon-Binary | | |
| merican Indian or Alaska Native | 0.00 | 0.00 |
| sian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| ilipino | 0.00 | 0.00 |
| lispanic or Latino | 0.00 | 0.00 |
| lative Hawaiian or Pacific Islander | 0.00 | 0.00 |
| wo or More Races | 0.00 | 0.00 |
| Vhite | 0.00 | 0.00 |
| nglish Learners | 0.00 | 0.00 |
| oster Youth | 0.00 | 0.00 |
| lomeless | 0.00 | 0.00 |
| ocioeconomically Disadvantaged | 0.00 | 0.00 |
| tudents Receiving Migrant Education Services | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Students with Disabilities

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 2025. 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.

0.00

0.00

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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 7 | 16 | | |
| 1 | 6 | 10 | | |
| 2 | 8 | 10 | | |
| 3 | 10 | 5 | | |
| 4 | 6 | 15 | | |
| 5 | 3 | 20 | | |
| 6 | 7 | 22 | | |
| Other | 8 | 1 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 3 | 15 | | |
| 1 | 10 | 10 | | |
| 2 | 5 | 10 | | |
| 3 | 8 | 10 | | |
| 4 | 8 | 10 | | |
| 5 | 6 | 9 | | |
| 6 | 7 | 10 | | |
| Other | 4 | 12 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 9 | 15 | | |
| 1 | 9 | 10 | | |
| 2 | 15 | 10 | | |
| 3 | 8 | 10 | | |
| 4 | 7 | 11 | | |
| 5 | 9 | 8 | | |
| 6 | 12 | 11 | | |
| Other | 8 | 7 | | |

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 | 2 | 141 | | |
| Mathematics | 2 | 100 | | |
| Science | 2 | 98 | | |
| Social Science | 2 | 142 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 2 | 125 | | |
| Mathematics | 2 | 105 | | |
| Science | 2 | 90 | | |
| Social Science | 2 | 125 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 2 | 134 | | |
| Mathematics | 2 | 108 | | |
| Science | 2 | 98 | | |
| Social Science | 2 | 133 | | |

2023-24 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 | 142.67 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.5 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | |
| Other | 13.6 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$12,517.00 | \$4,045.00 | \$8,472.00 | \$59,796.00 |
| District | N/A | N/A | \$8,472.00 | \$75,132 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -22.7 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | -23.9 | -27.3 |

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$52,546 | \$50,757 |
| Mid-Range Teacher Salary | \$83,912 | \$75,693 |
| Highest Teacher Salary | \$93,564 | \$105,687 |
| Average Principal Salary (Elementary) | \$141,929 | \$121,443 |
| Average Principal Salary (Middle) | \$138,976 | \$132,509 |
| Average Principal Salary (High) | \$155,215 | \$133,106 |
| Superintendent Salary | \$241,768 | \$167,660 |
| Percent of Budget for Teacher Salaries | 25% | 26% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

2023-24 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 | 0 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 1 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 4 |

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. CalPac launched a professional development platform in Alludo where staff can seek out training asyncronously 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
- CORWIN

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

.5

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

Professional Development

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 | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 8 | 6 |

California Pacific Charter - San Diego 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)



Powered by BoardOnTrack

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

2024-25 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 |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 37-75416-0132472 |

2024-25 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 | www.cal-pacs.org |

2024-25 School Description and Mission Statement

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:

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

2024-25 School Description and Mission Statement

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they
 are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and
 compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 15 |
| Grade 1 | 10 |
| Grade 2 | 13 |
| Grade 3 | 9 |
| Grade 4 | 6 |
| Grade 5 | 12 |
| Grade 6 | 13 |
| Grade 7 | 22 |
| Grade 8 | 17 |
| Grade 9 | 26 |
| Grade 10 | 30 |
| Grade 11 | 65 |
| Grade 12 | 42 |
| Total Enrollment | 280 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment | | | | | |
|-------------------------------------|-----------------------------|--|--|--|--|--|
| Female | 51.8 | | | | | |
| Male | 47.5 | | | | | |
| American Indian or Alaska Native | 1.1 | | | | | |
| Asian | 3.2 | | | | | |
| Black or African American | 6.8 | | | | | |
| Filipino | 0.4 | | | | | |
| Hispanic or Latino | 40 | | | | | |
| Native Hawaiian or Pacific Islander | 1.1 | | | | | |
| Two or More Races | 9.3 | | | | | |
| White | 36.4 | | | | | |
| English Learners | 5.4 | | | | | |
| Homeless | 2.9 | | | | | |
| Socioeconomically Disadvantaged | 60 | | | | | |
| Students with Disabilities | 23.2 | | | | | |

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) | 18.20 | 67.87 | 86.00 | 57.63 | 228366.10 | 83.12 | | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.50 | 0.33 | 4205.90 | 1.53 | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 0.86 | 1.60 | 1.08 | 11216.70 | 4.08 | | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 8.10 | 30.19 | 58.00 | 38.89 | 12115.80 | 4.41 | | |
| Unknown/Incomplete/NA | 0.20 | 1.04 | 3.00 | 2.05 | 18854.30 | 6.86 | | |
| Total Teaching Positions | 26.80 | 100.00 | 149.30 | 100.00 | 274759.10 | 100.00 | | |

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) | 19.90 | 59.93 | 108.20 | 60.76 | 234405.20 | 84.00 | | | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.03 | 0.60 | 0.37 | 12001.50 | 4.30 | | | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 13.30 | 40.01 | 64.50 | 36.23 | 11953.10 | 4.28 | | | |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 4.60 | 2.63 | 15831.90 | 5.67 | | | |
| Total Teaching Positions | 33.20 | 100.00 | 178.20 | 100.00 | 279044.80 | 100.00 | | | |

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.
2022-23 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) | 25.10 | 65.48 | 149.10 | 73.55 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.00 | 0.49 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 12.40 | 32.34 | 47.40 | 23.42 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.80 | 2.16 | 5.10 | 2.54 | 14303.80 | 5.15 |
| Total Teaching Positions | 38.40 | 100.00 | 202.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.20 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.20 | 0.00 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.70 | 1.00 | 0 |
| Local Assignment Options | 7.30 | 12.20 | 12.4 |
| Total Out-of-Field Teachers | 8.10 | 13.30 | 12.4 |

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners aught by teachers that are misassigned) | 15.40 | 1.2 | 0 |
| No credential, permit or authorization to teach a percentage of all the classes taught by teachers with no ecord of an authorization to teach) | 0.00 | 0 | 0 |

2024-25 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 Common Core state standard aligned and A-G approved. 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 committe, 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

Year and month in which the data were collected

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 Renasissance STAR, Freckle, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

| rear and month in which the da | December 2023 | | | | | |
|--|---|----|---|--|--|--|
| 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 2027 | 1] | Yes | 0 | | |
| Mathematics | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| Science | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| History-Social Science | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| Foreign Language | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| Health | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| Visual and Performing Arts | Edgenuity, Accelerate [adopted in 2027 | 1] | Yes | 0 | | |
| Note: Cells with N/A values do not require data. | | | | | | |

December 2023

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

| System Inspected | Rate Good | 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 |
| х | | | |

N/A

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35 | 29 | 53 | 45 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 21 | 33 | 40 | 35 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 131 | 129 | 98.47 | 1.53 | 29.46 |
| Female | 67 | 65 | 97.01 | 2.99 | 33.85 |
| Male | 64 | 64 | 100.00 | 0.00 | 25.00 |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 50 | 50 | 100.00 | 0.00 | 28.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| White | 50 | 49 | 98.00 | 2.00 | 32.65 |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 76 | 75 | 98.68 | 1.32 | 26.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 37 | 94.87 | 5.13 | 13.51 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 131 | 128 | 97.71 | 2.29 | 32.81 |
| Female | 67 | 65 | 97.01 | 2.99 | 32.31 |
| Male | 64 | 63 | 98.44 | 1.56 | 33.33 |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 50 | 50 | 100.00 | 0.00 | 42.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 16.67 |
| White | 50 | 49 | 98.00 | 2.00 | 30.61 |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 76 | 74 | 97.37 | 2.63 | 28.38 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 36 | 92.31 | 7.69 | 25.00 |

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School | School | District | District | State | State |
|--|---------|---------|----------|----------|---------|---------|
| | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 |
| Science (grades 5, 8 and high school) | 28.80 | 23.62 | 11.76 | 12.31 | 30.29 | 30.73 |

2023-24 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 | 133 | 131 | 98.50 | 1.50 | 23.26 |
| Female | 65 | 64 | 98.46 | 1.54 | 24.19 |
| Male | 68 | 67 | 98.53 | 1.47 | 22.39 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 53 | 52 | 98.11 | 1.89 | 17.65 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 0.00 |
| White | 53 | 52 | 98.11 | 1.89 | 32.69 |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 73 | 72 | 98.63 | 1.37 | 25.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 23 | 21 | 91.30 | 8.70 | 5.00 |

2023-24 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) CTE Web & Social Media Programming & Design

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-SD is committed to the CTE program and plnas to continue to developed and launch new classesw and CTE Pathways in future school years.

| 2023-24 Career Technical Education (CTE) Participation | | | | | |
|---|---------------------------|--|--|--|--|
| Measure | CTE Program Participation | | | | |
| Number of Pupils Participating in CTE | 36 | | | | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 | | | | |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.16 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 21.95 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 | 90% | 90% | 90% | 90% | 90% |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% |

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.

2024-25 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 dissemenated throughout the year to gather feedback on various programs and school climate. Parents/guardiuans 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 6.8 | 4.1 | 2.5 | 14.3 | 23.6 | 20.4 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 93.2 | 93.9 | 92.5 | 63.5 | 52.1 | 29.9 | 87 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 40 | 37 | 92.5 |
| Female | 21 | 18 | 85.7 |
| Male | 19 | 19 | 100.0 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | | | |
| Black or African American | | | |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 18 | 17 | 94.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | | | |
| White | 15 | 14 | 93.3 |
| English Learners | | | |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | | | |
| Socioeconomically Disadvantaged | 28 | 26 | 92.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | | | |
| Note: To protect student privacy, double dashes () are is ten or fewer. | e used in the table when | the cell size within a sel | ected student population |

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|--------------------------|---|---------------------------------|--------------------------------|
| All Students | 342 | 319 | 70 | 21.9 |
| Female | 178 | 172 | 32 | 18.6 |
| Male | 162 | 146 | 38 | 26.0 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 12 | 12 | 2 | 16.7 |
| Black or African American | 24 | 22 | 7 | 31.8 |
| Filipino | | | | |
| Hispanic or Latino | 148 | 137 | 32 | 23.4 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 31 | 28 | 6 | 21.4 |
| White | 116 | 109 | 22 | 20.2 |
| English Learners | 19 | 18 | 5 | 27.8 |
| Foster Youth | | | | |
| Homeless | 11 | | | |
| Socioeconomically Disadvantaged | 212 | 198 | 53 | 26.8 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 82 | 80 | 23 | 28.8 |
| Foster Youth Homeless Socioeconomically Disadvantaged Students Receiving Migrant Education Services | 11 212 82 | 198 80 | 53 23 | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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. | | | | | | | | | |
|--|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| Suspensions | 0.00 | 0.00 | 0.00 | 0.37 | 0.41 | 0.56 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 | 0.07 |

| 2023-24 Suspensions and Expulsions by Student Group | | | | | |
|---|------------------|-----------------|--|--|--|
| Student Group | Suspensions Rate | Expulsions Rate | | | |
| All Students | 0.00 | 0.00 | | | |
| Female | 0.00 | 0.00 | | | |
| Male | 0.00 | 0.00 | | | |
| Non-Binary | | | | | |
| American Indian or Alaska Native | 0.00 | 0.00 | | | |
| Asian | 0.00 | 0.00 | | | |
| Black or African American | 0.00 | 0.00 | | | |
| Filipino | 0.00 | 0.00 | | | |
| Hispanic or Latino | 0.00 | 0.00 | | | |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 | | | |
| Two or More Races | 0.00 | 0.00 | | | |
| White | 0.00 | 0.00 | | | |
| English Learners | 0.00 | 0.00 | | | |
| Foster Youth | 0.00 | 0.00 | | | |
| Homeless | 0.00 | 0.00 | | | |
| Socioeconomically Disadvantaged | 0.00 | 0.00 | | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 | | | |
| Students with Disabilities | 0.00 | 0.00 | | | |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2025. 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.

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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 6 | 15 | | |
| 1 | 3 | 11 | | |
| 2 | 5 | 10 | | |
| 3 | 6 | 6 | | |
| 4 | 6 | 10 | | |
| 5 | 7 | 10 | | |
| 6 | 8 | 10 | | |
| Other | 10 | 1 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 4 | 15 | | |
| 1 | 5 | 10 | | |
| 2 | 2 | 11 | | |
| 3 | 3 | 15 | | |
| 4 | 3 | 10 | | |
| 5 | 4 | 10 | | |
| 6 | 9 | 11 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 4 | 15 | | |
| 1 | 5 | 10 | | |
| 2 | 7 | 10 | | |
| 3 | 9 | 5 | | |
| 4 | 1 | 12 | | |
| 5 | 6 | 10 | | |
| 6 | 7 | 10 | | |
| Other | 3 | 2 | | |

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 | 2 | 126 | | |
| Mathematics | 2 | 87 | | |
| Science | 2 | 80 | | |
| Social Science | 2 | 139 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 2 | 111 | | |
| Mathematics | 2 | 90 | | |
| Science | 2 | 83 | | |
| Social Science | 2 | 123 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 2 | 109 | | |
| Mathematics | 2 | 102 | | |
| Science | 2 | 77 | | |
| Social Science | 2 | 122 | | |

2023-24 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 | 93.33 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.5 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | |
| Other | 14.6 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$12,767.00 | \$3,893.00 | \$8,875.00 | \$59,796.00 |
| District | N/A | N/A | \$8,875.00 | |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | -19.3 | -27.3 |

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | | \$50,757 |
| Mid-Range Teacher Salary | | \$75,693 |
| Highest Teacher Salary | | \$105,687 |
| Average Principal Salary (Elementary) | | \$121,443 |
| Average Principal Salary (Middle) | | \$132,509 |
| Average Principal Salary (High) | | \$133,106 |
| Superintendent Salary | | \$167,660 |
| Percent of Budget for Teacher Salaries | 27% | 26% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

1.2

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 | 0 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 2 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 3 |

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. CalPac launched a professional development platform in Alludo where staff can seek out training asyncronously 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
- CORWIN

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

| California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM | | | |
|--|---|---------|---|
| Professional Development | | | |
| 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 2022-23 2023-24 202 | | 2024-25 | |
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 8 | 6 |

California Pacific Charter- Sonoma 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)



344 of 375

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

2024-25 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 |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 49-70722-039048 |
| | |

2024-25 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 | www.cal-pacs.org |

2024-25 School Description and Mission Statement

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:

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

2024-25 School Description and Mission Statement

- Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they
 are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and
 compassionate members of society.
- Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.
- Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our Core Values:

CALPAC C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| | |
| Kindergarten | 7 |
| Grade 1 | 5 |
| Grade 2 | 5 |
| Grade 3 | 3 |
| Grade 4 | 7 |
| Grade 5 | 8 |
| Grade 6 | 12 |
| Grade 7 | 15 |
| Grade 8 | 13 |
| Grade 9 | 14 |
| Grade 10 | 16 |
| Grade 11 | 15 |
| Grade 12 | 32 |
| Total Enrollment | 152 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 53.9 |
| Male | 46.1 |
| American Indian or Alaska Native | 0.7 |
| Asian | 0.7 |
| Black or African American | 8.6 |
| Filipino | 2.6 |
| Hispanic or Latino | 35.5 |
| Two or More Races | 9.2 |
| White | 40.1 |
| English Learners | 1.3 |
| Homeless | 4.6 |
| Socioeconomically Disadvantaged | 61.8 |
| Students with Disabilities | 19.7 |

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) | 17.80 | 59.51 | 30.60 | 71.62 | 228366.10 | 83.12 | | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.90 | 3.04 | 0.90 | 2.13 | 11216.70 | 4.08 | | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 11.20 | 37.42 | 11.20 | 26.23 | 12115.80 | 4.41 | | |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 18854.30 | 6.86 | | |
| Total Teaching Positions | 29.90 | 100.00 | 42.70 | 100.00 | 274759.10 | 100.00 | | |

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) | 20.40 | 59.85 | 32.20 | 68.59 | 234405.20 | 84.00 | | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 0.64 | 0.70 | 1.68 | 12001.50 | 4.30 | | |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 13.40 | 39.48 | 13.40 | 28.65 | 11953.10 | 4.28 | | |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.50 | 1.06 | 15831.90 | 5.67 | | |
| Total Teaching Positions | 34.10 | 100.00 | 47.00 | 100.00 | 279044.80 | 100.00 | | |

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.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM

2022-23 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) | 24.80 | 68.32 | 35.10 | 71.28 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.60 | 3.37 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA) | 11.40 | 31.65 | 12.40 | 25.33 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 14303.80 | 5.15 |
| Total Teaching Positions | 36.30 | 100.00 | 49.30 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.90 | 0.20 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.90 | 0.20 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.70 | 1.20 | 0 |
| Local Assignment Options | 10.40 | 12.20 | 11.4 |
| Total Out-of-Field Teachers | 11.20 | 13.40 | 11.4 |

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 25.70 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

2024-25 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 Common Core state standard aligned and A-G approved. 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 committe, 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 Renasissance STAR, Freckle, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

Year and month in which the data were collected

December 2023

| 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 | N/A | 0% |
| | | | |

Note: Cells with N/A values do not require data.

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

| System Inspected | Rate Good | 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 |
| х | | | |

N/A

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 41 | 39 | 38 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 28 | 28 | 28 | 25 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 72 | 68 | 94.44 | 5.56 | 41.18 |
| Female | 39 | 38 | 97.44 | 2.56 | 39.47 |
| Male | 33 | 30 | 90.91 | 9.09 | 43.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 22 | 21 | 95.45 | 4.55 | 42.86 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 10 | 90.91 | 9.09 | |
| White | 29 | 27 | 93.10 | 6.90 | 40.74 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | | | | | |
| Socioeconomically Disadvantaged | 44 | 41 | 93.18 | 6.82 | 34.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | | | | | |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 72 | 68 | 94.44 | 5.56 | 27.94 |
| Female | 39 | 38 | 97.44 | 2.56 | 28.95 |
| Male | 33 | 30 | 90.91 | 9.09 | 26.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 22 | 21 | 95.45 | 4.55 | 19.05 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 10 | 90.91 | 9.09 | |
| White | 29 | 27 | 93.10 | 6.90 | 29.63 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | | | | | |
| Socioeconomically Disadvantaged | 44 | 41 | 93.18 | 6.82 | 19.51 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School | School | District | District | State | State |
|--|---------|---------|----------|----------|---------|---------|
| | 2022-23 | 2023-24 | 2022-23 | 2023-24 | 2022-23 | 2023-24 |
| Science (grades 5, 8 and high school) | 32.84 | 36.67 | | | 30.29 | 30.73 |

2023-24 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 | 66 | 60 | 90.91 | 9.09 | 36.67 |
| Female | 38 | 34 | 89.47 | 10.53 | 35.29 |
| Male | 28 | 26 | 92.86 | 7.14 | 38.46 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 20 | 17 | 85.00 | 15.00 | 41.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 11 | 84.62 | 15.38 | 27.27 |
| White | 25 | 24 | 96.00 | 4.00 | 37.50 |
| English Learners | | | | | |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | | | | | |
| Socioeconomically Disadvantaged | 40 | 35 | 87.50 | 12.50 | 31.43 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | | | | | |

2023-24 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) CTE Web & Social Media Programming & Design

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives. CPC-SO is committed to the CTE program and plnas to continue to developed and launch new classesw and CTE Pathways in future school years.

| 2023-24 Career Technical Education (CTE) Participation | | | | | | |
|---|---------------------------|--|--|--|--|--|
| Measure | CTE Program Participation | | | | | |
| Number of Pupils Participating in CTE | 18 | | | | | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 | | | | | |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 93.51 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 30 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 | 90% | 90% | 90% | 90% | 90% | |
| Grade 7 | 68.8% | 68.8% | 68.8% | 68.8% | 68.8% | |
| Grade 9 | 75.6% | 75.6% | 75.6% | 75.6% | 75.6% | |

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.

2024-25 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 dissemenated throughout the year to gather feedback on various programs and school climate. Parents/guardiuans 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 13.6 | 9.5 | 0.0 | 38.7 | 9.5 | 0.0 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 86.4 | 90.5 | 88.2 | 61.3 | 90.5 | 88.2 | 87 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 34 | 30 | 88.2 |
| Female | 20 | 18 | 90.0 |
| Male | 14 | 12 | 85.7 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | | | |
| Black or African American | | | |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 13 | 12 | 92.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | | | |
| White | 14 | 12 | 85.7 |
| English Learners | | | |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | | | |
| Socioeconomically Disadvantaged | 27 | 25 | 92.6 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | | | |
| Note: To protect student privacy, double dashes () are is ten or fewer. | e used in the table when | the cell size within a sel | ected student population |

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment 200 | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism | Chronic Absenteeism |
|---|---------------------------------|---|------------------------|------------------------|
| All Students | 200 | | Count | Rate |
| | | 187 | 40 | 21.4 |
| Female | 107 | 100 | 19 | 19.0 |
| Male | 93 | 87 | 21 | 24.1 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | 16 | 15 | 5 | 33.3 |
| Filipino | | | | |
| Hispanic or Latino | 74 | 70 | 17 | 24.3 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 22 | 19 | 5 | 26.3 |
| White | 73 | 69 | 12 | 17.4 |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | 122 | 117 | 25 | 21.4 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 35 | 32 | 12 | 37.5 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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. | | | | | | | | | |
|--|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| Suspensions | 0.00 | 0.00 | 0.00 | 0.69 | 2.60 | 3.01 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.24 | 0.00 | 0.07 | 0.08 | 0.07 |
| | | E-mulaiana Bata |
|---|------------------|-----------------|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | | |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2025. 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.

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 |
|-------------|-----------------------|---|---------------------------------------|-------------------------------------|
| К | 3 | 9 | | |
| 1 | 3 | 18 | | |
| 2 | 2 | 14 | | |
| 3 | 4 | 14 | | |
| 4 | 3 | 19 | | |
| 5 | 4 | 14 | | |
| 6 | 4 | 18 | | |
| Other | 5 | 9 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 4 | 5 | | |
| 1 | 3 | 10 | | |
| 2 | 3 | 10 | | |
| 3 | 3 | 5 | | |
| 4 | 2 | 15 | | |
| 5 | 3 | 15 | | |
| 6 | 3 | 15 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 |
|-------------|-----------------------|---|---------------------------------------|--|
| К | 2 | 10 | | |
| 1 | 3 | 10 | | |
| 2 | 3 | 10 | | |
| 3 | 3 | 5 | | |
| 4 | 3 | 10 | | |
| 5 | 4 | 10 | | |
| 6 | 5 | 11 | | |
| Other | 2 | 2 | | |

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 | 2 | 75 | | |
| Mathematics | 2 | 53 | | |
| Science | 2 | 50 | | |
| Social Science | 1 | 79 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 2 | 63 | | |
| Mathematics | 1 | 48 | | |
| Science | 2 | 43 | | |
| Social Science | 1 | 62 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 2 | 74 | | |
| Mathematics | 1 | 72 | | |
| Science | 2 | 56 | | |
| Social Science | 2 | 75 | | |

2023-24 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 | 50.67 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.5 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | |
| Other | 12.6 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$11,519.00 | \$3,116.00 | \$8,403.00 | \$59,796.00 |
| District | N/A | N/A | \$8,403.00 | \$73,840 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -21.0 |
| State | N/A | N/A | \$10,771 | \$79,413 |
| Percent Difference - School Site and State | N/A | N/A | -24.7 | -28.2 |

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$53,087 | \$51,352 |
| Mid-Range Teacher Salary | \$72,493 | \$80,424 |
| Highest Teacher Salary | \$112,353 | \$103,442 |
| Average Principal Salary (Elementary) | \$0 | \$124,852 |
| Average Principal Salary (Middle) | \$0 | \$135,030 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | \$168,007 | \$145,237 |
| Percent of Budget for Teacher Salaries | 19% | 26% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

3.9

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 | 0 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 2 |
| Science | 0 |
| Social Science | 1 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 4 |

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
- CORWIN

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

| California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday Ja | nuary 14, 202 | 5 at 5:00 PM | |
|--|---------------|--------------|---|
| Professional Development | | | |
| 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 2022-23 2023-24 2024-25 | | | |
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 8 | 6 |

Coversheet

Approval of 2025-26 Instructional Calendar

| Section: | X. Education/Student Services |
|-------------------|---|
| Item: | B. Approval of 2025-26 Instructional Calendar |
| Purpose: | Vote |
| Submitted by: | Christine Feher |
| Related Material: | CalPac 2025-2026 Instructional Calendar.pdf |

BACKGROUND:

This agenda item presents the proposed academic calendar for the 2025-2026 school year for board approval. The calendar closely mirrors the structure of the current year, ensuring continuity for students, families, and staff. It meets the required 175 days of instruction and includes a clear designation of key dates, including holidays and Learning Period (LP) dates. Approval of this calendar will allow for advanced planning and communication with stakeholders to support a successful academic year.

RECOMMENDATION:

It is recommended the Board approve the 2025-26 Instructional Calendar, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

CALIFORNIA PACIFIC CHARTER SCHOOLS | 2025-2026 CALENDAR

| JULY '25 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 01 First Day of Summer School 04 No School, Independence Day | JANUARY '26 S M T W Th F S a b a b 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 12/19-1/2 No School, Winter Break 19 No School, MLK Day 23 End of LP 5 (18) 23 Last Day of Semester 1 26 No School, Non-Student Day 27 First Day of Semester 2 |
|---|--|--|---|
| S M T W Th F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | Last Day of Summer School First day of Semester 1 | FEBRUARY '26 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | 13-16 No School, Presidents' Day Break 20 End of LP 6 (17) |
| SEPTEMBER '25 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 - - - - | 01 No School, Labor Day 19 End of LP 1 (17) | MARCH '26 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - | 20 End of LP 7 (20) 3/30-4/3 No School , Spring Break |
| S M T W Th F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 17 End of LP 2 (20) | APRIL '26 S M T W Th F S 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 3/30-4/3 No School , Spring Break 17 End of LP 8 (15) |
| NOVEMBER '25 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 11 No School, Veterans Day 14 End of LP 3 (19) 24-28 No School, Fall Break | MAY '26 S M T W Th F S u u u 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 u u u u u u | 15 End of LP 9 (20)26 No School, Memorial Day |
| S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 12 End of LP 4 (15) 12/19-1/2 No School, Winter Break | JUNE '26 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 5 Last Day of Semester 2 5 End of LP 10 (14) |

Coversheet

Approval of TK-5th and 6-12th Grade Curriculum Adoption and Agreements

| Section: Item: | X. Education/Student Services C. Approval of TK-5th and 6-12th Grade Curriculum Adoption and |
|-------------------------------|---|
| Agreements Purpose: | Vote |
| Submitted by: | Christine Feher |
| Related Material: | Curriculum Committee Update Presentation.pdf |
| | CalPac Bright Thinker 25.28.pdf |
| | CalPac EdgeEX 25.28.pdf |

BACKGROUND:

CalPac adopts the curriculum on a three-year cycle. Starting in Spring 2024, the CalPac administration gathered a committee of teachers to begin looking at curriculum options for grades TK-12th grade. Teachers across all grade levels and subject areas met to determine the rubric and criteria for selection. Input was also received from parents and students on the School Site Council. After reviewing the current options on the market and the integration options with current CalPac systems, the committee is recommending the adoption of Bright Thinker for grades TK-5th grade and Edgenuity for grades 6-12.

RECOMMENDATION:

It is recommended that the Board approve the TK-5th and 6-12th Grade Curriculum Agreements for California Pacific Charter Schools—Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) —as presented.

Committee Review

Process Summary

• 23-24:

- Reviewed curriculum review process and developed a review rubric
- Discussed curriculum options and narrowed down Ο demos
- Demoed Bright Thinker, Edmentum, FlexPoint, Lincoln Learning and completed eval using rubric

• 24-25

- Eliminated potential new curriculum down to Bright 0 Thinker
- Met with Edgenuity for EDG X Demo Ο
- Determined grades 6-12 will remain with Edgenuity Ο
- Set up Bright Thinker Pilot for K-5 with teachers and Ο students, including SDC teachers
- Determined TK-5 will switch from Accelerate to Bright 0 Thinker

Timeline

23-24 School Year (Year 2 of Current Cycle)

24-25 School Year (Year 3 of Current Cycle)

- selection

25-26 School Year (Year 1 of New Cycle)



• April - Staff Survey and SSC Meeting May 8th - Committee Meeting Weeks of May 13th and 20th - Curriculum Demos May 30th - Committee Meeting

September 30th - Committee Meeting October 14th - EDG X Demo October 21st- Committee Meeting & 6-12th grade Curriculum Selection November 4th - Committee Meeting & K-5 Bright Thinker Pilot Launch November 13th - Updates presented to staff & SSC December 6th - Bright Thinker Pilot Parent Feedback session held December 11th - Committee Meeting and K-5 curriculum selection December 13th - SDC Teacher Bright Thinker review and curriculum

January - Selections presented to the board February - Curriculum contracts and training scheduled

Selected Curriculum Implemented

Committee Evaluation

Rubric Criteria

- **Community** The curriculum represents diverse backgrounds and cultures with real world connections that are relevant and relatable to students.
- Accessible The curriculum is easily accessible for teachers, • students, and parents with intuitive navigation, settings, user tools, work submission process, grading, and progress tracking features.
- **Rigorous -** The curriculum is aligned to state standards and frameworks with clear objectives, and varied assignments (guided practice, short response, essays, projects) and assessments (quizzes, tests, exams) that appropriately challenge student mastery across all depth of knowledge levels.
- Engaging The curriculum is engaging and encourages students to ulletbe active learners through a variety of meaningful activities.
- **Supportive -** The curriculum provides a variety of tools, learning aids, and resources to support independent completion of lesson content.

- curriculum
- Projected changes to current curriculum - sunsetting, updates, etc.
- **School Pathways**
- Implementation process
- Cost





Considerations

• Level of satisfaction with current

- Integration and bridging capabilities with
- Program needs elementary, traditional,
 - credit recovery, foundations

Student retention

Committee Determinations

Bright Thinker - K-5

- Community/Engagement: Design and presentation of the material was determined to be more age appropriate than Accelerate. Upper elementary curriculum structured with better online assessments similar to what students complete in 6-8 to support continuity among grades.
- Accessibility: Content more accessible to diverse learning needs than Accelerate by providing grade level accommodated course versions for SPEd, more settings, and a print version of online content.
- Rigor: Standards aligned to CA standards for all subjects better • than Accelerate. Only curriculum with CA social studies alignment for elementary grades.
- Support: Dedicated support team, extensive support guide library, • real time status updates when system goes down. Better understanding of Buzz LMS and bridging process in School Pathways than Accelerate.
- Other: Accelerate's trajectory of course updates made content less \bullet user friendly and accessible for teachers and students.

- 6-12
- standards.





Edgenuity - 6-12

• Still the best option for all program needs

• Still has the best customization and course settings to support all learners and meet

Trajectory for course updates and refreshes best address academic integrity challenges and teacher customization needs.

Bridging and integration best option for

- monitoring student attendance and
- progress in line with school policies.



PO Box 292632 Lewisville, TX 75029 Phone 469-464-5420 EIN #85-1398467 ORDER FORM

ORDER #: **SQ-0930** DATE: **10**/03/2024

BILL TO: California Pacific Charter School - Sonoma 14630 ARMSTRONG WOODS RD. GUERNEVILLE, CA 95466-9576

| QUANTITY | PRODUUCT | UNIT PRICE | LINE TOTAL |
|----------|----------------------------------|--------------|--------------|
| 1 | District License - 3 Year | \$160,125.00 | \$160,125.00 |
| 1 | Premium Professional Development | \$6,000.00 | \$6,000.00 |
| | | Subtotal | \$166,125.00 |
| | | Sales Tax | \$0.00 |
| | | Total | \$166,125,00 |

Notes

~ .

1. This is a proposal for a three year contract for 25/26 school year up to and including the 27/28 school year for 305 student licenses at the discounted rate of \$175 per student K-5 to be paid in full at beginning of contract.

2. Any student over 305 on any given year will be invoiced at the discounted rate of \$175 per student.

3. Print will be \$100 per student, per course plus tax, shipping and handling if needed.

4. Professional Development includes: domain training, implementation, virtual admin training and teacher training for district staff members, and continuous customer support for the duration of the agreement.

5. PD is \$2000 per year for all implementations, trainings, refreshers, and continued support.

6. The \$175 per student license price is discounted from our retail price of \$295 per student license for the paid up front three year contract.

. .

| Signature: | · · · · · · · | Please Send Invoices to: | |
|------------------------|---------------|--------------------------|-------|
| Signature | Date: | Name | |
| Title | Date: | Email | |
| Bright Thinker Contact | | | |
| Name | Signature | | Date: |
| | | | |
| | | | |

TERMS AND CONDITIONS

Execution of this Order Form shall bind the signatories below (the "Parties") to the BRIGHTTHINKERTM License Agreement and the BRIGHTTHINKERTM Privacy Policy, the terms and conditions of which are located at <u>https://brightthinker.com/legal-disclosures/</u>, as may be amended, supplemented, or changed from time to time without notice. In the event of a conflict, the provisions of the BRIGHTTHINKERTM License Agreement shall suppresede the Order Form or the BRIGHTTHINKERTM Privacy Policy. California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday January 14, 2025 at 5:00 PM Price Quote

learning

| 100 S. Mill Ave | Date | 11/1/2024 |
|--------------------------------------|-----------------|------------|
| Suite 1700 | Quote No. | Q-76801 |
| Tempe, AZ 85281 | Acct. No. | 12241372 |
| 877-725-4257 | Total | 776,000.00 |
| | Pricing Expires | 04/01/2025 |
| California Desifia Charter San Diago | | |

California Pacific Charter-San Diego 4101 Birch St #150 Newport Beach CA 92660 United States

Includes large Customer Loyalty and 3 Year Paid in Full Discount of \$420,000.

| Payment Term | Contr | act Start | Contract End | | |
|--|---|-----------|--------------|-------|----------|
| Net 30 | 8/1/20 |)25 | 7/31/2028 | | |
| Site | Description | | End Date | Qty | Rate |
| California Pacific Charter-San Diego | | | | | |
| | PD Webinar Package (CW-SUPP) Foundational | | 07/31/2028 | 3 | 3,000.00 |
| | Imagine EdgeEX with Edgenuity 6-12 Comprehensive Single | e User | 07/31/2028 | 2,100 | 550.00 |
| | Imagine Purpose 6-12 Site License | | 07/31/2028 | 1 | 6,995.00 |
| | Edgenuity Academic Integrity | | 07/31/2028 | 1 | 7,471.17 |

| Subtotal | 776,000.00 |
|-----------|------------|
| Tax Total | 0.00 |
| Total | 776,000.00 |

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions . These Terms and Conditions are available at www.imaginelearning.com/standardterms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

| Imagine Learning Representativ |
|--------------------------------|
| |
| Nicole McEnaney |
| Account Executive - |
| nicole.mcenaney@imaginelearn |
| imaginethefutureoflearning.com |
| |

ve

ning.com

We value our continued partnership and have applied a Customer Loyalty and 3 Year Paid in Full Commitment Discount.

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

> 100 S. Mill Ave., Suite 1700, Tempe, AZ 85281 877-725-4257 Fax: 480-423-0213 www.imaginelearning.com Page 1 of 1