California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on December 5, 2025 at 2:18 PM PST

Date and Time

Tuesday December 9, 2025 at 6:00 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 94550
32706 Spun Cotton Drive, Winchester, CA 92596
Hilton Garden Inn, Room: Conservatory, 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: 975-3397-3908

https://cal-pacs-org.zoom.us/j/97533973908

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Call the Meeting to Order		Board Chairperson	2 m
B.	Record Attendance		Board Chairperson	2 m
	Roll Call: Kelly Wylie, Chairperson Dr. Shirley Peterson, Vice Chairperson Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member			
II.	**Pledge of Allegiance**			**6:04 PM**
A.	Led by Board Chairperson or designee.		Board Chairperson	2 m
III.	**Approve Adopt/Agenda**			**6:06 PM**
A.	Agenda	Vote	Board Chairperson	2 m
	It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting on December 9, 2025, as presented. Roll Call Vote: Kelly Wylie			

		Purpose	Presenter	Time

Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IV. Approve Minutes — 6:08 PM

A.	Minutes of the Regular Board Meeting that was held on October 14, 2025.	Approve Minutes	Board Chairperson	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 — 6:10 PM

A.	Reappointment of Member to Board of Directors: Dr. Shirley Peterson	Vote	Christine Feher	5 m

It is recommended the Board approve the reappointment of Dr. Shirley Peterson for a three-year term. The Third Amended Bylaws of California Pacific Charter Schools states in Article VII Board of Directors:

Section 5. Terms of Office. The initial Board of Directors shall be appointed for five (5) years. At the end of the Board of Directors' initial term, directors will be appointed to one-, two-, and three-year staggered terms, as determined by the initial Board of Directors. Thereafter, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers

		Purpose	Presenter	Time

Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Annual Organizational Structure of the Board of Directors - Election of Officers — Vote — Board Chairperson — 10 m

The Board will take action to elect a new Board Chairperson, Vice Chairperson, and Clerk.

Elections:

a. Board Chairperson: _____

b. Board Vice Chairperson: _____

c. Board Clerk: _____

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VI. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board Chairperson. 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 Chairperson with a written statement and an administrator will provide answers at a later date.

VII. Correspondence/Proposals/Reports — 6:25 PM

A. Sonoma Teacher of the Year Nominees — Discuss — Christine Feher — 5 m

		Purpose	Presenter	Time

California Pacific Charter Schools recognizes Michelle Ignacio and Victoria Campbell for their nominations to the Sonoma County Teacher of the Year program. Their instructional excellence and service to students reflect CalPac's mission and values.

B.	CalPac School Highlights	Discuss	Christine Feher	5 m

Presented by C. Feher, Superintendent

C.	California School Dashboard Update	Discuss	Gretchen Chamberlain	15 m

The California School Dashboard is a powerful online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. This presentation highlights California Pacific Charter Schools' 2025 CA dashboard results, identifying areas of strength, student groups in need of additional support, and progress toward our LCAP goals and improved student outcomes.

VIII. Consent — 6:50 PM

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

A.	Consent - Business/Financial Services		Board Chairperson	2 m

1. Check Registers - October & November 2025
2. J.P. Morgan Statement - October & November 2025
3. 2024-25 Final Audit Report and Financial Statements
4. 2024-25 Final Audit Governance Communication
5. 2024-25 SCOE Audit Certification
6. Approval of Surplus of Electronic Devices

B.	Consent - Personnel Services	Vote	Board Chairperson	2 m

1. Approval of Certificated - Personnel Report
2. Approval of Classified - Personnel Report
3. Approval of Job Description
4. Receive the Annual Report of Mandatory Staff Training and Notices 2025-2026

	Purpose	Presenter	Time

5. Employee Handbook (Update)

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

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconds by _____ Ayes _____ Nays _____ Absent _____

IX. Business/Financial Services — 6:54 PM

A. Approval of 2025-26 First Interim Financial Report — Vote — Shannon Green — 20 m

It is recommended the Board approve the First Interim Financial Reports for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

a. 2025-26 First Interim Budget #1751 California Pacific Charter School-Los Angeles
b. 2025-26 First Interim Budget #1758 California Pacific Charter School-San Diego
c. 2025-26 First Interim Budget #2037 California Pacific Charter School-Sonoma

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconds by _____ Ayes _____ Nays _____ Absent _____

X. Education/Student Services — 7:14 PM

A. Approval of 2025-26 School Plan for Student Achievement (SPSA) — Vote — Ericka Zemmer — 15 m

		Purpose	Presenter	Time

It is recommended the Board approve the 2025-26 School Plan for Student Achievement (SPSA) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Approval of Renaissance (Renewal) Vote Christine Feher 5 m

It is recommended that the Board approve the one-year renewal of the Renaissance Contract for 2026-2027 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to $65,000.00
(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) $ 29,250.00
California Pacific Charter - San Diego (#1758) $ 21,450.00
California Pacific Charter - Sonoma (#2037) $ 14,300.00

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XI. Calendar

The next scheduled meeting will be held on January 13, 2026.

XII. Comments 7:34 PM

		Purpose	Presenter	Time
A.	Board Comments	Discuss	Board Chairperson	5 m
B.	Superintendent Comments	Discuss	Christine Feher	5 m

XIII. Closing Items — 7:44 PM

A.	Adjourn Meeting	Vote	Board Chairperson	2 m

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

Coversheet

Minutes of the Regular Board Meeting that was held on October 14, 2025.

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting that was held on October 14, 2025.
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on October 14, 2025

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday October 14, 2025 at 6:00 PM

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

Teleconference Locations
1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596
Hilton Garden Inn, Room: Conservatory, 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: 980-9143-2034

https://cal-pacs-org.zoom.us/j/98091432034

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Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

T. Rogers

Guests Present

A. Diaz (remote), C. Amador (remote), C. Feher, Cherie Cahn (remote), D. Carlos, D. Zemmer (remote), G. Chamberlain (remote), Joelene Morasch (remote), Lili Huang (remote), S. Green (remote), Victoria Katje-Parker (remote), Victoria Valle (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 Oct 14, 2025 at 6:03 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board Chairperson or designee.

Led by K. Wylie, Board Chairperson

III. Approve Adopt/Agenda

A.

Agenda

J. McFaul made a motion to approve the agenda, as presented.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

A. Minutes of the Regular Board Meeting held on September 9, 2025

J. McFaul made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-09-25.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Minutes of the Special Board Meeting held on September 25, 2025

J. McFaul made a motion to approve the minutes from Special Meeting of the Board of Directors on 09-25-25.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Public Comments/Recognition/Reports

A. Public Comments

No Public Comments were submitted.

VI. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent

B. Correspondence from Acton-Agua Dulce Unified School District

Presented by C. Feher, Superintendent

C. Local Performance Data and Intervention

Presented by G. Chamberlain, Director of Compliance & Accountability
T. Rogers arrived at 6:30 PM.

VII. Consent

A. Consent - Business/Financial Services

1. Check Registers - September 2025
2. J.P. Morgan Statement - September 2025
3. Approval of Surplus of Electronic Devices

B. Consent - Education/Student Services

1. IVC Dual Enrollment Agreement

C. Consent - Personnel Services

1. Approval of Certificated - Personnel Report
2. Approval of Classified - Personnel Report

D. Consent - Policy Development

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Reviewed
The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation. The edits did not affect the content, meaning, or intent of the policy.

5000 Series - Student Services
5000 - CPCS Concepts and Roles Policy
5020 - CPCS Comprehensive Self-Harm/Suicide Policy
5030 - CPCS Immunization Policy

5035 - CPCS Student Freedom of Speech and Expression Policy
5055 - CPCS Self-Administration of Medication Policy
5060 - CPCS Grade Promotion Policy
5070 - CPCS Transgender and Gender Nonconforming Policy
5085 - CPCS Communicable, Contagious, or Infectious Diseases Policy
5095 - CPCS Grade Retention Policy
5110 - CPCS Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy
5125 - CPCS Investigation of Residency Policy
5130 - CPCS Damaged or Lost Instructional Materials Policy

Board Policies: Revised
The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

5000 Series - Student Services
5010 - CPCS Educational Records and Student Information Policy
5065 - CPCS Lottery Policy
5075 - CPCS Transcripts from Non-Accredited School Policy

6000 Series - Instruction
6040 - CPCS Local Assessment Policy

T. Rogers made a motion to approve all consent items listed.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

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

VIII. Business/Financial Services

A. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2025 - California Pacific Charter Schools (Draft)

T. Rogers made a motion to approve the CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2025 - California Pacific Charter Schools (Draft).
S. Peterson seconded the motion.
Presented by Lili Huange, CLA Principal, Victoria Valle, CLA Senior, and Victoria Katje-Parker, CLA Director
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of Chase Ink Business Premier Credit Card

J. McFaul made a motion to approve the Chase Ink Business Premier Credit Card.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Calendar

A. Next Meeting

The next scheduled meeting will be held on December 9, 2025.

X. Comments

A. Board Comments

The Board commended the CalPac team for their hard work and a successful start to the school year, highlighting the positive impact of initiatives like “Know Your Score,” which promotes understanding and growth. Members celebrated increased enrollment, engaging programs such as Freckle, Amira, and field trips, and the individualized progress of students. They expressed gratitude for the collaboration and dedication across staff and encouraged everyone to recognize one another’s growth and achievements. The Board closed with appreciation and well wishes for the upcoming holidays.

B. Superintendent Comments

C. Feher thanked staff across all departments for their work in launching the school year, highlighting increased enrollment, successful student onboarding, and another clean audit as evidence of strong systems and procedures. She noted CalPac’s focus on meeting individual student needs, acknowledged positive relationships with authorizers, and shared that assessment data and required reports will be presented to the Board in December.

XI. Closing Items

A. Adjourn Meeting

S. Peterson made a motion to Adjourn the Regular Meeting.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:33 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- September 25-26 School Highlights - Los Angeles.pdf
- September 25-26 School Highlights - San Diego.pdf
- September 25-26 School Highlights - Sonoma.pdf
- 2024-25 UA Review Letter.pdf
- Local Performance Data and Intervention Presentation - October 2025.pdf
- CalPac-LA Check Register September 2025.pdf
- CalPac-SD Check Register September 2025.pdf
- CalPac-SO Check Register September 2025.pdf
- J.P. Morgan Statement September 30 2025.pdf
- Surplus of Electronics - October 2025.pdf
- IVC Dual Enrollment Agreement.pdf
- BUS Policy Review - October 2025.pdf
- 5000 - CPCS Student Services Concepts and Roles.pdf
- 5010 - CPCS Educational Records and Student Information Policy.pdf
- 5010 - CPCS Educational Records and Student Information Policy_redline_10.14.25.pdf
- 5020 - CPCS Suicide Prevention Policy.pdf
- 5030 - CPCS Immunization Policy.pdf

- 5035 - CPCS Student Freedom of Speech and Expression Policy.pdf
- 5055 - CPCS Self-Administration of Medication Policy.pdf
- 5060 - CPCS Grade Acceleration Policy.pdf
- 5065 - CPCS Lottery Policy.pdf
- 5065 - CPCS Lottery Policy_redline_10.14.25.pdf
- 5070 - CPCS Transgender and Gender Nonconforming Student Nondiscrimination Policy.pdf
- 5075 - CPCS Transcripts from Non-Accredited Schools Policy.pdf
- 5075 - CPCS Transcripts from Non-Accredited Schools Policy_redline_10.14.25.pdf
- 5085 - CPCS Communicable Contagious or Infectious Disease Prevention Policy.pdf
- 5095 - CPCS Grade Retention Policy.pdf
- 5110 - CPCS Cell Phones Smartphones Pagers Other Electronic Signaling Devices Policy.pdf
- 5125 - CPCS Investigation of Residency Policy.pdf
- 5130 - CPCS Damaged or Lost Instructional Materials Policy.pdf
- 6040 - Local Assessment Policy.pdf
- 6040 - Local Assessment Policy_redline_10.14.25.pdf
- California Pacific Charter Schools 2025 Draft Audit Report.pdf
- California Pacific Charter Schools 2025 Draft Governance Communication.pdf
- Ink Business Premier Brochure.PDF

FOR MORE INFORMATION

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

Coversheet

Sonoma Teacher of the Year Nominees

Section:	VII. Correspondence/Proposals/Reports
Item:	A. Sonoma Teacher of the Year Nominees
Purpose:	Discuss
Submitted by:	
Related Material:	Teacher of the Year Nominees Celebration.pdf

Celebrating Teacher of the Year Nominees!



Please join us in celebrating Michelle Ignacio and Victoria Campbell, who were recently honored as Teacher of the Year nominees by the Sonoma County Office of Education! Their dedication and impact shine every day here at CalPac, and we're thrilled to see their hard work recognized on a larger stage!





Coversheet

CalPac School Highlights

Section:	VII. Correspondence/Proposals/Reports
Item:	B. CalPac School Highlights
Purpose:	Discuss
Submitted by:	
Related Material:	October 25-26 School Highlights - Los Angeles.pdf October 25-26 School Highlights - San Diego.pdf October 25-26 School Highlights - Sonoma.pdf November 25-26 School Highlights - Los Angeles.pdf November 25-26 School Highlights - San Diego.pdf November 25-26 School Highlights - Sonoma.pdf



CPCS Los Angeles School Highlights

OCTOBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

456

Program Highlights

October was a month full of meaningful connections and learning for our CalPac community. SoCal families kicked off the month with a fun-filled visit to Peltzer Pumpkin Farm, where students explored the petting zoo, learned about different types of pumpkins, and viewed tractors from past decades. In Sonoma, students enjoyed a seasonal outing to the Santa Rosa Pumpkin Patch, rounding out a festive fall experience.

College Week was another standout, with over 100 students attending presentations focused on higher education and future planning. CTE students also had the exciting opportunity to tour Sofi Stadium, where they gained insights into innovative engineering and explored careers in hospitality and events.

Los Angeles

OCTOBER 2025

On the operations side, CalPac staff successfully completed annual reviews of board policies, the employee handbook, and all required state and federal notices, achieving 100% compliance ahead of the October deadline.

Student Achievement

Great Shakeout Earthquake Drill
In October, our students and staff participated in the Great California ShakeOut, a statewide earthquake preparedness drill. High school students joined the drill on October 15, followed by TK–8 students and office staff on October 16. Leading up to the event, homeroom teachers reviewed key earthquake safety procedures with students to ensure everyone felt informed and ready. Families also received communication and resources ahead of time to reinforce preparedness at home. The drill ran smoothly, and we're proud of how our students responded with focus and cooperation. This annual event plays an important role in keeping our school community safe and ready for emergencies.

SoFi Stadium Field Trip
CalPac students had an unforgettable adventure at Sofi Stadium, one of the most cutting-edge sports venues in the world. Over 30 students and families joined a two-hour guided tour that blended hands-on learning with career exploration, many for a second year.

The day began with a panel of Sofi professionals from tourism, hospitality, and events, who shared insights about their career paths and offered valuable advice for students' future goals. As they toured the stadium, students learned about its innovative features, including water conservation systems, earthquake safety measures, and sustainable building practices.

The highlight came at the end, as students walked through the Chargers' locker room and stepped onto the field to kick field goals and throw passes. It was a day filled with excitement, learning, and lasting memories.

Peltzer Pumpkin Patch Field Trip

Los Angeles

OCTOBER 2025

Our visit to Peltzer Pumpkin Farm in Temecula was a fantastic fall adventure! Students explored the pumpkin patch in small groups, learning about the various types of pumpkins and even experiencing their unique textures firsthand. We toured the farm to see what else was growing and checked out vintage tractors from past decades. A highlight for many was the petting zoo, where students met goats, pigs, turkeys, and even an alpaca! To top it all off, each student picked out their own pumpkin to take home. It was a joyful day full of learning, laughter, and seasonal fun.

School Site Council Meeting

The School Site Council met on October 22 to officially welcome new members and review the council's purpose and responsibilities. Together, the team collaborated to develop and approve this year's School Plan for Student Achievement (SPSA), a key document that guides our goals in supporting student learning and success.

College Week

College Week was a great success! Our counselors enjoyed visiting homerooms to deliver grade-level presentations, and we're grateful to all the teachers who helped make it happen. Follow-up resources from the sessions, including information on financial aid, will be shared with students soon. We encourage students to reach out to their counselor with any questions or for additional support.

Janet's Planet Inspires Our 3rd Graders

Our 3rd graders blasted off with a Pathful session from Janet Ivey Duensing, creator of Janet's Planet, to enrich Bright Thinker Unit 2: Solar System. A NASA ambassador, Janet wowed students with vivid facts, including volcanoes on Venus, 1,200 mph winds on Neptune, and the icy charm of Pluto. She added interactive trivia and clips from her NASA experiences. Students learned why water matters in space and heard that they are the Artemis Generation, the explorers who could reach Mars. Her message resonated: you are never too young to make an impact, and we are all "star stuff" with minds ready to expand.

Día de los Muertos Virtual Event

Los Angeles

OCTOBER 2025

On Friday, October 31, students from across the CalPac community joined the annual Día de los Muertos virtual event, hosted by Sra. Hemminger and Sra. Rose. This engaging one-hour presentation explored the origins, symbols, and traditions of the holiday, which honors and remembers loved ones who have passed. A memorable highlight was hearing from CalPac students who shared how their families celebrate Día de los Muertos, adding a meaningful and personal touch to the experience.

Professional Development

CSDC Conference

CalPac administrators and staff recently attended the annual CSDC Conference in Palm Springs. This event offered valuable professional development and the chance to explore new and effective approaches to charter school education. Attendees participated in sessions focused on the latest legal updates and compliance requirements, helping to ensure CalPac remains informed and aligned with current regulations. Networking with fellow charter school leaders also fostered collaboration and idea-sharing, supporting our ongoing efforts to strengthen student outcomes and drive innovation.

APlus+ Conference

Several CalPac administrators had the opportunity to attend the APlus+ Conference in Anaheim, a three-day event dedicated to advancing personalized learning. The conference featured a variety of workshops, expert speakers, and networking opportunities focused on innovative instructional strategies. Each session provided valuable insights and tools to support and strengthen our academic program. Attendees returned inspired and equipped with new ideas to help ensure every CalPac student continues to thrive in a personalized, student-centered learning environment.

Los Angeles

OCTOBER 2025

Smart Goals

For the 2025–2026 school year, CalPac's SMART goals center on student growth, stability, and innovation. We will focus on raising student achievement on CAASPP and College & Career Indicators, with special attention to accelerating outcomes for underserved groups. Teachers will play a key role in reducing chronic absenteeism and ensuring every student has the support to succeed. Strengthening re-enrollment and welcoming new students through engaging instruction will also help sustain our school's fiscal health. Finally, we are committed to innovation and leadership development—expanding CTE and dual enrollment opportunities while building pathways for teacher leadership and organizational resilience.

Pictures & Videos

SoFi Stadium Field Trip





Peltzer Pumpkin Patch Field Trip

Los Angeles

OCTOBER 2025







Los Angeles

OCTOBER 2025








Los Angeles

OCTOBER 2025



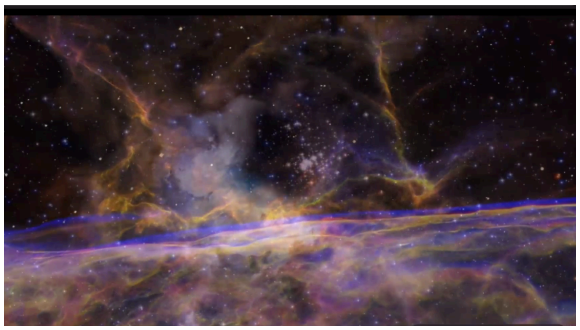


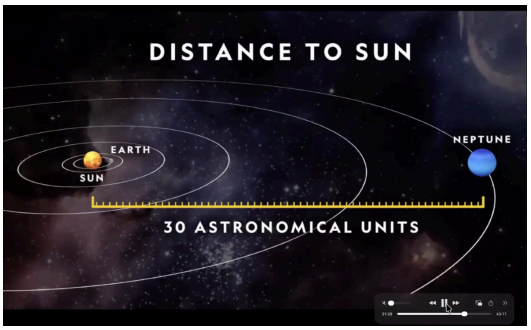



Janet's Planet Inspires Our 3rd Graders

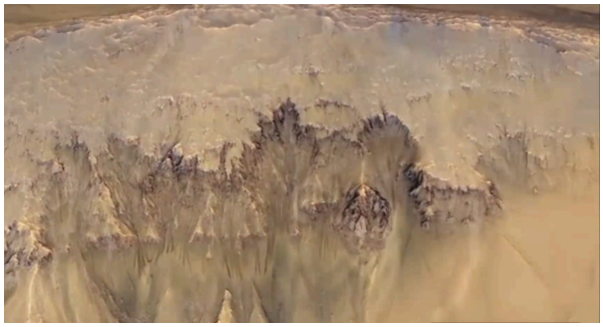
Los Angeles

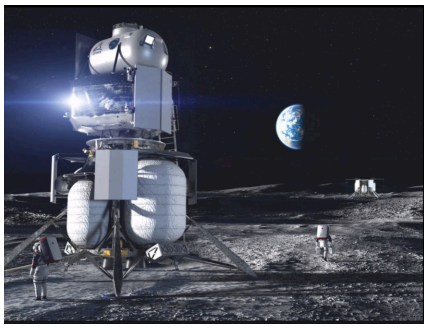
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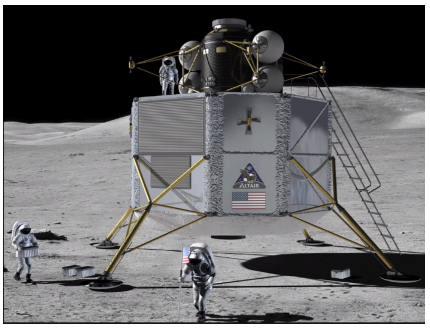


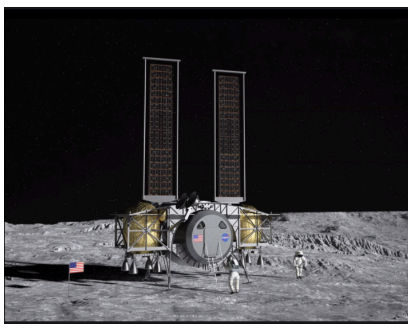


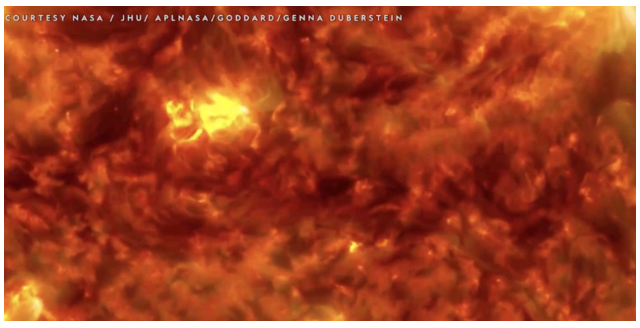


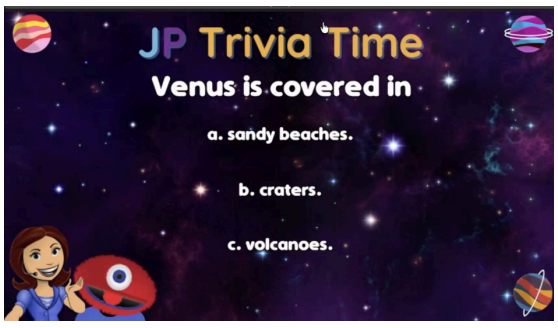












Día de los Muertos Virtual Event

Los Angeles

OCTOBER 2025





College Week



Los Angeles

OCTOBER 2025

Future Projects

Safari West In-Person Field Trip
SD Safari Park In-Person Field Trip
Local Assessment Progress Monitoring
Mid-Semester Progress Reports
Thanksgiving Break
Parent-Teacher Conferences



CPCS San Diego School Highlights

OCTOBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

331

Program Highlights

October was a month full of meaningful connections and learning for our CalPac community. SoCal families kicked off the month with a fun-filled visit to Peltzer Pumpkin Farm, where students explored the petting zoo, learned about different types of pumpkins, and viewed tractors from past decades. In Sonoma, students enjoyed a seasonal outing to the Santa Rosa Pumpkin Patch, rounding out a festive fall experience.

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San Diego

OCTOBER 2025

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Student Achievement

Great Shakeout Earthquake Drill
In October, our students and staff participated in the Great California ShakeOut, a statewide earthquake preparedness drill. High school students joined the drill on October 15, followed by TK–8 students and office staff on October 16. Leading up to the event, homeroom teachers reviewed key earthquake safety procedures with students to ensure everyone felt informed and ready. Families also received communication and resources ahead of time to reinforce preparedness at home. The drill ran smoothly, and we're proud of how our students responded with focus and cooperation. This annual event plays an important role in keeping our school community safe and ready for emergencies.

SoFi Stadium Field Trip
CalPac students had an unforgettable adventure at Sofi Stadium, one of the most cutting-edge sports venues in the world. Over 30 students and families joined a two-hour guided tour that blended hands-on learning with career exploration, many for a second year.

The day began with a panel of Sofi professionals from tourism, hospitality, and events, who shared insights about their career paths and offered valuable advice for students' future goals. As they toured the stadium, students learned about its innovative features, including water conservation systems, earthquake safety measures, and sustainable building practices.

The highlight came at the end, as students walked through the Chargers' locker room and stepped onto the field to kick field goals and throw passes. It was a day filled with excitement, learning, and lasting memories.

Peltzer Pumpkin Patch Field Trip

San Diego

OCTOBER 2025

Our visit to Peltzer Pumpkin Farm in Temecula was a fantastic fall adventure! Students explored the pumpkin patch in small groups, learning about the various types of pumpkins and even experiencing their unique textures firsthand. We toured the farm to see what else was growing and checked out vintage tractors from past decades. A highlight for many was the petting zoo, where students met goats, pigs, turkeys, and even an alpaca! To top it all off, each student picked out their own pumpkin to take home. It was a joyful day full of learning, laughter, and seasonal fun.

School Site Council Meeting

The School Site Council met on October 22 to officially welcome new members and review the council's purpose and responsibilities. Together, the team collaborated to develop and approve this year's School Plan for Student Achievement (SPSA), a key document that guides our goals in supporting student learning and success.

College Week

College Week was a great success! Our counselors enjoyed visiting homerooms to deliver grade-level presentations, and we're grateful to all the teachers who helped make it happen. Follow-up resources from the sessions, including information on financial aid, will be shared with students soon. We encourage students to reach out to their counselor with any questions or for additional support.

Janet's Planet Inspires Our 3rd Graders

Our 3rd graders blasted off with a Pathful session from Janet Ivey Duensing, creator of Janet's Planet, to enrich Bright Thinker Unit 2: Solar System. A NASA ambassador, Janet wowed students with vivid facts, including volcanoes on Venus, 1,200 mph winds on Neptune, and the icy charm of Pluto. She added interactive trivia and clips from her NASA experiences. Students learned why water matters in space and heard that they are the Artemis Generation, the explorers who could reach Mars. Her message resonated: you are never too young to make an impact, and we are all "star stuff" with minds ready to expand.

Día de los Muertos Virtual Event

San Diego

OCTOBER 2025

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Professional Development

CSDC Conference

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APlus+ Conference

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San Diego

OCTOBER 2025

Smart Goals

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Pictures & Videos

SoFi Stadium Field Trip





Peltzer Pumpkin Patch Field Trip

San Diego

OCTOBER 2025







San Diego

OCTOBER 2025








San Diego

OCTOBER 2025









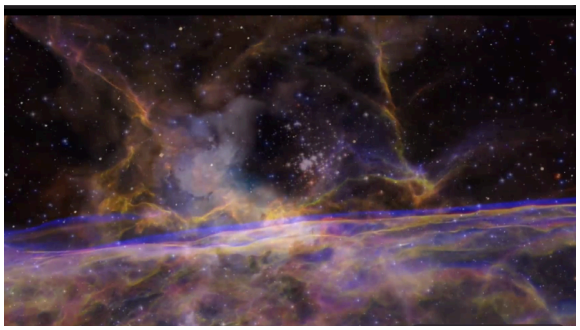


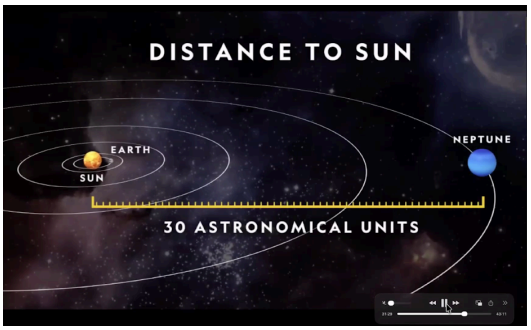


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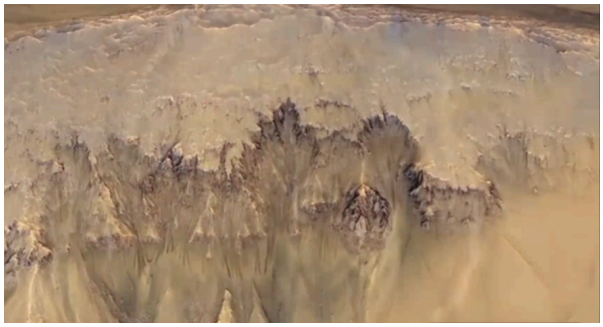
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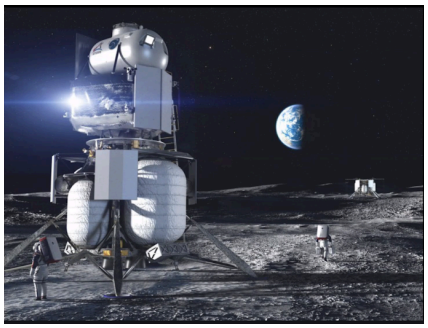
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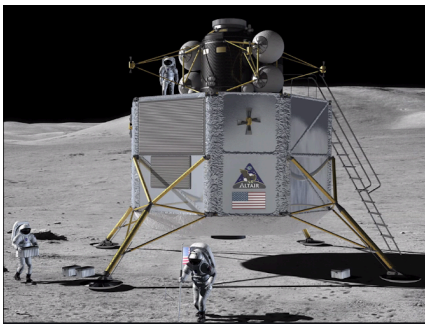


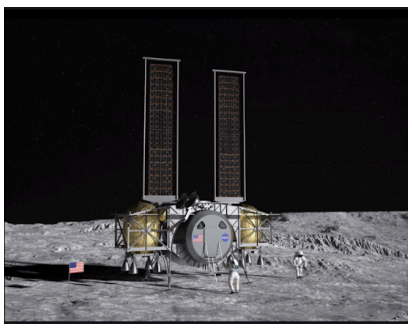


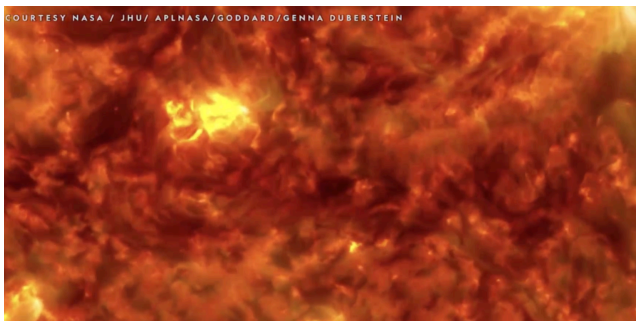


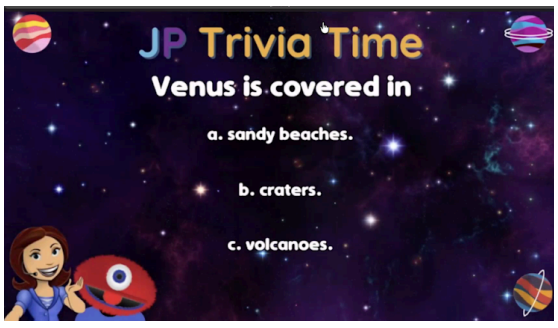












Día de los Muertos Virtual Event

San Diego

OCTOBER 2025





College Week



San Diego

OCTOBER 2025

Future Projects

Safari West In-Person Field Trip
SD Safari Park In-Person Field Trip
Local Assessment Progress Monitoring
Mid-Semester Progress Reports
Thanksgiving Break
Parent-Teacher Conferences



CPCS Sonoma School Highlights

OCTOBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

231

Program Highlights

October was a month full of meaningful connections and learning for our CalPac community. SoCal families kicked off the month with a fun-filled visit to Peltzer Pumpkin Farm, where students explored the petting zoo, learned about different types of pumpkins, and viewed tractors from past decades. In Sonoma, students enjoyed a seasonal outing to the Santa Rosa Pumpkin Patch, rounding out a festive fall experience.

College Week was another standout, with over 100 students attending presentations focused on higher education and future planning. CTE students also had the exciting opportunity to tour Sofi Stadium, where they gained insights into innovative engineering and explored careers in hospitality and events.

Sonoma

OCTOBER 2025

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Santa Rosa Pumpkin Patch
On a crisp, foggy morning, twelve CalPac students and their families joined Mrs. Rineberg and Mrs. Garcia for a memorable visit to the Santa Rosa Pumpkin Patch. The day was filled with hands-on activities and plenty of fall fun. Students enjoyed meeting farm animals like pigs, cows, horses, goats, and bunnies, while also testing their skills on obstacle courses, jumping pillows, and a tricky corn maze. Some even braved the zipline. One of the most loved spots was the petting zoo, where everyone had a chance to connect with the animals up close. Before leaving, each student chose a sugar pie pumpkin to take home, wrapping up a festive and fun-filled field trip.

School Site Council Meeting
The School Site Council met on October 22 to officially welcome new members and review the council's purpose and responsibilities. Together, the team collaborated to develop and approve this year's School Plan for Student Achievement (SPSA), a key document that guides our goals in supporting student learning and success.

Sonoma

OCTOBER 2025

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Sonoma

OCTOBER 2025

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Pictures & Videos

Santa Rosa Pumpkin Patch

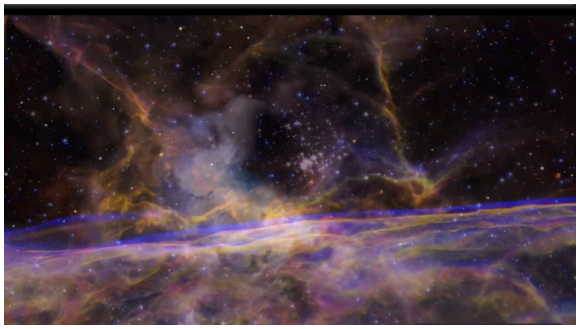
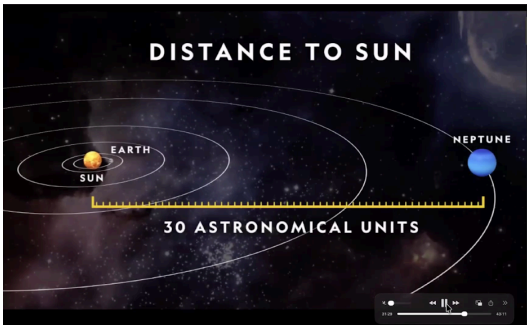
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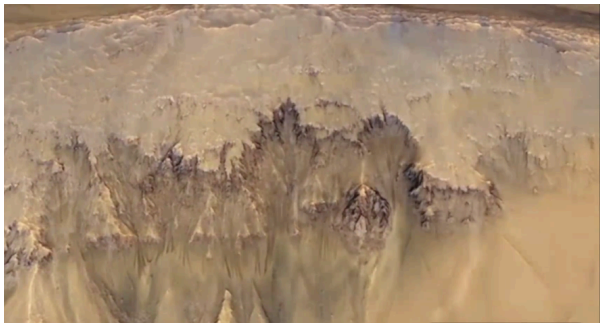




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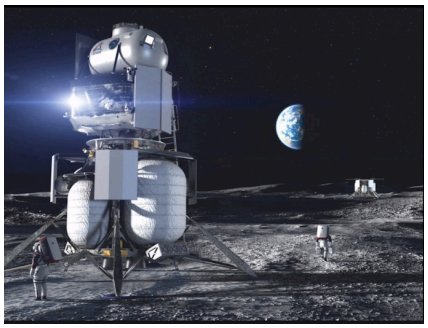



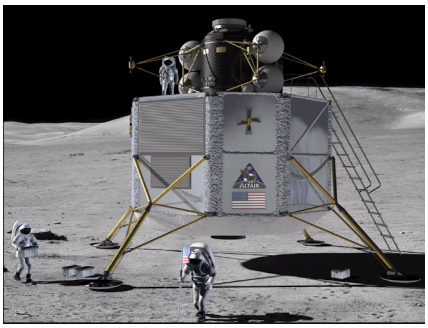


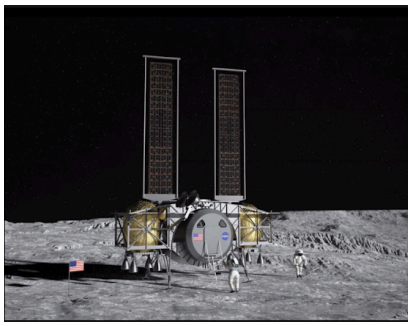


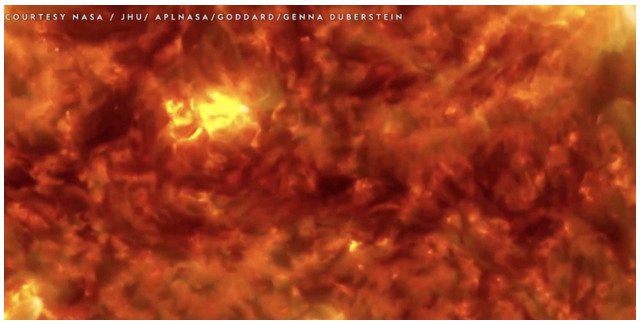
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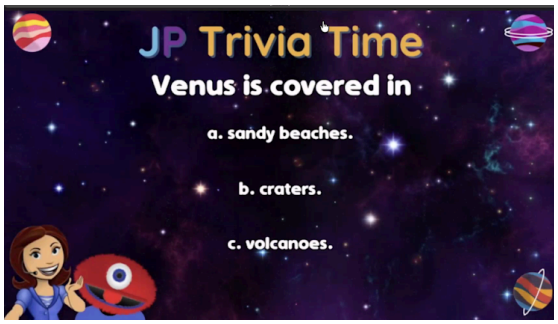
OCTOBER 2025











Día de los Muertos Virtual Event





College Week

Sonoma

OCTOBER 2025



Future Projects

Safari West In-Person Field Trip
SD Safari Park In-Person Field Trip
Local Assessment Progress Monitoring
Mid-Semester Progress Reports
Thanksgiving Break
Parent-Teacher Conferences



CPCS Los Angeles School Highlights

NOVEMBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

451

Program Highlights

November at CalPac was a busy month with student events and professional development opportunities for staff. Students received mid-semester progress reports, and parent-teacher conferences were scheduled to support student success.

This month, our staff and students enjoyed a week-long Thanksgiving break to celebrate with family and friends. This much-needed rest and relaxation will help everyone return refreshed and ready for the busy weeks ahead.

Student Achievement

Los Angeles

NOVEMBER 2025

HS Class Wars
More than 120 online high schoolers turned out for this year's Class Wars, packing a lively morning of teacher trivia, teamwork, and school spirit; students in all four grades kept the score tight from start to finish, cheering one another on through every round, and after a string of close calls, the seniors pulled ahead for the win. Congratulations to the Class of 2026 for sharp teamwork and quick thinking, and kudos to every class for making it our closest finish yet.

CTE Academy Meeting
Our November 14 CTE Academy brought students together for a hands-on look at career readiness and personal growth. Participation was strong, and the room buzzed with questions, ideas, and next steps.

We focused on what employers value most—clear, well-crafted resumes that highlight both hard skills (technical expertise and accomplishments) and soft skills, such as teamwork, communication, and adaptability. Through quick activities and peer feedback, students practiced naming their strengths and connecting them to real roles.

A favorite moment was the "Dream Job Vision Board." Students mapped out future goals and the skills they're building to get there, then shared with classmates for encouragement and tips. These boards now serve as early drafts for formal resumes and a guide for future opportunities, helping students speak confidently about their experience and value.

MS Class Wars
Middle School students enjoyed a spirited and fun Class Wars game of Guess Who. Using three clues, students had to work together to determine which staff member the clues represented. 7th graders were the winners in connecting information shared with them by their teachers this year and last. Highlights also include exclamations that Superintendent Feher is even cooler now that they know she has a half pipe in her backyard. Overall, students had fun and were eager to make their predictions.

Local Assessment Progress Monitoring

Los Angeles

NOVEMBER 2025

Teachers administered mid year Renaissance STAR in grades 3-8 and the second Amira benchmark in grades K-2 this month. Data show gains, especially in ELA, and a positive correlation with weekly Amira practice and student reading growth. Data is being used to support student intervention group placement and movement when we return from Thanksgiving break.

Mid-Semester Progress Reports

Mid-semester progress reports were sent to families via email and mail. Teachers are meeting with families to review progress, address any barriers, and establish clear success plans so every student finishes the semester strong.

Professional Development

Career Technical Education (CTE) Conference

Tyler Phipps, Jennifer Byus, and Debi Huber had a great week at the 2025 CTE Conference, connecting with passionate educators and partners, and returning home energized with ideas to strengthen our pathways. They're especially focused on expanding course options and adding more dual enrollment opportunities. Sessions on student wellness offered practical "Mental Wellness Hacks for Gen Z," including transitioning from toxic positivity to neutral thinking and utilizing simple life audits to help students manage real-world stress. They also explored the updated CTE Standards, which are based on the modernized National Career Clusters Framework, providing clearer pathways and stronger alignment with today's workforce. The week ended by exploring how AI is reshaping work, the core skills projected to matter most by 2030, and classroom-ready ways to teach effective prompting. They're excited to bring these ideas back, so students see clearer pathways, stronger supports, and more college-credit opportunities.

Smart Goals

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Los Angeles

NOVEMBER 2025

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Future Projects

Progress Report Conferences
Legoland Field Trip
Parent Engagement Session
Grandparent/Grandfriend Day



CPCS San Diego School Highlights

NOVEMBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

324

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Professional Development

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Tyler Phipps, Jennifer Byus, and Debi Huber had a great week at the 2025 CTE Conference, connecting with passionate educators and partners, and returning home energized with ideas to strengthen our pathways. They're especially focused on expanding course options and adding more dual enrollment opportunities. Sessions on student wellness offered practical "Mental Wellness Hacks for Gen Z," including transitioning from toxic positivity to neutral thinking and utilizing simple life audits to help students manage real-world stress. They also explored the updated CTE Standards, which are based on the modernized National Career Clusters Framework, providing clearer pathways and stronger alignment with today's workforce. The week ended by exploring how AI is reshaping work, the core skills projected to matter most by 2030, and classroom-ready ways to teach effective prompting. They're excited to bring these ideas back, so students see clearer pathways, stronger supports, and more college-credit opportunities.

Smart Goals

For the 2025–2026 school year, CalPac's SMART goals center on student growth, stability, and innovation. We will focus on raising student achievement on CAASPP and College & Career

San Diego

NOVEMBER 2025

Indicators, with special attention to accelerating outcomes for underserved groups. Teachers will play a key role in reducing chronic absenteeism and ensuring every student has the support to succeed. Strengthening re-enrollment and welcoming new students through engaging instruction will also help sustain our school's fiscal health. Finally, we are committed to innovation and leadership development—expanding CTE and dual enrollment opportunities while building pathways for teacher leadership and organizational resilience.

Future Projects

Progress Report Conferences
Legoland Field Trip
Parent Engagement Session
Grandparent/Grandfriend Day



CPCS Sonoma School Highlights

NOVEMBER

IN FULL BLOOM
Reaching New Heights

2025-2026

Current Enrollment

225

Program Highlights

November at CalPac was a busy month with student events and professional development opportunities for staff. Students received mid-semester progress reports, and parent-teacher conferences were scheduled to support student success.

This month, our staff and students enjoyed a week-long Thanksgiving break to celebrate with family and friends. This much-needed rest and relaxation will help everyone return refreshed and ready for the busy weeks ahead.

Student Achievement

Sonoma

NOVEMBER 2025

HS Class Wars
More than 120 online high schoolers turned out for this year's Class Wars, packing a lively morning of teacher trivia, teamwork, and school spirit; students in all four grades kept the score tight from start to finish, cheering one another on through every round, and after a string of close calls, the seniors pulled ahead for the win. Congratulations to the Class of 2026 for sharp teamwork and quick thinking, and kudos to every class for making it our closest finish yet.

CTE Academy Meeting
Our November 14 CTE Academy brought students together for a hands-on look at career readiness and personal growth. Participation was strong, and the room buzzed with questions, ideas, and next steps.

We focused on what employers value most—clear, well-crafted resumes that highlight both hard skills (technical expertise and accomplishments) and soft skills, such as teamwork, communication, and adaptability. Through quick activities and peer feedback, students practiced naming their strengths and connecting them to real roles.

A favorite moment was the "Dream Job Vision Board." Students mapped out future goals and the skills they're building to get there, then shared with classmates for encouragement and tips. These boards now serve as early drafts for formal resumes and a guide for future opportunities, helping students speak confidently about their experience and value.

MS Class Wars
Middle School students enjoyed a spirited and fun Class Wars game of Guess Who. Using three clues, students had to work together to determine which staff member the clues represented. 7th graders were the winners in connecting information shared with them by their teachers this year and last. Highlights also include exclamations that Superintendent Feher is even cooler now that they know she has a half pipe in her backyard. Overall, students had fun and were eager to make their predictions.

Local Assessment Progress Monitoring

Sonoma

NOVEMBER 2025

Teachers administered mid year Renaissance STAR in grades 3-8 and the second Amira benchmark in grades K-2 this month. Data show gains, especially in ELA, and a positive correlation with weekly Amira practice and student reading growth. Data is being used to support student intervention group placement and movement when we return from Thanksgiving break.

Mid-Semester Progress Reports
Mid-semester progress reports were sent to families via email and mail. Teachers are meeting with families to review progress, address any barriers, and establish clear success plans so every student finishes the semester strong.

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Future Projects

Progress Report Conferences
Legoland Field Trip
Parent Engagement Session
Grandparent/Grandfriend Day

Coversheet

California School Dashboard Update

Section:	VII. Correspondence/Proposals/Reports
Item:	C. California School Dashboard Update
Purpose:	Discuss
Submitted by:	
Related Material:	2025 Dashboard indicators Board Presentation.pdf

The CA Dashboard





Data Review & Highlights

Takeaways from 2025 and focus for 2026

01 Enrollment Still Matters

Being full on Day 1 made a significant difference in our data. We will continue this practice and do everything we can to limit late enrollment, particularly in testing grade levels.

02 Attendance

Chronic Absenteeism is on the rise. Hold students accountable while also considering the definition of “Chronically Absent.” **

03 Focus on BOTH Subjects

We made gains in BOTH subjects across all schools! Keep pushing hard in both areas! Keep up the Freckle and Amira practice.

04 Student Groups

Know who makes up your groups! Know your Low SES, SPED, EL, Latinx, etc groups! Our groups are making gains!



*** In California, a student is defined as chronically absent if they miss 10% or more of the school days they are enrolled in during the school year, regardless of whether the absences are excused or unexcused.*

CPCS LA

Criteria 1: Dashboard Colors

	Dashboards		
	2024	**2025**	**Year to Year Comparison**
ELA	-33.7	-9.4	**+24.3**
Math	-69.1	-18.2	**+50.9**
ELPI	N/A	N/A	
CCI	29.8%	22.2%	**-7.6%**
CA	16.6%	18.9%	**+2.3%**
Grad	91.2%	93%	**+1.8%**
Susp	0%	0%	**No Change**

CPCS LA

Criteria 2: Gap Closing**

Below State Above State

		2024			2025		
		LA	State	Gap	LA	State	Gap
ELA, All		-33.7	-13.2	20.5	-6.1	-8.1	+2.0
Math, All		-69.1	-47.6	21.5	-12.3	-42.4	+30.1
ELPI		N/A	N/A	N/A	N/A	N/A	N/A
CCI		29.80%	45.30%	15.50%	22.2%	51.70%	-29.5%
Subgroup ELA	H/L	-41.5	-39.3	2.2	-22.2	-33.7	+11.5
	SD	-49.1	-40.9	8.2	-26.7	-35.3	+8.6
	SWD	-52.6	-96.3	-2.9	-53.2	-89.4	+36.2
Subgroup Math	H/L	-87.7	-79.2	8.5	-18.8	-73.6	+54.8
	SD	-85.1	-78.2	6.9	-25	-72.9	+47.9
	SWD	-90.2	-127.3	N/A	-35.1	-120.7	+85.6
SG CCI	H/L	20%	37.40%	17.40%	27.6%	45.1%	-17.5%
	SD	26.70%	37.40%	10.70%	23.3%	44.8%	-21.5

CPCS SD

Criteria 1: Dashboard Colors

	Dashboards		
	2024	2025	Year to Year Comparison
ELA	-48.6	-23	+25.6
Math	-60.9	-56.7	+4.2
ELPI	N/A	N/A	
CCI	20%	38.2%	+18.2
CA	16.1%	19.4%	+3.3
Grad	92.5%	91.2%	-1.3
Susp	0%	0%	No Change

CPCS SD

Criteria 2: Gap Closing**

Below State Above State

		2024			2025		
		SD	State	Gap	SD	State	Gap
ELA, All		-48.6	-13.2	35.4	-23	-8.1	-14.9
Math, All		-60.9	-47.6	13.3	-56.7	-42.4	-14.3
ELPI		N/A	N/A	N/A	N/A	N/A	N/A
CCI		20%	45.30%	25.30%	38.20%	51.70%	-13.50%
Subgroup ELA	H/L	-64.7	-39.3	25.4	-44.3	-33.7	-10.6
	SD	-57.4	-40.9	16.5	-30	-35.3	+5.3
	SWD	-119.9	N/A, yr. 1 of 30+		-91.1	-89.4	-1.7
Subgroup Math	H/L	-58.8	-79.2	N/A	-74.7	-73.6	-1.1
	SD	-76.9	-78.2	N/A	-59.2	-72.9	+13.7
	SWD	-107.8	N/A, yr. 1 of 30+		-121.9	-120.7	-1.2

CPCS SO

Criteria 1: Dashboard Colors

	Dashboards		
	2024	2025	Year to Year Comparison
ELA	-17	-12.6	+4.4
Math	-54.5	-9.8	+44.7
ELPI	N/A	N/A	
CCI	23.5%	35%	+11.5%
CA	12.9%	13.8%	+0.9%
Grad	88.2%	85%	-3.2%
Susp	0%	0%	0%

CPCS SO

Criteria 2: Gap Closing**

Below State Above State

*Means fewer than 30 students so no performance level is awarded to the group or for the indicator
**With only one subgroup, Sonoma is only eligible for performance tracks via criteria one.

	2024			2025		
	SO	State	Gap	SO	State	Gap
ELA, All	-17	-13.2	3.8	-12.6	-8.1	-4.5
Math, All	-54.5	-47.6	6.9	-9.8	-42.4	+32.6
ELPI	N/A	N/A	N/A	N/A	N/A	N/A
CCI	23.50%	N/A, sub 30		35%	51.70%	-16.7
H/L, ELA	-9.1	N/A, sub 30		-31.8	N/A, YR. 1 OF 30+	
SD, ELA	-19.1	-40.9	N/A	-41.2	-35.3	-5.9
H/L, Math	-37.7	N/A, sub 30		-47.1	N/A, yr. 1 of 30+	
SD, Math	-61.2	-78.2	N/A	-44.1	-72.9	+28.8

Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material:
CalPac-LA Check Register October 2025.pdf
CalPac-SD Check Register October 2025.pdf
CalPac-SO Check Register October 2025.pdf
CalPac-LA Check Register November 2025.pdf
CalPac-SD Check Register November 2025.pdf
CalPac-SO Check Register November 2025.pdf
J.P. Morgan Statement October 31 2025.pdf
J.P. Morgan Statement November 30 2025.pdf
California Pacific Charter Schools 2025 Signed Final Report and Financial Statements.pdf
California Pacific Charter Schools 2025 Signed Final Governance Communication.pdf
SCOE Biz 2024-25 Audit fillable.pdf
Surplus of Electronics - December 2025.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 11/3/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/1/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004084	1,091.70	Legal Services for August 2025	55--California Pacific Charter - Los Angeles
	10/1/2025	KRIS000--Kristine Kim	20137004080	63.49	SoCal Park Day Reimbursement - Mileage	55--California Pacific Charter - Los Angeles
		KRIS000--Kristine Kim	20137004080	5.85	SoCal Park Day Reimbursement - Meals	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004100	38.22	Supplies for SoCal Park Day	55--California Pacific Charter - Los Angeles
	10/1/2025	JILL001--Jill Stubbs	20137004081	27.55	SoCal Park Day Reimbursement - Mileage	55--California Pacific Charter - Los Angeles
		JILL001--Jill Stubbs	20137004081	5.25	SoCal Park Day Reimbursement - Meals	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004098	28.26	Supplies for OT students	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004099	22.78	Office supplies- copy paper	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004089	41.98	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004087	41.98	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004096	41.98	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004086	41.98	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004092	41.88	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004088	41.69	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004093	41.69	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004097	41.69	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004104	6.30	Supplies for OT teacher	55--California Pacific Charter - Los Angeles
	10/1/2025	AMAZ000--Amazon	20137004101	4.67	Supplies for SoCal Park Day	55--California Pacific Charter - Los Angeles
	10/6/2025	ARNE001--A&R Parcel Three	2799317229TC	107.58	Office Space DOE - October 2025	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	2799317229TC	3,600.90	Office Space Rent - October 2025	55--California Pacific Charter - Los Angeles
	10/6/2025	CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Stephen Warnock	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Daisy Carlos	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Danielle Carbonetta	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Aviva Ebner	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Erika Stevens	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371896	359.55	CSDC Conference October 2025 Registration for Corrie Amador	55--California Pacific Charter - Los Angeles
	10/6/2025	RING000--RingCentral	20137004105	1,498.14	Phone Bill Monthly - September 2025	55--California Pacific Charter - Los Angeles
	10/6/2025	ECCI000--ECC Imaging LLC	101371895	57.07	Copier Overages Monthly - September 2025	55--California Pacific Charter - Los Angeles
	10/6/2025	PITN001--Pitney Bowes Inc.	101371894	44.26	Supplies for Postage Machine	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 11/3/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/9/2025	CULL001--Culligan	101371901	30.13	Water Cooler Rental Monthly - October 2025	55--California Pacific Charter - Los Angeles
	10/9/2025	ALLS001--All Systems Go Veterinary Solutions	101371897	937.47	Marketing Monthly - October 2025	55--California Pacific Charter - Los Angeles
	10/9/2025	ALPH000--Alpha Vision, Inc.	101371898	170.55	Google Drive Back-Up Monthly - October 2025	55--California Pacific Charter - Los Angeles
	10/10/2025	CHAR003--Charter Tech Services	20137004113	4,500.00	Monthly Technology Services for October 2025	55--California Pacific Charter - Los Angeles
	10/10/2025	PHIL000--Philadelphia Insurance Companies	20137004109	2,475.11	October Installment Insurance Premiums FY 25/26	55--California Pacific Charter - Los Angeles
	10/10/2025	CLIF000--Clifton Larson Allen LLP	20137004112	472.50	Out-of-Scope Billing related to Legal Confirmation	55--California Pacific Charter - Los Angeles
	10/10/2025	WILL000--William J Howard Jr.	20137004110	6.98	Mileage for Special BOD Meeting 9/25/25	55--California Pacific Charter - Los Angeles
	10/10/2025	SHIR000--Shirley Peterson	20137004111	5.51	Mileage for Special BOD Meeting 9/25/25	55--California Pacific Charter - Los Angeles
	10/10/2025	HOUG000--Houghton Mifflin Harcourt Publishing Co.	20137004107	3,741.75	Read 180 Materials for 25/26 SY	55--California Pacific Charter - Los Angeles
	10/15/2025	CHAR003--Charter Tech Services	20137004114	215.45	Tech purchase Staff Docking Station	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004114	301.66	Tech purchase 4 Staff Mouse & Keyboard	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004114	575.35	Tech purchase 3 Staff Document Camera	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004114	1,236.89	Tech purchase 7 Staff Monitors	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004114	140.06	Tech purchase Staff Wacom Tablet	55--California Pacific Charter - Los Angeles
	10/16/2025	WORL000--Worldwide Express	2890659394TC	527.92	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004120	9.16	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004122	9.06	Supplies for SoCal Park Day	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004127	7.29	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004130	13.95	Book for SpEd student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004131	13.83	Book for SpEd student in CPC-SO	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004135	13.64	Book for SPED student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004132	6.11	Book for SPED teacher	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004147	3.21	Supplies for SPED students	55--California Pacific Charter - Los Angeles
	10/20/2025	BRIGHT1--Bright Thinker	20137004141	63,126.86	Curriculum Workbooks for 25/26 SY	55--California Pacific Charter - Los Angeles
	10/20/2025	CORN002--Cornerstone Educational Solutions	101371908	1,920.16	Psych Assessment-September 2025	55--California Pacific Charter - Los Angeles
	10/20/2025	SCHO000--School Pathways, LLC	20137004142	1,238.24	Annual Subscriptions 25/26 SY	55--California Pacific Charter - Los Angeles
	10/20/2025	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371910	337.73	Legal Services for September 2025	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/20/2025	AMAZ000--Amazon	20137004125	262.47	Supplies for SPED students in all scopes	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004145	42.36	Office supplies- envelopes and paper	55--California Pacific Charter - Los Angeles
	10/20/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371907	40.95	LEA Medi-Cal Billing Services Fee Monthly September 2025	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004126	40.65	Supplies for TK-5 supply boxes	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004139	29.09	Printer for Elizabeth Melesio	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004123	44.19	Supplies for AP course for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004116	44.19	AP course materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004117	43.89	AP course materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004140	17.92	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004115	16.66	Supplies for SoCal Park Day	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004146	11.37	Office supplies- notebooks	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004138	11.28	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004134	10.73	Supplies for SPED students	55--California Pacific Charter - Los Angeles
	10/20/2025	AMAZ000--Amazon	20137004121	9.68	Office supplies- label paper	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004155	25.47	Office supplies- stickers for student files	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004156	14.54	Office supplies- stickers for student files	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004157	12.66	Office supplies- mailing labels	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004159	9.69	Office supplies- shipping materials	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004160	7.60	SPED tool for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/21/2025	OXFO000--Oxford Consulting Services, Inc.	20137004149	168.00	PT- September 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004149	1,920.00	BIS-September 2025	55--California Pacific Charter - Los Angeles
	10/21/2025	ANCH000--Anchor Counseling & Education Solutions, LLC	101371911	1,850.00	BIS - September 2025	55--California Pacific Charter - Los Angeles
	10/21/2025	UKG0001--UKG	20137004153	112.54	Usage Overage Fee September 2025	55--California Pacific Charter - Los Angeles
	10/21/2025	UKG0001--UKG	20137004152	61.88	UKG Ready Amended Returns September 2025	55--California Pacific Charter - Los Angeles
	10/21/2025	AMAZ000--Amazon	20137004154	4.14	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/23/2025	WORL000--Worldwide Express	2960508376TC	540.44	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/23/2025	JASO000--Jason D. McFaul	1188875021	200.00	October 2025 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	10/23/2025	WILL000--William J Howard Jr.	1188874112	200.00	October 2025 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	10/23/2025	KELL000--Kelly Wylie	1188875023	200.00	October 2025 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	10/23/2025	TANY001--Tanya Rogers	1188874107	200.00	October 2025 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	10/23/2025	SHIR000--Shirley Peterson	1188875031	200.00	October 2025 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	10/24/2025	ERIN000--Erin Rineberg	20137004167	108.00	Yet Another Mail Merge (YAMM) 25/26 SY	55--California Pacific Charter - Los Angeles
	10/24/2025	AVIV001--Aviva Ebner	20137004169	83.16	CSDC Conference October 2025 Mileage for Aviva Ebner	55--California Pacific Charter - Los Angeles
		AVIV001--Aviva Ebner	20137004169	4.79	CSDC Conference October 2025 Parking for Aviva Ebner	55--California Pacific Charter - Los Angeles
	10/24/2025	GRET000--Gretchen Chamberlain	20137004170	9.22	CSDC Conference October 2025 Meals for Gretchen Chamberlain	55--California Pacific Charter - Los Angeles
		GRET000--Gretchen Chamberlain	20137004170	75.60	CSDC Conference October 2025 Mileage for Gretchen Chamberlain	55--California Pacific Charter - Los Angeles
	10/24/2025	CORR001--Corrie Amador	20137004168	75.60	CSDC Conference October 2025 Mileage for Corrie Amador	55--California Pacific Charter - Los Angeles
	10/24/2025	STEP003--Stephen Warnock	20137004166	75.29	CSDC Conference October 2025 Mileage for Stephen Warnock	55--California Pacific Charter - Los Angeles
	10/24/2025	ERIC001--Ericka Zemmer	20137004165	50.09	CSDC Conference October 2025 - Mileage Erika Zemmer	55--California Pacific Charter - Los Angeles
	10/24/2025	WILL000--William J Howard Jr.	20137004171	6.98	Mileage for BOD Meeting 10/14/25 for William Howard	55--California Pacific Charter - Los Angeles
	10/24/2025	SHIR000--Shirley Peterson	20137004164	5.44	Mileage for BOD Meeting 10/14/25 for Shirley Peterson	55--California Pacific Charter - Los Angeles
	10/27/2025	DAIS002--Daisy Carlos	20137004174	77.58	CSDC Conference October 2025 Mileage, RideShare and Parking for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004174	54.60	LA Parent Meeting July 2025 Mileage for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004174	36.08	BOD Meeting Mileage (9/9, 9/25, & 10/14) for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004174	23.77	SoCal Park Day September 2025 Mileage for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004174	6.26	SoCal Park Day September 2025 Supplies for Daisy Carlos	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137004174	56.01	CSDC Conference October 2025 Meals for Daisy Carlos	55--California Pacific Charter - Los Angeles
	10/27/2025	DELA000--De Lage Landen Financial Services Inc.	20137004175	193.95	Copier Lease Monthly - November 2025	55--California Pacific Charter - Los Angeles
	10/27/2025	ROMY001--Romy Fay-Mason	20137004173	100.52	Mileage and Tolls for Travel to Office	55--California Pacific Charter - Los Angeles
	10/27/2025	JILLT001--Jill Tanner	20137004172	38.12	CSDC Conference October 2025 - Mileage	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137004172	12.19	CSDC Conference October 2025 - Meals	55--California Pacific Charter - Los Angeles
	10/27/2025	TWEE000--Erin Twedell	101371912	46.19	CTC Substitute Permit Reimbursement	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 11/3/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/29/2025	AMAZ000--Amazon	20137004178	247.28	Supplies for High School mailers	55--California Pacific Charter - Los Angeles
	10/29/2025	AMAZ000--Amazon	20137004181	75.78	Office supplies- folders for records	55--California Pacific Charter - Los Angeles
	10/29/2025	MICR000--MicroAge	20137004182	45.90	JAMF Annual Subscription 25/26 SY	55--California Pacific Charter - Los Angeles
	10/29/2025	PREM001--Premier Food Safety	101371914	42.93	Food Handler Courses for 12 CTE Students	55--California Pacific Charter - Los Angeles
	10/29/2025	AMAZ000--Amazon	20137004180	36.39	Materials for TK-5 supply boxes	55--California Pacific Charter - Los Angeles
	10/29/2025	AMAZ000--Amazon	20137004177	26.62	Materials for TK-5 Supply Boxes	55--California Pacific Charter - Los Angeles
	10/29/2025	AMAZ000--Amazon	20137004179	7.84	Supplies for Office	55--California Pacific Charter - Los Angeles
	10/29/2025	AMAZ000--Amazon	20137004176	5.33	Materials for SPED students	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**99,110.66**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 11/03/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/01/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004084	800.58	Legal Services for August 2025	44--California Pacific Charter - San Diego
	10/01/25	KRIS000--Kristine Kim	20137004080	63.49	SoCal Park Day Reimbursement - Mileage	44--California Pacific Charter - San Diego
		KRIS000--Kristine Kim	20137004080	5.84	SoCal Park Day Reimbursement - Meals	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004100	38.21	Supplies for SoCal Park Day	44--California Pacific Charter - San Diego
	10/01/25	JILL001--Jill Stubbs	20137004081	27.54	SoCal Park Day Reimbursement - Mileage	44--California Pacific Charter - San Diego
		JILL001--Jill Stubbs	20137004081	5.24	SoCal Park Day Reimbursement - Meals	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004098	20.72	Supplies for OT students	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004099	16.71	Office supplies- copy paper	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004095	40.93	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004085	40.93	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004091	40.93	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004104	4.61	Supplies for OT teacher	44--California Pacific Charter - San Diego
	10/01/25	AMAZ000--Amazon	20137004101	4.66	Supplies for SoCal Park Day	44--California Pacific Charter - San Diego
	10/02/25	ANTH001--Anthem	2751125467TC	65,294.10	Medical Premiums Monthly - October 2025	44--California Pacific Charter - San Diego
	10/06/25	ARNE001--A&R Parcel Three	2799317229TC	2,640.66	Office Space Rent - October 2025	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	2799317229TC	78.89	Office Space DOE - October 2025	44--California Pacific Charter - San Diego
	10/06/25	CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Stephen Warnock	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Erika Stevens	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Aviva Ebner	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Danielle Carbonetta	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Daisy Carlos	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371896	263.67	CSDC Conference October 2025 Registration for Corrie Amador	44--California Pacific Charter - San Diego
	10/06/25	RING000--RingCentral	20137004105	1,098.64	Phone Bill Monthly - September 2025	44--California Pacific Charter - San Diego
	10/06/25	ECCI000--ECC Imaging LLC	101371895	41.85	Copier Overages Monthly - September 2025	44--California Pacific Charter - San Diego
	10/06/25	PITN001--Pitney Bowes Inc.	101371894	32.46	Supplies for Postage Machine	44--California Pacific Charter - San Diego
	10/09/25	CULL001--Culligan	101371901	22.09	Water Cooler Rental Monthly - October 2025	44--California Pacific Charter - San Diego
	10/09/25	ALLS001--All Systems Go Veterinary Solutions	101371897	687.47	Marketing Monthly - October 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 11/03/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/09/25	ALPH000--Alpha Vision, Inc.	101371898	125.07	Google Drive Back-Up Monthly - October 2025	44--California Pacific Charter - San Diego
	10/09/25	MAXW001--James Maxwell	101371899	23.47	NPS Meals August 2025	44--California Pacific Charter - San Diego
		MAXW001--James Maxwell	101371899	63.90	NPS Mileage & Parking August 2025	44--California Pacific Charter - San Diego
	10/10/25	CHAR003--Charter Tech Services	20137004113	3,300.00	Monthly Technology Services for October 2025	44--California Pacific Charter - San Diego
	10/10/25	PHIL000--Philadelphia Insurance Companies	20137004109	1,815.08	October Installment Insurance Premiums FY 25/26	44--California Pacific Charter - San Diego
	10/10/25	CLIF000--Clifton Larson Allen LLP	20137004112	346.50	Out-of-Scope Billing related to Legal Confirmation	44--California Pacific Charter - San Diego
	10/10/25	WILL000--William J Howard Jr.	20137004110	6.97	Mileage for Special BOD Meeting 9/25/25	44--California Pacific Charter - San Diego
	10/10/25	SHIR000--Shirley Peterson	20137004111	5.50	Mileage for Special BOD Meeting 9/25/25	44--California Pacific Charter - San Diego
	10/10/25	HOUG000--Houghton Mifflin Harcourt Publishing Co.	20137004107	2,743.95	Read 180 Materials for 25/26 SY	44--California Pacific Charter - San Diego
	10/15/25	BERK000--Berkshire Hathaway	2882643308TC	5,660.49	Worker's Comp September 2025	44--California Pacific Charter - San Diego
	10/15/25	CHAR003--Charter Tech Services	20137004114	383.57	Tech purchase 2 Staff Document Camera	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004114	301.66	Tech purchase 4 Staff Mouse & Keyboard	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004114	64.64	Tech purchase Staff Keyboard	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004114	43.09	Tech purchase Staff Mouse	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004114	1,236.89	Tech purchase 7 Staff Monitors	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004114	215.45	Tech purchase Staff Docking Station	44--California Pacific Charter - San Diego
	10/16/25	WORL000--Worldwide Express	2890659394TC	243.69	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004120	6.71	Supplies for Office	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004122	9.06	Supplies for SoCal Park Day	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004127	5.35	Supplies for Office	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004137	13.58	Book for SPED student in CPC-SD	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004128	13.58	Book for SpEd student in CPC-SD	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004132	4.48	Book for SPED teacher	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004147	2.36	Supplies for SPED students	44--California Pacific Charter - San Diego
	10/20/25	BRIGHT1--Bright Thinker	20137004141	46,293.03	Curriculum Workbooks for 25/26 SY	44--California Pacific Charter - San Diego
	10/20/25	SCHO000--School Pathways, LLC	20137004144	1,086.77	Annual Subscriptions 25/26 SY	44--California Pacific Charter - San Diego
	10/20/25	CHAR002--Charters Choice Educational Services	101371909	875.00	Interpreting Services September 2025	44--California Pacific Charter - San Diego
	10/20/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371905	817.68	Translation - September 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 11/03/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/20/25	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371910	247.66	Legal Services for September 2025	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004125	192.48	Supplies for SPED students in all scopes	44--California Pacific Charter - San Diego
	10/20/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371906	516.00	Translation - October 2025	44--California Pacific Charter - San Diego
	10/20/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371904	360.00	Translation Services October 2025	44--California Pacific Charter - San Diego
	10/20/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371903	300.00	Translation Services October 2025	44--California Pacific Charter - San Diego
	10/20/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371902	300.00	Translation Services September 2025	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004136	192.59	Office Desk Elizabeth Palermo	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004145	31.06	Office supplies- envelopes and paper	44--California Pacific Charter - San Diego
	10/20/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371907	30.03	LEA Medi-Cal Billing Services Fee Monthly September 2025	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004126	29.81	Supplies for TK-5 supply boxes	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004139	21.33	Printer for Elizabeth Melesio	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004119	43.09	AP course materials for student in CPC-SD	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004140	13.15	Supplies for Office	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004115	16.65	Supplies for SoCal Park Day	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004146	8.33	Office supplies- notebooks	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004138	8.27	Supplies for Office	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004134	7.87	Supplies for SPED students	44--California Pacific Charter - San Diego
	10/20/25	AMAZ000--Amazon	20137004121	7.09	Office supplies- label paper	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004155	18.67	Office supplies- stickers for student files	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004156	10.65	Office supplies- stickers for student files	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004162	30.43	Materials for SPED student in CPC-SD	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004157	9.28	Office supplies- mailing labels	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004159	7.11	Office supplies- shipping materials	44--California Pacific Charter - San Diego
	10/21/25	TSWT000--TSW Therapy, Inc.	20137004151	2,076.62	OT-September 2025	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004151	210.00	Speech - September 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 11/03/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/21/25	UKG0001--UKG	20137004153	82.52	Usage Overage Fee September 2025	44--California Pacific Charter - San Diego
	10/21/25	UKG0001--UKG	20137004152	45.37	UKG Ready Amended Returns September 2025	44--California Pacific Charter - San Diego
	10/21/25	AMAZ000--Amazon	20137004154	3.04	Supplies for Office	44--California Pacific Charter - San Diego
	10/22/25	METL001--MetLife Small Business Center	20137004163	8,202.18	November 2025 Insurance Premiums	44--California Pacific Charter - San Diego
	10/23/25	WORL000--Worldwide Express	2960508376TC	195.33	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	10/23/25	JASO000--Jason D. McFaul	1188875021	200.00	October 2025 Board Stipends - JM	44--California Pacific Charter - San Diego
	10/23/25	WILL000--William J Howard Jr.	1188874112	200.00	October 2025 Board Stipends - WH	44--California Pacific Charter - San Diego
	10/23/25	KELL000--Kelly Wylie	1188875023	200.00	October 2025 Board Stipends - KW	44--California Pacific Charter - San Diego
	10/23/25	TANY001--Tanya Rogers	1188874107	200.00	October 2025 Board Stipends - TR	44--California Pacific Charter - San Diego
	10/23/25	SHIR000--Shirley Peterson	1188875031	200.00	October 2025 Board Stipends - SP	44--California Pacific Charter - San Diego
	10/24/25	ERIN000--Erin Rineberg	20137004167	79.20	Yet Another Mail Merge (YAMM) 25/26 SY	44--California Pacific Charter - San Diego
	10/24/25	AVIV001--Aviva Ebner	20137004169	60.98	CSDC Conference October 2025 Mileage for Aviva Ebner	44--California Pacific Charter - San Diego
		AVIV001--Aviva Ebner	20137004169	3.52	CSDC Conference October 2025 Parking for Aviva Ebner	44--California Pacific Charter - San Diego
	10/24/25	GRET000--Gretchen Chamberlain	20137004170	55.44	CSDC Conference October 2025 Mileage for Gretchen Chamberlain	44--California Pacific Charter - San Diego
		GRET000--Gretchen Chamberlain	20137004170	6.75	CSDC Conference October 2025 Meals for Gretchen Chamberlain	44--California Pacific Charter - San Diego
	10/24/25	CORR001--Corrie Amador	20137004168	55.44	CSDC Conference October 2025 Mileage for Corrie Amador	44--California Pacific Charter - San Diego
	10/24/25	STEP003--Stephen Warnock	20137004166	55.20	CSDC Conference October 2025 Mileage for Stephen Warnock	44--California Pacific Charter - San Diego
	10/24/25	ERIC001--Ericka Zemmer	20137004165	36.72	CSDC Conference October 2025 - Mileage Erika Zemmer	44--California Pacific Charter - San Diego
	10/24/25	WILL000--William J Howard Jr.	20137004171	6.97	Mileage for BOD Meeting 10/14/25 for William Howard	44--California Pacific Charter - San Diego
	10/24/25	SHIR000--Shirley Peterson	20137004164	5.43	Mileage for BOD Meeting 10/14/25 for Shirley Peterson	44--California Pacific Charter - San Diego
	10/27/25	DAIS002--Daisy Carlos	20137004174	41.08	CSDC Conference October 2025 Meals for Daisy Carlos	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004174	23.76	SoCal Park Day September 2025 Mileage for Daisy Carlos	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 11/03/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
		DAIS002--Daisy Carlos	20137004174	36.07	BOD Meeting Mileage (9/9, 9/25, & 10/14) for Daisy Carlos	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004174	6.25	SoCal Park Day September 2025 Supplies for Daisy Carlos	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004174	56.88	CSDC Conference October 2025 Mileage, RideShare and Parking for Daisy Carlos	44--California Pacific Charter - San Diego
	10/27/25	DELA000--De Lage Landen Financial Services Inc.	20137004175	142.24	Copier Lease Monthly - November 2025	44--California Pacific Charter - San Diego
	10/27/25	ROMY001--Romy Fay-Mason	20137004173	73.71	Mileage and Tolls for Travel to Office	44--California Pacific Charter - San Diego
	10/27/25	JILLT001--Jill Tanner	20137004172	27.95	CSDC Conference October 2025 - Mileage	44--California Pacific Charter - San Diego
		JILLT001--Jill Tanner	20137004172	8.94	CSDC Conference October 2025 - Meals	44--California Pacific Charter - San Diego
	10/27/25	TWEE000--Erin Twedell	101371912	33.88	CTC Substitute Permit Reimbursement	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004178	181.34	Supplies for High School mailers	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004181	55.56	Office supplies- folders for records	44--California Pacific Charter - San Diego
	10/29/25	MICR000--MicroAge	20137004182	33.66	JAMF Annual Subscription 25/26 SY	44--California Pacific Charter - San Diego
	10/29/25	PREM001--Premier Food Safety	101371914	31.48	Food Handler Courses for 12 CTE Students	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004180	26.68	Materials for TK-5 supply boxes	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004177	19.52	Materials for TK-5 Supply Boxes	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004179	5.76	Supplies for Office	44--California Pacific Charter - San Diego
	10/29/25	AMAZ000--Amazon	20137004176	3.91	Materials for SPED students	44--California Pacific Charter - San Diego
Total for CHASE 1781				**153,687.02**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 11/3/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/1/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004082	3,694.50	Legal Services for August 2025	95--California Pacific Charter - Sonoma
	10/1/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004084	533.72	Legal Services for August 2025	95--California Pacific Charter - Sonoma
	10/1/2025	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004083	1,245.00	Legal Services for August 2025	95--California Pacific Charter - Sonoma
	10/1/2025	MYCH001--Mychal Garcia	101371893	319.55	NorCal Park Day Reimbursement - Mileage	95--California Pacific Charter - Sonoma
		MYCH001--Mychal Garcia	101371893	44.39	NorCal Park Day Reimbursement - Meals	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004098	13.81	Supplies for OT students	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004103	50.81	SpEd Supplies for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004099	11.14	Office supplies- copy paper	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004090	41.79	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004102	41.40	Supplies for NorCal Park Day	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004094	41.31	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/1/2025	AMAZ000--Amazon	20137004104	3.08	Supplies for OT teacher	95--California Pacific Charter - Sonoma
	10/6/2025	ARNE001--A&R Parcel Three	2799317229TC	1,760.44	Office Space Rent - October 2025	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	2799317229TC	52.60	Office Space DOE - October 2025	95--California Pacific Charter - Sonoma
	10/6/2025	CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Erika Stevens	95--California Pacific Charter - Sonoma
		CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Aviva Ebner	95--California Pacific Charter - Sonoma
		CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Daisy Carlos	95--California Pacific Charter - Sonoma
		CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Danielle Carbonetta	95--California Pacific Charter - Sonoma
		CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Corrie Amador	95--California Pacific Charter - Sonoma
		CHAR000--Charter Schools Development Center	101371896	175.78	CSDC Conference October 2025 Registration for Stephen Warnock	95--California Pacific Charter - Sonoma
	10/6/2025	RING000--RingCentral	20137004105	732.42	Phone Bill Monthly - September 2025	95--California Pacific Charter - Sonoma
	10/6/2025	ECCI000--ECC Imaging LLC	101371895	27.90	Copier Overages Monthly - September 2025	95--California Pacific Charter - Sonoma
	10/6/2025	PITN001--Pitney Bowes Inc.	101371894	21.64	Supplies for Postage Machine	95--California Pacific Charter - Sonoma
	10/6/2025	UNPL001--Unplug Studio LLC	20137004106	65.00	Website Hosting and Maintenance Monthly - October 2025	95--California Pacific Charter - Sonoma
	10/9/2025	CULL001--Culligan	101371901	14.73	Water Cooler Rental Monthly - October 2025	95--California Pacific Charter - Sonoma
	10/9/2025	BRETT01--Brett Allen	101371900	11,652.00	Legal Fees for Settlement	95--California Pacific Charter - Sonoma
	10/9/2025	ALLS001--All Systems Go Veterinary Solutions	101371897	458.32	Marketing Monthly - October 2025	95--California Pacific Charter - Sonoma
	10/9/2025	ALPH000--Alpha Vision, Inc.	101371898	83.38	Google Drive Back-Up Monthly - October 2025	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 11/3/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/10/2025	CHAR003--Charter Tech Services	20137004113	2,200.00	Monthly Technology Services for October 2025	95--California Pacific Charter - Sonoma
	10/10/2025	PHIL000--Philadelphia Insurance Companies	20137004109	1,210.06	October Installment Insurance Premiums FY 25/26	95--California Pacific Charter - Sonoma
	10/10/2025	CLIF000--Clifton Larson Allen LLP	20137004112	231.00	Out-of-Scope Billing related to Legal Confirmation	95--California Pacific Charter - Sonoma
	10/10/2025	WILL000--William J Howard Jr.	20137004110	6.98	Mileage for Special BOD Meeting 9/25/25	95--California Pacific Charter - Sonoma
	10/10/2025	SHIR000--Shirley Peterson	20137004111	5.51	Mileage for Special BOD Meeting 9/25/25	95--California Pacific Charter - Sonoma
	10/10/2025	HOUG000--Houghton Mifflin Harcourt Publishing Co.	20137004107	1,829.30	Read 180 Materials for 25/26 SY	95--California Pacific Charter - Sonoma
	10/10/2025	EDME000--Edmentum	20137004108	3,300.00	ALVS Enrollment for 11 Students	95--California Pacific Charter - Sonoma
	10/16/2025	WORL000--Worldwide Express	2890659394TC	169.23	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004120	4.48	Supplies for Office	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004127	3.57	Supplies for Office	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004129	13.86	Book for SPED student in CPC-SO	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004133	13.77	Book for SpEd student in CPC-SO	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004132	2.99	Book for SPED teacher	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004147	1.57	Supplies for SPED students	95--California Pacific Charter - Sonoma
	10/20/2025	BRIGHT1--Bright Thinker	20137004141	30,862.02	Curriculum Workbooks for 25/26 SY	95--California Pacific Charter - Sonoma
	10/20/2025	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371910	165.11	Legal Services for September 2025	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004125	128.32	Supplies for SPED students in all scopes	95--California Pacific Charter - Sonoma
	10/20/2025	SCHO000--School Pathways, LLC	20137004143	296.51	Annual Subscriptions 25/26 SY	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004145	20.71	Office supplies- envelopes and paper	95--California Pacific Charter - Sonoma
	10/20/2025	SANJ001--San Joaquin County Office of Education - LEA BOP	101371907	20.02	LEA Medi-Cal Billing Services Fee Monthly September 2025	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004126	19.87	Supplies for TK-5 supply boxes	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004139	14.22	Printer for Elizabeth Melesio	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004124	43.49	AP course materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004140	8.76	Supplies for Office	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004118	31.98	AP course materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004146	5.56	Office supplies- notebooks	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/20/2025	AMAZ000--Amazon	20137004138	5.52	Supplies for Office	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004134	5.25	Supplies for SPED students	95--California Pacific Charter - Sonoma
	10/20/2025	AMAZ000--Amazon	20137004121	4.73	Office supplies- label paper	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004155	12.45	Office supplies- stickers for student files	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004161	53.74	Technology for SPED student in CPC-SO	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004156	7.11	Office supplies- stickers for student files	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004158	29.81	Materials for SPED student in CPC-SO	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004157	6.19	Office supplies- mailing labels	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004159	4.74	Office supplies- shipping materials	95--California Pacific Charter - Sonoma
	10/21/2025	TSWT000--TSW Therapy, Inc.	20137004150	2,485.00	OT - September 2025	95--California Pacific Charter - Sonoma
	10/21/2025	OXFO000--Oxford Consulting Services, Inc.	20137004148	64.00	BIS-September 2025	95--California Pacific Charter - Sonoma
		OXFO000--Oxford Consulting Services, Inc.	20137004148	495.00	OT-September 2025	95--California Pacific Charter - Sonoma
	10/21/2025	UKG0001--UKG	20137004153	55.02	Usage Overage Fee September 2025	95--California Pacific Charter - Sonoma
	10/21/2025	UKG0001--UKG	20137004152	30.25	UKG Ready Amended Returns September 2025	95--California Pacific Charter - Sonoma
	10/21/2025	AMAZ000--Amazon	20137004154	2.02	Supplies for Office	95--California Pacific Charter - Sonoma
	10/23/2025	WORL000--Worldwide Express	2960508376TC	223.01	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	10/23/2025	JASO000--Jason D. McFaul	1188875021	200.00	October 2025 Board Stipends - JM	95--California Pacific Charter - Sonoma
	10/23/2025	WILL000--William J Howard Jr.	1188874112	200.00	October 2025 Board Stipends - WH	95--California Pacific Charter - Sonoma
	10/23/2025	KELL000--Kelly Wylie	1188875023	200.00	October 2025 Board Stipends - KW	95--California Pacific Charter - Sonoma
	10/23/2025	TANY001--Tanya Rogers	1188874107	200.00	October 2025 Board Stipends - TR	95--California Pacific Charter - Sonoma
	10/23/2025	SHIR000--Shirley Peterson	1188875031	200.00	October 2025 Board Stipends - SP	95--California Pacific Charter - Sonoma
	10/24/2025	ERIN000--Erin Rineberg	20137004167	52.80	Yet Another Mail Merge (YAMM) 25/26 SY	95--California Pacific Charter - Sonoma
	10/24/2025	AVIV001--Aviva Ebner	20137004169	40.66	CSDC Conference October 2025 Mileage for Aviva Ebner	95--California Pacific Charter - Sonoma
		AVIV001--Aviva Ebner	20137004169	2.34	CSDC Conference October 2025 Parking for Aviva Ebner	95--California Pacific Charter - Sonoma
	10/24/2025	GRET000--Gretchen Chamberlain	20137004170	36.96	CSDC Conference October 2025 Mileage for Gretchen Chamberlain	95--California Pacific Charter - Sonoma
		GRET000--Gretchen Chamberlain	20137004170	4.51	CSDC Conference October 2025 Meals for Gretchen Chamberlain	95--California Pacific Charter - Sonoma
	10/24/2025	CORR001--Corrie Amador	20137004168	36.96	CSDC Conference October 2025 Mileage for Corrie Amador	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
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Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	10/24/2025	STEP003--Stephen Warnock	20137004166	36.81	CSDC Conference October 2025 Mileage for Stephen Warnock	95--California Pacific Charter - Sonoma
	10/24/2025	ERIC001--Ericka Zemmer	20137004165	24.49	CSDC Conference October 2025 - Mileage Erika Zemmer	95--California Pacific Charter - Sonoma
	10/24/2025	WILL000--William J Howard Jr.	20137004171	6.98	Mileage for BOD Meeting 10/14/25 for William Howard	95--California Pacific Charter - Sonoma
	10/24/2025	SHIR000--Shirley Peterson	20137004164	5.44	Mileage for BOD Meeting 10/14/25 for Shirley Peterson	95--California Pacific Charter - Sonoma
	10/27/2025	DAIS002--Daisy Carlos	20137004174	36.07	BOD Meeting Mileage (9/9, 9/25, & 10/14) for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137004174	27.38	CSDC Conference October 2025 Meals for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137004174	37.93	CSDC Conference October 2025 Mileage, RideShare and Parking for Daisy Carlos	95--California Pacific Charter - Sonoma
	10/27/2025	DELA000--De Lage Landen Financial Services Inc.	20137004175	94.82	Copier Lease Monthly - November 2025	95--California Pacific Charter - Sonoma
	10/27/2025	ROMY001--Romy Fay-Mason	20137004173	49.14	Mileage and Tolls for Travel to Office	95--California Pacific Charter - Sonoma
	10/27/2025	JILLT001--Jill Tanner	20137004172	5.96	CSDC Conference October 2025 - Meals	95--California Pacific Charter - Sonoma
		JILLT001--Jill Tanner	20137004172	18.63	CSDC Conference October 2025 - Mileage	95--California Pacific Charter - Sonoma
	10/27/2025	TWEE000--Erin Twedell	101371912	22.58	CTC Substitute Permit Reimbursement	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004178	120.89	Supplies for High School mailers	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004181	37.05	Office supplies- folders for records	95--California Pacific Charter - Sonoma
	10/29/2025	MICR000--MicroAge	20137004182	22.44	JAMF Annual Subscription 25/26 SY	95--California Pacific Charter - Sonoma
	10/29/2025	PREM001--Premier Food Safety	101371914	20.99	Food Handler Courses for 12 CTE Students	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004180	17.79	Materials for TK-5 supply boxes	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004177	13.01	Materials for TK-5 Supply Boxes	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004179	3.83	Supplies for Office	95--California Pacific Charter - Sonoma
	10/29/2025	AMAZ000--Amazon	20137004176	2.60	Materials for SPED students	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**67,835.40**		

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 12/1/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/03/25	SONO000--Sonoma County Office of Education	101371917	2,970.00	Goalbook Licenses FY 25-26	55--California Pacific Charter - Los Angeles
	11/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371919	1,533.60	Translation Services - October 2025	55--California Pacific Charter - Los Angeles
	11/03/25	EECS000--Effectual Educational Consulting Services	20137004185	700.00	Vision Services-September 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004185	600.00	APE Services - September 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004185	195.00	OT Services - September 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004185	75.40	AT Services - September 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004185	1,680.00	Vision & Hearing Screenings-September 2025	55--California Pacific Charter - Los Angeles
	11/03/25	DANI001--Danielle Carbonetta	20137004187	39.38	CSU Counselor Conference September 2025 - Mileage/Parking	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004187	34.80	School Pathways Conference September 2025 - Mileage/Parkingage	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004187	20.21	CSU Counselor Conference September 2025 - Meals	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004187	14.45	CSAC FAFSA Training - Mileage	55--California Pacific Charter - Los Angeles
		DANI001--Danielle Carbonetta	20137004187	74.81	CSDC Conference October 2025 - Mileage/Parking	55--California Pacific Charter - Los Angeles
	11/03/25	TAMA001--Tamara Hicks	101371915	28.13	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	55--California Pacific Charter - Los Angeles
	11/03/25	JILLT001--Jill Tanner	20137004188	15.03	Classified PD Lunch	55--California Pacific Charter - Los Angeles
	11/03/25	ECCI000--ECC Imaging LLC	101371916	8.55	Toner Cartridges - October 2025	55--California Pacific Charter - Los Angeles
	11/04/25	ARNE001--A&R Parcel Three	3082422997TC	107.58	Office Space DOE - November 2025	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	3082422997TC	3,600.90	Office Space Rent - November 2025	55--California Pacific Charter - Los Angeles
	11/04/25	WEND001--Wendy Waters Barton	20137004202	14.56	Virtual Classified PD - Meal	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004199	9.90	Supplies for SPED students	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004198	6.44	Office supplies- labels for file folders	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004200	4.26	SPED Supplies for Melissa Bearup	55--California Pacific Charter - Los Angeles
	11/04/25	RING000--RingCentral	20137004190	1,425.69	Phone Bill Monthly - October 2025	55--California Pacific Charter - Los Angeles
	11/04/25	CHAR001--Charter Impact	20137004191	1,240.31	Payroll & Retirement Services Monthly - October 2025	55--California Pacific Charter - Los Angeles
	11/04/25	TSWT000--TSW Therapy, Inc.	20137004192	2,415.00	OT Services - September 2025	55--California Pacific Charter - Los Angeles
	11/04/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004196	650.93	Legal Services for September 2025	55--California Pacific Charter - Los Angeles
	11/04/25	SHAN000--Shannon Green	20137004189	74.04	CSDC Conference Oct 2025 Meals	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
		SHAN000--Shannon Green	20137004189	15.75	CSDC Conference Oct 2025 Travel	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004189	82.68	APLUS+ Conference Oct 2025 Mileage/Parking/Rideshare	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004189	31.47	CSDC Conference Oct 2025 Mileage/Parking	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004195	18.79	Materials for TK-5 supply boxes	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004194	18.37	Office supplies- stickers for records	55--California Pacific Charter - Los Angeles
	11/04/25	AMAZ000--Amazon	20137004193	11.73	Office supplies- envelopes	55--California Pacific Charter - Los Angeles
	11/05/25	PHIL000--Philadelphia Insurance Companies	20137004203	2,475.11	November Installment Insurance Premiums FY 25/26	55--California Pacific Charter - Los Angeles
	11/05/25	SANJ000--San Joaquin County Office of Education - SEIS	101371921	277.50	EDJOIN Account Annual - July to October 2026	55--California Pacific Charter - Los Angeles
		SANJ000--San Joaquin County Office of Education - SEIS	101371921	555.00	EDJOIN Account Annual - November 2025 to June 2026	55--California Pacific Charter - Los Angeles
	11/05/25	CHAR002--Charters Choice Educational Services	101371923	500.00	Interpreting Services - October 2025	55--California Pacific Charter - Los Angeles
	11/05/25	ECCI000--ECC Imaging LLC	101371922	295.16	Copier Overages Monthly - October 2025	55--California Pacific Charter - Los Angeles
	11/05/25	ALPH000--Alpha Vision, Inc.	101371920	170.55	Google Drive Back-Up Monthly - November 2025	55--California Pacific Charter - Los Angeles
	11/05/25	SHAN000--Shannon Green	20137004208	10.44	Classified PD Lunch	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137004208	10.88	HR Lunch and Learn	55--California Pacific Charter - Los Angeles
	11/05/25	JILL001--Jill Stubbs	20137004209	17.29	Peltzer Pumpkin Patch Field Trip Oct 2025 Meals	55--California Pacific Charter - Los Angeles
		JILL001--Jill Stubbs	20137004209	5.52	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	55--California Pacific Charter - Los Angeles
	11/05/25	JILL001--Jill Stubbs	20137004210	19.16	Instructional Supplies	55--California Pacific Charter - Los Angeles
	11/05/25	AMAZ000--Amazon	20137004206	17.96	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004223	24.24	Office supplies- copy paper	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004221	17.88	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004218	17.83	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004216	17.71	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004219	17.71	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/06/25	AMAZ000--Amazon	20137004212	17.55	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004213	17.55	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/06/25	AMAZ000--Amazon	20137004211	17.39	Enrichment class materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	11/07/25	CULL001--Culligan	101371924	30.13	Water Cooler Rental Monthly - November 2025	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004224	25.97	Supplies for student kits	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004228	25.92	First Aid for student events- Tamara Hicks	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004230	25.68	First Aid for student events- Ashlynn Del Castillo	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004229	25.68	First Aid for student events- Kristine Kim	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004233	25.20	Materials for TK-5 supply boxes	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004231	24.05	Office supplies- labels for filing folders	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004234	22.08	Books for TK-5 curriculum	55--California Pacific Charter - Los Angeles
	11/07/25	AMAZ000--Amazon	20137004226	11.50	Materials for TK-5 supply boxes	55--California Pacific Charter - Los Angeles
		AMAZ000--Amazon	20137004226	5.94	Office supplies- labels for file folders	55--California Pacific Charter - Los Angeles
	11/10/25	CHAR003--Charter Tech Services	20137004241	4,500.00	Monthly Technology Services for November 2025	55--California Pacific Charter - Los Angeles
	11/10/25	CHAR003--Charter Tech Services	20137004240	369.58	Microsoft 365 Licenses Monthly - September 2025	55--California Pacific Charter - Los Angeles
	11/10/25	CHAR003--Charter Tech Services	20137004238	309.97	Microsoft 365 Licenses - August 2025	55--California Pacific Charter - Los Angeles
	11/10/25	KELLY01--Kelly Spinos	20137004237	126.56	SpEd In-Person Testing	55--California Pacific Charter - Los Angeles
	11/10/25	KRIS000--Kristine Kim	20137004236	42.53	Peltzer Pumpkin Patch Field Trip Oct 2025 - Mileage	55--California Pacific Charter - Los Angeles
	11/10/25	CHAR003--Charter Tech Services	20137004239	7.17	Supplies for IT	55--California Pacific Charter - Los Angeles
	11/12/25	CMLK001--Costa Mesa Lock & Key	10270	534.59	Remove and Replace 5 Door Locks	55--California Pacific Charter - Los Angeles
	11/12/25	KATI001--Katherine Johnson	101371925	16.81	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	55--California Pacific Charter - Los Angeles
	11/13/25	WORL000--Worldwide Express	3177996638TC	604.87	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
		WORL000--Worldwide Express	3177996638TC	528.18	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	11/13/25	PROD001--Pro Dye	10271	180.00	Office Chair Cleaning	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/13/25	PATR001--Patrice Aguilar	20137004243	12.18	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	55--California Pacific Charter - Los Angeles
	11/14/25	CTCC002--Commission on Teacher Credentialing	10272	45.00	Speech Credential Application Allyanna Alston	55--California Pacific Charter - Los Angeles
	11/20/25	ALLS001--All Systems Go Veterinary Solutions	101371927	900.00	Marketing Monthly - November 2025	55--California Pacific Charter - Los Angeles
	11/20/25	ERIK001--Erika Stevens	20137004247	53.66	SELPA Meeting October 2025 Parking, Mileage, Rideshare	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	11.47	CSDC Conference October 2025 Meals	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	70.24	SELPA Meeting October 2025 Meals	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	83.93	CSDC Conference October 2025 Mileage & Parking	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	228.53	SELPA Meeting October 2025 Flight & Hotel	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	12.68	US Postage for LA Student	55--California Pacific Charter - Los Angeles
		ERIK001--Erika Stevens	20137004247	17.55	YMC SPED Legal PD Sept 2025 Mileage	55--California Pacific Charter - Los Angeles
	11/20/25	CHAR003--Charter Tech Services	20137004246	369.58	Microsoft 365 Licenses Monthly - October 2025	55--California Pacific Charter - Los Angeles
	11/24/25	JASO000--Jason D. McFaul	1192680947	200.00	November 2025 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	11/24/25	WILL000--William J Howard Jr.	1192680920	200.00	November 2025 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	11/24/25	TANY001--Tanya Rogers	1192680909	200.00	November 2025 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	11/24/25	KELL000--Kelly Wylie	1192680951	200.00	November 2025 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	11/24/25	SHIR000--Shirley Peterson	1192680970	200.00	November 2025 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	11/24/25	TYLE001--Tyler Phipps	20137004251	100.39	APlus+ Conference October 2025 Mileage, Parking, Toll Road, Rideshare	55--California Pacific Charter - Los Angeles
		TYLE001--Tyler Phipps	20137004251	40.24	APlus+ Conference October 2025 Meals	55--California Pacific Charter - Los Angeles
		TYLE001--Tyler Phipps	20137004251	128.79	Sofi Stadium Field Trip Oct 2025 Mileage+Toll Road	55--California Pacific Charter - Los Angeles
	11/24/25	MICH001--Michelle Ignacio	20137004252	98.62	SELPA Meeting October 2025 Mileage/Parking/Rideshare	55--California Pacific Charter - Los Angeles
	11/24/25	ULINE01--Uline	20137004253	34.63	Office supplies- Boxes for mailing	55--California Pacific Charter - Los Angeles
	11/24/25	CHRI001--Christine Feher	20137004248	3.02	OC Fall Regional Meeting 10.14.25 Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	12.51	BOD Meeting 10.14.25 Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	38.38	APlus+ Conference October 2025 Meals	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	41.07	BOD Special Meeting 9.25.25 Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	69.44	APlus+ Conference October 2025 Rideshares	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	394.91	APlus+ Conference October 2025 Hotel & Flights	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004248	161.68	Xara GmbH Cloud SCALE Annual Membership SY 25/26	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 12/1/2025
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/24/25	CHRI001--Christine Feher	20137004249	31.58	SELPA Meeting November 2028 Meals	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004249	89.86	SELPA Meeting November 2028 Rental Car, Gas, Parking, Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137004249	455.60	SELPA Meeting November 2028 Flight & Hotel	55--California Pacific Charter - Los Angeles
	11/24/25	JASO000--Jason D. McFaul	20137004250	6.37	BOD Meeting 10.14.25 Mileage	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				**$ 34,174.51**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 12/01/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/03/25	ANTH001--Anthem	3077809363TC	64,884.35	Medical Premiums Monthly - November 2025	44--California Pacific Charter - San Diego
	11/03/25	SONO000--Sonoma County Office of Education	101371917	2,178.00	Goalbook Licenses FY 25-26	44--California Pacific Charter - San Diego
	11/03/25	SUMM001--Summitview Child & Family Services, Inc.	20137004184	14,006.55	NPS Placement - September 2025	44--California Pacific Charter - San Diego
	11/03/25	EECS000--Effectual Educational Consulting Services	20137004183	325.00	OT Services - September 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004183	2,460.00	Vision & Hearing Screenings - Sept 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004183	302.90	AT Services - September 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004183	30.00	Vision Services - September 2025	44--California Pacific Charter - San Diego
	11/03/25	DANI001--Danielle Carbonetta	20137004187	25.53	School Pathways Conference September 2025 - Mileage/Parkingage	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004187	14.83	CSU Counselor Conference September 2025 - Meals	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004187	10.60	CSAC FAFSA Training - Mileage	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004187	54.86	CSDC Conference October 2025 - Mileage/Parking	44--California Pacific Charter - San Diego
		DANI001--Danielle Carbonetta	20137004187	28.87	CSU Counselor Conference September 2025 - Mileage/Parking	44--California Pacific Charter - San Diego
	11/03/25	TAMA001--Tamara Hicks	101371915	29.27	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	44--California Pacific Charter - San Diego
	11/03/25	JILLT001--Jill Tanner	20137004188	11.02	Classified PD Lunch	44--California Pacific Charter - San Diego
	11/03/25	ECCI000--ECC Imaging LLC	101371916	6.27	Toner Cartridges - October 2025	44--California Pacific Charter - San Diego
	11/04/25	ARNE001--A&R Parcel Three	3082422997TC	78.89	Office Space DOE - November 2025	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	3082422997TC	2,640.66	Office Space Rent - November 2025	44--California Pacific Charter - San Diego
	11/04/25	WEND001--Wendy Waters Barton	20137004202	10.68	Virtual Classified PD - Meal	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004199	7.26	Supplies for SPED students	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004201	17.55	Enrichment class materials for student in CPC SD	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004198	4.71	Office supplies- labels for file folders	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004200	3.13	SPED Supplies for Melissa Bearup	44--California Pacific Charter - San Diego
	11/04/25	RING000--RingCentral	20137004190	1,045.51	Phone Bill Monthly - October 2025	44--California Pacific Charter - San Diego
	11/04/25	CHAR001--Charter Impact	20137004191	909.56	Payroll & Retirement Services Monthly - October 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 12/01/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/04/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004196	477.34	Legal Services for September 2025	44--California Pacific Charter - San Diego
	11/04/25	SHAN000--Shannon Green	20137004189	54.30	CSDC Conference Oct 2025 Meals	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004189	23.08	CSDC Conference Oct 2025 Mileage/Parking	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004189	11.55	CSDC Conference Oct 2025 Travel	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004189	60.64	APLUS+ Conference Oct 2025 Mileage/Parking/Rideshare	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004195	13.78	Materials for TK-5 supply boxes	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004194	13.48	Office supplies- stickers for records	44--California Pacific Charter - San Diego
	11/04/25	AMAZ000--Amazon	20137004193	8.60	Office supplies- envelopes	44--California Pacific Charter - San Diego
	11/05/25	PHIL000--Philadelphia Insurance Companies	20137004203	1,815.08	November Installment Insurance Premiums FY 25/26	44--California Pacific Charter - San Diego
	11/05/25	SANJ000--San Joaquin County Office of Education - SEIS	101371921	407.00	EDJOIN Account Annual - November 2025 to June 2026	44--California Pacific Charter - San Diego
		SANJ000--San Joaquin County Office of Education - SEIS	101371921	203.50	EDJOIN Account Annual - July to October 2026	44--California Pacific Charter - San Diego
	11/05/25	CHAR002--Charters Choice Educational Services	101371923	625.00	Interpreting Services - October 2025	44--California Pacific Charter - San Diego
	11/05/25	ECCI000--ECC Imaging LLC	101371922	216.46	Copier Overages Monthly - October 2025	44--California Pacific Charter - San Diego
	11/05/25	ALPH000--Alpha Vision, Inc.	101371920	125.07	Google Drive Back-Up Monthly - November 2025	44--California Pacific Charter - San Diego
	11/05/25	VICT000--Victoria Law	20137004207	263.66	SpEd In-Person Testing	44--California Pacific Charter - San Diego
	11/05/25	SHAN000--Shannon Green	20137004208	7.65	Classified PD Lunch	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137004208	7.97	HR Lunch and Learn	44--California Pacific Charter - San Diego
	11/05/25	JILL001--Jill Stubbs	20137004209	18.00	Peltzer Pumpkin Patch Field Trip Oct 2025 Meals	44--California Pacific Charter - San Diego
		JILL001--Jill Stubbs	20137004209	5.75	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	44--California Pacific Charter - San Diego
	11/05/25	JILL001--Jill Stubbs	20137004210	14.04	Instructional Supplies	44--California Pacific Charter - San Diego
	11/05/25	AMAZ000--Amazon	20137004205	17.47	Enrichment class materials for student in CPC-SD	44--California Pacific Charter - San Diego
	11/06/25	AMAZ000--Amazon	20137004223	17.77	Office supplies- copy paper	44--California Pacific Charter - San Diego
	11/06/25	AMAZ000--Amazon	20137004220	17.55	Enrichment class materials for student in CPC-SD	44--California Pacific Charter - San Diego
	11/06/25	AMAZ000--Amazon	20137004217	17.55	Enrichment class materials for student in CPC-SD	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 12/01/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/06/25	AMAZ000--Amazon	20137004222	17.39	Enrichment class materials for student in CPC SD	44--California Pacific Charter - San Diego
	11/06/25	AMAZ000--Amazon	20137004215	17.39	Enrichment class materials for student in CPC SD	44--California Pacific Charter - San Diego
	11/07/25	CULL001--Culligan	101371924	22.09	Water Cooler Rental Monthly - November 2025	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004224	19.04	Supplies for student kits	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004228	19.00	First Aid for student events- Tamara Hicks	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004230	18.83	First Aid for student events- Ashlynn Del Castillo	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004229	18.83	First Aid for student events- Kristine Kim	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004233	18.49	Materials for TK-5 supply boxes	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004231	17.63	Office supplies- labels for filing folders	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004234	16.19	Books for TK-5 curriculum	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004226	4.36	Office supplies- labels for file folders	44--California Pacific Charter - San Diego
		AMAZ000--Amazon	20137004226	8.43	Materials for TK-5 supply boxes	44--California Pacific Charter - San Diego
	11/07/25	AMAZ000--Amazon	20137004235	13.09	Books for students in CPC-SD	44--California Pacific Charter - San Diego
	11/10/25	CHAR003--Charter Tech Services	20137004241	3,300.00	Monthly Technology Services for November 2025	44--California Pacific Charter - San Diego
	11/10/25	CHAR003--Charter Tech Services	20137004240	271.02	Microsoft 365 Licenses Monthly - September 2025	44--California Pacific Charter - San Diego
	11/10/25	CHAR003--Charter Tech Services	20137004238	227.31	Microsoft 365 Licenses - August 2025	44--California Pacific Charter - San Diego
	11/10/25	KELLY01--Kelly Spinos	20137004237	88.06	SpEd In-Person Testing	44--California Pacific Charter - San Diego
	11/10/25	KRIS000--Kristine Kim	20137004236	44.27	Peltzer Pumpkin Patch Field Trip Oct 2025 - Mileage	44--California Pacific Charter - San Diego
	11/10/25	CHAR003--Charter Tech Services	20137004239	5.26	Supplies for IT	44--California Pacific Charter - San Diego
	11/12/25	CMLK001--Costa Mesa Lock & Key	10270	392.03	Remove and Replace 5 Door Locks	44--California Pacific Charter - San Diego
	11/12/25	KATI001--Katherine Johnson	101371925	17.49	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	44--California Pacific Charter - San Diego
	11/13/25	WORL000--Worldwide Express	3177996638TC	219.21	Shipping for CPC-SD	44--California Pacific Charter - San Diego
		WORL000--Worldwide Express	3177996638TC	230.46	Shipping for CPC-SD	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 12/01/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/13/25	PROD001--Pro Dye	10271	132.00	Office Chair Cleaning	44--California Pacific Charter - San Diego
	11/13/25	PATR001--Patrice Aguilar	20137004243	12.67	Peltzer Pumpkin Patch Field Trip Oct 2025 Mileage	44--California Pacific Charter - San Diego
	11/14/25	CTCC002--Commission on Teacher Credentialing	10272	33.00	Speech Credential Application Allyanna Alston	44--California Pacific Charter - San Diego
	11/14/25	CHAR003--Charter Tech Services	20137004244	43.09	Mouse for SPED Student CPC-SD	44--California Pacific Charter - San Diego
	11/17/25	BERK000--Berkshire Hathaway	3217006209TC	5,854.10	Worker's Comp October 2025	44--California Pacific Charter - San Diego
	11/20/25	ALLS001--All Systems Go Veterinary Solutions	101371927	660.00	Marketing Monthly - November 2025	44--California Pacific Charter - San Diego
	11/20/25	ERIK001--Erika Stevens	20137004247	39.35	SELPA Meeting October 2025 Parking, Mileage, Rideshare	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137004247	51.50	SELPA Meeting October 2025 Meals	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137004247	61.54	CSDC Conference October 2025 Mileage & Parking	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137004247	167.59	SELPA Meeting October 2025 Flight & Hotel	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137004247	8.40	CSDC Conference October 2025 Meals	44--California Pacific Charter - San Diego
		ERIK001--Erika Stevens	20137004247	12.86	YMC SPED Legal PD Sept 2025 Mileage	44--California Pacific Charter - San Diego
	11/20/25	CHAR003--Charter Tech Services	20137004246	271.02	Microsoft 365 Licenses Monthly - October 2025	44--California Pacific Charter - San Diego
	11/21/25	ELIZ002--Elizabeth Melesio	101371928	319.20	SPED In-Person Testing for SD Student	44--California Pacific Charter - San Diego
	11/24/25	JASO000--Jason D. McFaul	1192680947	200.00	November 2025 Board Stipends - JM	44--California Pacific Charter - San Diego
	11/24/25	WILL000--William J Howard Jr.	1192680920	200.00	November 2025 Board Stipends - WH	44--California Pacific Charter - San Diego
	11/24/25	TANY001--Tanya Rogers	1192680909	200.00	November 2025 Board Stipends - TR	44--California Pacific Charter - San Diego
	11/24/25	KELL000--Kelly Wylie	1192680951	200.00	November 2025 Board Stipends - KW	44--California Pacific Charter - San Diego
	11/24/25	SHIR000--Shirley Peterson	1192680970	200.00	November 2025 Board Stipends - SP	44--California Pacific Charter - San Diego
	11/24/25	TYLE001--Tyler Phipps	20137004251	30.21	Sofi Stadium Field Trip Oct 2025 Mileage+Toll Road	44--California Pacific Charter - San Diego
		TYLE001--Tyler Phipps	20137004251	68.74	Warner BOD Meeting 10.14.25 Mileage	44--California Pacific Charter - San Diego
		TYLE001--Tyler Phipps	20137004251	73.62	APlus+ Conference October 2025 Mileage, Parking, Toll Road, Rideshare	44--California Pacific Charter - San Diego
		TYLE001--Tyler Phipps	20137004251	29.52	APlus+ Conference October 2025 Meals	44--California Pacific Charter - San Diego
	11/24/25	MICH001--Michelle Ignacio	20137004252	72.32	SELPA Meeting October 2025 Mileage/Parking/Rideshare	44--California Pacific Charter - San Diego
	11/24/25	ULINE01--Uline	20137004253	25.39	Office supplies- Boxes for mailing	44--California Pacific Charter - San Diego
	11/24/25	CHRI001--Christine Feher	20137004248	41.07	BOD Special Meeting 9.25.25 Mileage	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 12/01/25
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
		CHRI001--Christine Feher	20137004248	50.93	APlus+ Conference October 2025 Rideshares	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004248	118.56	Xara GmbH Cloud SCALE Annual Membership SY 25/26	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004248	289.60	APlus+ Conference October 2025 Hotel & Flights	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004248	28.14	APlus+ Conference October 2025 Meals	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004248	2.22	OC Fall Regional Meeting 10.14.25 Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004248	12.50	BOD Meeting 10.14.25 Mileage	44--California Pacific Charter - San Diego
	11/24/25	CHRI001--Christine Feher	20137004249	65.89	SELPA Meeting November 2028 Rental Car, Gas, Parking, Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004249	334.11	SELPA Meeting November 2028 Flight & Hotel	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004249	23.15	SELPA Meeting November 2028 Meals	44--California Pacific Charter - San Diego
	11/24/25	JASO000--Jason D. McFaul	20137004250	6.37	BOD Meeting 10.14.25 Mileage	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 108,472.82**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 12/1/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/03/25	SONO000--Sonoma County Office of Education	101371917	1,452.00	Goalbook Licenses FY 25-26	95--California Pacific Charter - Sonoma
	11/03/25	SPEC000--Specialized Therapy Services	101371918	1,036.50	BIS Services - September 2025	95--California Pacific Charter - Sonoma
	11/03/25	EECS000--Effectual Educational Consulting Services	20137004186	978.75	APE Services - September 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004186	650.00	OT Services - September 2025	95--California Pacific Charter - Sonoma
	11/03/25	DANI001--Danielle Carbonetta	20137004187	9.88	CSU Counselor Conference September 2025 - Meals	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004187	7.06	CSAC FAFSA Training - Mileage	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004187	17.01	School Pathways Conference September 2025 - Mileage/Parkingage	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004187	19.25	CSU Counselor Conference September 2025 - Mileage/Parking	95--California Pacific Charter - Sonoma
		DANI001--Danielle Carbonetta	20137004187	36.57	CSDC Conference October 2025 - Mileage/Parking	95--California Pacific Charter - Sonoma
	11/03/25	JILLT001--Jill Tanner	20137004188	7.35	Classified PD Lunch	95--California Pacific Charter - Sonoma
	11/03/25	ECCI000--ECC Imaging LLC	101371916	4.18	Toner Cartridges - October 2025	95--California Pacific Charter - Sonoma
	11/04/25	ARNE001--A&R Parcel Three	3082422997TC	1,760.44	Office Space Rent - November 2025	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	3082422997TC	52.60	Office Space DOE - November 2025	95--California Pacific Charter - Sonoma
	11/04/25	WEND001--Wendy Waters Barton	20137004202	7.12	Virtual Classified PD - Meal	95--California Pacific Charter - Sonoma
	11/04/25	AMAZ000--Amazon	20137004199	4.84	Supplies for SPED students	95--California Pacific Charter - Sonoma
	11/04/25	AMAZ000--Amazon	20137004198	3.15	Office supplies- labels for file folders	95--California Pacific Charter - Sonoma
	11/04/25	AMAZ000--Amazon	20137004200	2.08	SPED Supplies for Melissa Bearup	95--California Pacific Charter - Sonoma
	11/04/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004197	4,816.50	Legal Services for September 2025	95--California Pacific Charter - Sonoma
	11/04/25	RING000--RingCentral	20137004190	697.00	Phone Bill Monthly - October 2025	95--California Pacific Charter - Sonoma
	11/04/25	CHAR001--Charter Impact	20137004191	606.38	Payroll & Retirement Services Monthly - October 2025	95--California Pacific Charter - Sonoma
	11/04/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004196	318.23	Legal Services for September 2025	95--California Pacific Charter - Sonoma
	11/04/25	SHAN000--Shannon Green	20137004189	7.70	CSDC Conference Oct 2025 Travel	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004189	15.38	CSDC Conference Oct 2025 Mileage/Parking	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004189	36.20	CSDC Conference Oct 2025 Meals	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004189	40.42	APLUS+ Conference Oct 2025 Mileage/Parking/Rideshare	95--California Pacific Charter - Sonoma
	11/04/25	AMAZ000--Amazon	20137004195	9.19	Materials for TK-5 supply boxes	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 12/1/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/04/25	AMAZ000--Amazon	20137004194	8.98	Office supplies- stickers for records	95--California Pacific Charter - Sonoma
	11/04/25	AMAZ000--Amazon	20137004193	5.73	Office supplies- envelopes	95--California Pacific Charter - Sonoma
	11/05/25	PHIL000--Philadelphia Insurance Companies	20137004203	1,210.06	November Installment Insurance Premiums FY 25/26	95--California Pacific Charter - Sonoma
	11/05/25	SANJ000--San Joaquin County Office of Education - SEIS	101371921	135.67	EDJOIN Account Annual - July to October 2026	95--California Pacific Charter - Sonoma
		SANJ000--San Joaquin County Office of Education - SEIS	101371921	271.33	EDJOIN Account Annual - November 2025 to June 2026	95--California Pacific Charter - Sonoma
	11/05/25	ECCI000--ECC Imaging LLC	101371922	144.30	Copier Overages Monthly - October 2025	95--California Pacific Charter - Sonoma
	11/05/25	ALPH000--Alpha Vision, Inc.	101371920	83.38	Google Drive Back-Up Monthly - November 2025	95--California Pacific Charter - Sonoma
	11/05/25	SHAN000--Shannon Green	20137004208	5.10	Classified PD Lunch	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137004208	5.32	HR Lunch and Learn	95--California Pacific Charter - Sonoma
	11/05/25	JILL001--Jill Stubbs	20137004210	9.37	Instructional Supplies	95--California Pacific Charter - Sonoma
	11/05/25	AMAZ000--Amazon	20137004204	17.55	Enrichment class materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	11/06/25	AMAZ000--Amazon	20137004223	11.85	Office supplies- copy paper	95--California Pacific Charter - Sonoma
	11/06/25	AMAZ000--Amazon	20137004214	17.63	Enrichment class materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	11/07/25	CULL001--Culligan	101371924	14.73	Water Cooler Rental Monthly - November 2025	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004232	57.85	First Aid for student events- Michelle Garcia	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004224	12.69	Supplies for student kits	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004228	12.67	First Aid for student events- Tamara Hicks	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004230	12.55	First Aid for student events- Ashlynn Del Castillo	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004229	12.55	First Aid for student events- Kristine Kim	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004233	12.32	Materials for TK-5 supply boxes	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004231	11.76	Office supplies- labels for filing folders	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004234	10.79	Books for TK-5 curriculum	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004226	2.91	Office supplies- labels for file folders	95--California Pacific Charter - Sonoma
		AMAZ000--Amazon	20137004226	5.62	Materials for TK-5 supply boxes	95--California Pacific Charter - Sonoma
	11/07/25	AMAZ000--Amazon	20137004227	17.55	Enrichment class materials for student in CPC-SO	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 12/1/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/07/25	AMAZ000--Amazon	20137004225	17.31	Enrichment class materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	11/10/25	CHAR003--Charter Tech Services	20137004241	2,200.00	Monthly Technology Services for November 2025	95--California Pacific Charter - Sonoma
	11/10/25	CHAR003--Charter Tech Services	20137004240	180.68	Microsoft 365 Licenses Monthly - September 2025	95--California Pacific Charter - Sonoma
	11/10/25	CHAR003--Charter Tech Services	20137004238	151.54	Microsoft 365 Licenses - August 2025	95--California Pacific Charter - Sonoma
	11/10/25	UNPL001--Unplug Studio LLC	20137004242	65.00	Website Hosting and Maintenance Monthly - November 2025	95--California Pacific Charter - Sonoma
	11/10/25	CHAR003--Charter Tech Services	20137004239	3.50	Supplies for IT	95--California Pacific Charter - Sonoma
	11/12/25	CMLK001--Costa Mesa Lock & Key	10270	261.36	Remove and Replace 5 Door Locks	95--California Pacific Charter - Sonoma
	11/12/25	MICH004--Michelle Garcia	101371926	27.16	Santa Rosa Pumpkin Patch Field Trip Oct 2025 Mileage	95--California Pacific Charter - Sonoma
	11/13/25	WORL000--Worldwide Express	3177996638TC	210.88	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
		WORL000--Worldwide Express	3177996638TC	189.29	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	11/13/25	PROD001--Pro Dye	10271	88.00	Office Chair Cleaning	95--California Pacific Charter - Sonoma
	11/14/25	CTCC002--Commission on Teacher Credentialing	10272	22.00	Speech Credential Application Allyanna Alston	95--California Pacific Charter - Sonoma
	11/19/25	OXFO000--Oxford Consulting Services, Inc.	20137004245	605.00	OT Services October 2025	95--California Pacific Charter - Sonoma
		OXFO000--Oxford Consulting Services, Inc.	20137004245	448.00	BIS Services October 2025	95--California Pacific Charter - Sonoma
	11/20/25	ALLS001--All Systems Go Veterinary Solutions	101371927	440.00	Marketing Monthly - November 2025	95--California Pacific Charter - Sonoma
	11/20/25	ERIK001--Erika Stevens	20137004247	8.58	YMC SPED Legal PD Sept 2025 Mileage	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004247	111.73	SELPA Meeting October 2025 Flight & Hotel	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004247	5.61	CSDC Conference October 2025 Meals	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004247	26.24	SELPA Meeting October 2025 Parking, Mileage, Rideshare	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004247	41.03	CSDC Conference October 2025 Mileage & Parking	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004247	34.34	SELPA Meeting October 2025 Meals	95--California Pacific Charter - Sonoma
	11/20/25	CHAR003--Charter Tech Services	20137004246	180.68	Microsoft 365 Licenses Monthly - October 2025	95--California Pacific Charter - Sonoma
	11/24/25	JASO000--Jason D. McFaul	1192680947	200.00	November 2025 Board Stipends - JM	95--California Pacific Charter - Sonoma
	11/24/25	WILL000--William J Howard Jr.	1192680920	200.00	November 2025 Board Stipends - WH	95--California Pacific Charter - Sonoma
	11/24/25	TANY001--Tanya Rogers	1192680909	200.00	November 2025 Board Stipends - TR	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 12/1/2025
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	**Account no: 505911781**					
	11/24/25	KELL000--Kelly Wylie	1192680951	200.00	November 2025 Board Stipends - KW	95--California Pacific Charter - Sonoma
	11/24/25	SHIR000--Shirley Peterson	1192680970	200.00	November 2025 Board Stipends - SP	95--California Pacific Charter - Sonoma
	11/24/25	TYLE001--Tyler Phipps	20137004251	49.08	APlus+ Conference October 2025 Mileage, Parking, Toll Road, Rideshare	95--California Pacific Charter - Sonoma
		TYLE001--Tyler Phipps	20137004251	19.67	APlus+ Conference October 2025 Meals	95--California Pacific Charter - Sonoma
	11/24/25	MICH001--Michelle Ignacio	20137004252	48.21	SELPA Meeting October 2025 Mileage/Parking/Rideshare	95--California Pacific Charter - Sonoma
	11/24/25	ULINE01--Uline	20137004253	16.93	Office supplies- Boxes for mailing	95--California Pacific Charter - Sonoma
	11/24/25	CHRI001--Christine Feher	20137004248	1.48	OC Fall Regional Meeting 10.14.25 Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	12.51	BOD Meeting 10.14.25 Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	18.76	APlus+ Conference October 2025 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	33.95	APlus+ Conference October 2025 Rideshares	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	41.06	BOD Special Meeting 9.25.25 Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	193.07	APlus+ Conference October 2025 Hotel & Flights	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004248	79.04	Xara GmbH Cloud SCALE Annual Membership SY 25/26	95--California Pacific Charter - Sonoma
	11/24/25	CHRI001--Christine Feher	20137004249	43.93	SELPA Meeting November 2028 Rental Car, Gas, Parking, Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004249	15.44	SELPA Meeting November 2028 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004249	222.74	SELPA Meeting November 2028 Flight & Hotel	95--California Pacific Charter - Sonoma
	11/24/25	JASO000--Jason D. McFaul	20137004250	6.37	BOD Meeting 10.14.25 Mileage	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 21,826.21**		

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	11/25/2025
AMOUNT DUE	$17,104.51
CURRENT BALANCE	$17,104.51

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

** 0000000

5563757900100937017104510171045 18

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	10-31-25
CREDIT LIMIT	100,000
AVAILABLE CREDIT	82,895

FOR CUSTOMER SERVICE CALL:
1-800-316-6056

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

SEND BILLING INQUIRIES TO:

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

PREVIOUS BALANCE	50,712.12
PURCHASES AND OTHER CHARGES	18,276.72
CASH ADVANCES	.00
CREDITS	1,172.21
PAYMENTS	50,712.12-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**17,104.51**
TOTAL PAYMENT DUE	17,104.51
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$50,712.12CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-27	10-27		AUTO PAYMENT DEDUCTION	50,712.12 CR

INDIVIDUAL CARDHOLDER ACTIVITY

CHRISTINE FEHER
5563-7500-1511-9595

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$2,359.77	$0.00	$2,359.77

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	10-01	15270215274001219245091	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	2,359.77
			Total Purchasing Activity	$2,359.77

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$1,172.21	$15,005.52	$0.00	$13,833.31

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-01	09-30	82305095274500009814227	STAMPLI FOR 9-2025 MOUNTAIN VIEW CA	1,332.10
10-01	09-30	88971455273500245880005	TYPEFORM, S.L. BARCELONA B	22.50
10-03	10-02	51043235275067243182087	TOOLSTOGROW 7167830663 NY P.O.S.: 24318208 SALES TAX: 5.67	66.99
10-09	10-09	65127005282000000451079	IMSE HUNTINGTON WO MI	65.60
10-09	10-09	65127005282000000451129	IMSE HUNTINGTON WO MI	24.39
10-10	10-09	55432865282202056937302	MYFAX SERVICE 866-563-9212 CA	10.00
10-13	10-12	55480775285157240002919	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
10-13	10-11	82711165285500005880590	HYDROFLASK* HYDROFLASK BEND OR	215.23
10-16	10-15	55432865288204255818006	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
10-16	10-15	55432865288204261622939	ABB*BOUDIN CATERING 415-283-1230 CA	60.72
10-16	10-16	55432865289204264416163	MYFAX SERVICE 866-563-9212 CA	10.00
10-16	10-14	82711165288500000124702	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA	20.00
10-16	10-15	85177495288008659594820	PP*AP EXAM TOTALREG BOULDER CO	220.00
10-20	10-19	55432865292205431804822	AWL*PEARSON EDUCATION UPPER SADDLE NJ	55.00
10-20	10-19	55432865292205502270267	MYFAX SERVICE LOS ANGELES CA	12.00
10-23	10-22	05227025296500257352547	QUARLES AND BRADY LLP MILWAUKEE WI P.O.S.: 17764440 SALES TAX: 0.00	300.00

Continued on next page
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ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-28	10-27	81949225301500079450088	SP MHS: MULTI HEALTH TORONTO ON	250.00
10-29	10-28	82711165302500002442815	YOUNG, MINNEY & CORR SACRAMENTO CA	125.00
10-30	10-29	81949225303500053570073	SP MHS: MULTI HEALTH TORONTO ON	10.00
10-30	10-29	82711165303500002765677	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
10-30	10-29	82711165303500002864934	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
10-31	10-30	88971455303500366620051	TYPEFORM, S.L. BARCELONA B	22.50
			Total Purchasing Activity	$3,220.32

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-01	09-29	55500365273497719269213	HYATT PLACE PASADENA PASADENA CA 2430329 ARRIVAL: 09-29-25	726.85
10-02	10-01	55436875275262754126727	HILTON GARDEN INN SAN DIEGO CA 00121399 ARRIVAL: 09-30-25	74.35
10-02	09-30	55500365274498888021087	HYATT PLACE PASADENA PASADENA CA 2430253 ARRIVAL: 09-29-25	244.95
10-02	09-30	55500365274498888021103	HYATT PLACE PASADENA PASADENA CA 2430297 ARRIVAL: 09-29-25	244.95
10-02	09-30	55500365274498888021145	HYATT PLACE PASADENA PASADENA CA 2430218 ARRIVAL: 09-29-25	244.95
10-02	09-30	55500365274498888021590	HYATT PLACE PASADENA PASADENA CA 0043217280 ARRIVAL: 09-30-25	481.90 CR
10-02	10-02	82305095275500041223659	DD *DOORDASH CHIPOTLEM SAN FRANCISCO CA	25.96
10-03	10-02	55436875276262761439443	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-02-25	287.67
10-03	10-02	55436875276262761440342	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-02-25	287.67
10-03	10-02	55436875276262761440359	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-02-25	287.67
10-03	10-02	55436875276262761441076	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-02-25	287.67
10-03	10-02	55436875276262761441084	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-02-25	287.67
10-03	10-03	82305095276500026265146	DD *DOORDASH H.B.PITAG SAN FRANCISCO CA	30.38
10-07	10-07	82305095280500031750532	DOORDASH*10/06-2 ORDER SAN FRANCISCO CA	89.33
10-08	10-05	52653845281506814012782	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169935 ARRIVAL: 10-05-25	462.04
10-08	10-07	52653845281506814012824	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169931 ARRIVAL: 10-05-25	540.94
10-08	10-07	52653845281506814012840	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169943 ARRIVAL: 10-05-25	540.94

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-08	10-07	5265384528150681401 2857	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169941 ARRIVAL: 10-05-25	484.58
10-08	10-07	5265384528150681401 2873	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169942 ARRIVAL: 10-05-25	484.58
10-08	10-07	5265384528150681401 2881	VAL*ALCAZAR PALM SPRIN PALM SPRINGS CA 169938 ARRIVAL: 10-05-25	484.58
10-08	10-07	5543687528117281283 6831	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-05-25	60.00
10-08	10-07	5543687528117281283 7664	HILTON HOTELS PALM SPRINGS CA 70632760 ARRIVAL: 10-05-25	60.00
10-08	10-07	8230509528150001128 6449	DD *DOORDASH STARBUCKS SAN FRANCISCO CA	109.05
10-09	10-06	5543286528120158980 5045	SOUTHWES 5262393500989 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 10-07-25 P.O.S.: SALES TAX: $0.00 PSP WN Y SMF	291.30
10-09	10-07	5543286528120160962 9797	TST*FARM PALM SPRINGS CA	281.78
10-09	10-07	5543286528120160962 9862	TST*FARM PALM SPRINGS CA	56.87
10-13	10-09	5270487528330464904 5548	HYATT REGENCY SONOMA W SANTA ROSA CA 20875831 ARRIVAL: 10-15-25	231.23
10-16	10-14	5543286528820417340 9607	SOUTHWES 5262384125790 800-435-9792 TX EBNER/AVIVA RASHI DEPART: 10-14-25 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	377.93 CR
10-17	10-14	5270487528930848400 2930	HYATT REGENCY SONOMA W SANTA ROSA CA 20957118 ARRIVAL: 10-15-25	186.35
10-17	10-14	5270487528930848400 2948	HYATT REGENCY SONOMA W SANTA ROSA CA 20957118 ARRIVAL: 10-14-25	186.35
10-17	10-15	5270487528930848400 3383	HYATT REGENCY SONOMA W SANTA ROSA CA 20875831 ARRIVAL: 10-15-25	166.63
10-17	10-15	5270487528930848400 4597	HYATT REGENCY SONOMA W SANTA ROSA CA 0086803248 ARRIVAL: 10-15-25	121.75 CR
10-17	10-16	5543286528920443258 6095	SOFI STADIUM TOURS 424-396-6800 CA P.O.S.: MIC2A8A700-dd8td SALES TAX: 0.00	1,144.00
10-20	10-16	5270487529130972471 1773	HYATT REGENCY SONOMA W SANTA ROSA CA 0093705376 ARRIVAL: 10-16-25	190.63 CR
10-24	10-23	5543286529620691430 3551	SQ *SANTA ROSA PUMPKIN SANTA ROSA CA P.O.S.: 00011529215161804 SALES TAX: 30.97	345.00
10-27	10-24	5270487529831389233 6820	HYATT REGENCY SACRAMEN SACRAMENTO CA 45314682 ARRIVAL: 10-22-25	674.20
10-29	10-29	8230509530250002569 8790	DOORDASH*10/28-2 ORDER SAN FRANCISCO CA	65.47
10-29	10-29	8230509530250002765 0849	DD *DOORDASH THECHEESE SAN FRANCISCO CA	40.61
10-30	10-30	8230509530350003152 2058	DOORDASH*10/29-2 ORDER SAN FRANCISCO CA	70.31
10-31	10-30	5543286530320939408 3728	SQ *SESSIONS WEST COAS COSTA MESA CA P.O.S.: 00011529215162062 SALES TAX: 4.46	81.06

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ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$8,995.73

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-23	10-21	85347055295980001960743	PELTZER FARMS INC. TEMECULA CA	1,081.50
			Total Fleet Activity	$1,081.50

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	10-01	55432865274209296789195	APPLE.COM/BILL 866-712-7753 CA	299.99
10-08	10-07	1230202528000010559804 7	SEMRUSH BOSTON MA P.O.S.: 25926352 SALES TAX: 0.00	139.95
10-16	10-15	87021305288500191416368	ULTIMATE SLP FARMINGTON CT	12.95
10-17	10-17	1230202529000040398007 7	MAILCHIMP ATLANTA GA	82.87
			Total Miscellaneous Activity	$535.76

CHRISTINE FEHER 5563-7581-6708-3774	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$911.43	$0.00	$911.43

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-01	10-01	55432865274208909173771	CALIFORNIA CONSORTIUM 916-521-1136 CA P.O.S.: 00000000000000000 SALES TAX: 17.90	249.00
10-02	10-01	55457025274108174013325	LEARNING WITHOUT TEARS CABIN JOHN MD	360.00
			Total Purchasing Activity	$609.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-02	10-02	82305095275500040220946	DOORDASH*10/01-4 ORDER SAN FRANCISCO CA	97.70
10-02	10-02	82305095275500041799716	DD *DOORDASH CHIPOTLEM SAN FRANCISCO CA	31.78
10-02	10-02	82305095275500041889624	DD *DOORDASH CLYDESHOT SAN FRANCISCO CA	29.53
10-02	10-02	82305095275500042390671	DD *DOORDASH LUNAGRILL SAN FRANCISCO CA	34.43
10-02	10-02	82305095275500042467396	DD *DOORDASH HABITBURG SAN FRANCISCO CA	21.56
10-02	10-02	82305095275500042683331	DD *DOORDASH VILLAGERO SAN FRANCISCO CA	32.21
10-02	10-02	82305095275500042750726	DD *DOORDASH URBANPLAT SAN FRANCISCO CA	30.88
10-06	10-03	15449855276213000022947	CHICKEN SALAD CHICK 00 MURFREESBORO TN P.O.S.: 38498069683535872 SALES TAX: 1.25	24.34
			Total Travel Activity	$302.43

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	12/23/2025
AMOUNT DUE	$26,092.82
CURRENT BALANCE	$26,092.82

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

** 0000000

5563757900100937026092820260928 20

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	11-28-25
CREDIT LIMIT	100,000
AVAILABLE CREDIT	73,907

FOR CUSTOMER SERVICE CALL:
1-800-316-6056

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

SEND BILLING INQUIRIES TO:

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

PREVIOUS BALANCE	17,104.51
PURCHASES AND OTHER CHARGES	26,092.82
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	17,104.51-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**26,092.82**
TOTAL PAYMENT DUE	26,092.82
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$17,104.51CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-25	11-25		AUTO PAYMENT DEDUCTION	17,104.51 CR

INDIVIDUAL CARDHOLDER ACTIVITY

CHRISTINE FEHER
5563-7500-1511-9595

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$12,000.00	$0.00	$12,000.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-28	11-27	15270215330001392579094	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
			Total Purchasing Activity	$12,000.00

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$14,092.82	$0.00	$14,092.82

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-03	10-31	82305095305500042678178	STAMPLI FOR 10-2025 MOUNTAIN VIEW CA	1,280.30
11-05	11-04	55432865308201041302598	LABORLAWCENTER, LLC SANTA ANA CA P.O.S.: 00000000000000000 SALES TAX: 6.20	86.15
11-06	11-05	82305095309500060892798	WWW.CASBO.ORG SACRAMENTO CA P.O.S.: 000262229 SALES TAX: 0.00	1,890.00
11-06	11-05	82711165310500002793407	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
11-10	11-10	15270215314000621581210	TEAMVIEWERGMBHUS LARGO FL	738.90
11-10	11-07	52653845311712376769447	SEMRUSH 3129610889 MA P.O.S.: SEMRUSH SALES TAX: 0.00	139.95
11-10	11-07	82305095312500019993684	RAPSA - POLICY FORUM TEMECULA CA	1,550.00
11-10	11-07	82711165311500057380596	TBL* THE COLLINS SCHOO NEW YORK NY	99.00
11-13	11-12	55480775316166432020988	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
11-13	11-13	65127005317000000426757	IMSE HUNTINGTON WO MI	739.07
11-14	11-13	55432865317204264742291	SQ *JOTFORM INC. SAN FRANCISCO CA P.O.S.: 00023058430232807 SALES TAX: 18.31	204.00
11-17	11-14	82711165319500000435580	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA	20.00
11-17	11-14	88971455318500331960031	REBRANDLY.COM DUBLIN CO.	156.00
11-18	11-17	55432865321205729588975	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
11-18	11-17	81949225322500021440000	PINK CAT STUDIO SQUAMISH BC	49.99

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ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-18	11-17	81949225322500097260001	PINK CAT STUDIO SQUAMISH BC	49.99
11-18	11-17	81949225322500097400003	PINK CAT STUDIO SQUAMISH BC	49.99
11-18	11-17	81949225322500097770009	PINK CAT STUDIO SQUAMISH BC	49.99
11-18	11-17	8230509532150007324455 1	CALENDLY BUFORD GA	272.56
11-19	11-19	55432865323206179571584	AWL*PEARSON EDUCATION UPPER SADDLE NJ	199.65
11-20	11-19	55432865323206247713630	MYFAX SERVICE LOS ANGELES CA	12.00
11-20	11-19	82711165323500057020198	HEGGERTY.ORG OAK PARK IL	89.00
11-21	11-21	12302025325000171076065	AFP*SMALL SCHOOL DISTR SACRAMENTO CA P.O.S.: aJJtBXJiQEaPJbt7kHxlGQ SALES TAX: 70.80	880.00
11-21	11-20	82711165324500052429864	HEGGERTY.ORG OAK PARK IL	89.00
11-24	11-21	02305375327000672678158	USPS KIOSK 0569629554 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	11.90
11-24	11-20	52707155325010201420748	THE HOME DEPOT #0606 SANTA ANA CA P.O.S.: WN40455795 SALES TAX: 8.01	94.61
11-24	11-21	82117555325500032554477	NAME-CHEAP.COM* URCCKF PHOENIX AZ	16.18
11-24	11-21	82711165326500006221589	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
			Total Purchasing Activity	$9,166.52

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-10	11-08	87021305312500203581696	WWW.SAFARIWEST.COM SANTA ROSA CA	3,181.48
11-26	11-20	55436875329110275348112	OMNI HOTELS RANCHO MIRAGE CA	1,351.56
11-28	11-26	05410195330741666068037	FEDEX56793887 MEMPHIS TN P.O.S.: 56793887 SALES TAX: 0.00	25.09
11-28	11-25	55436875330263301123707	HILTON GARDEN INN SAN DIEGO CA 00121405 ARRIVAL: 11-24-25	74.35
			Total Travel Activity	$4,632.48

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
11-17	11-17	12302025321000903031077	MAILCHIMP ATLANTA GA	82.87
11-17	11-15	87021305319500195941182	ULTIMATE SLP FARMINGTON CT	12.95
11-19	11-18	57540245322714170219682	ENVATO 61383766284 UT	198.00
			Total Miscellaneous Activity	$293.82

CALIFORNIA PACIFIC CHARTER SCHOOLS

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

Operated by:

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



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CALIFORNIA PACIFIC CHARTER SCHOOLS
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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, 2025, 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, 2025, 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.

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Board of Directors
California Pacific Charter Schools

Auditors' Responsibility for the Audit of the Financial Statements

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

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

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

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

Board of Directors
California Pacific Charter Schools

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 October 20, 2025 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Ontario, California
October 20, 2025

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

	San Diego	Los Angeles	Sonoma	Total
ASSETS				
CURRENT ASSETS				
Cash and Cash Equivalents	$ 2,286,263	$ 3,245,029	$ 877,718	$ 6,409,010
Accounts Receivable	480,694	557,760	624,606	1,663,060
Prepaid Expenses and Other Assets	33,059	44,630	22,487	100,176
Total Current Assets	2,800,016	3,847,419	1,524,811	8,172,246
LONG-TERM ASSETS				
Property, Plant and Equipment	5,289	-	-	5,289
Operating Right-of-Use Asset	69,522	104,689	34,126	208,337
Total Assets	$ 2,874,827	$ 3,952,108	$ 1,558,937	$ 8,385,872
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts Payable and Accrued Liabilities	$ 295,372	$ 99,628	$ 179,944	$ 574,944
Deferred Revenue	424,095	536,258	272,910	1,233,263
Lease Liability, Current	3,531	5,350	1,819	10,700
Total Current Liabilities	722,998	641,236	454,673	1,818,907
LONG-TERM LIABILITIES				
Lease Liability, Net	71,768	108,039	35,142	214,949
Total Liabilities	794,766	749,275	489,815	2,033,856
NET ASSETS				
Net Assets Without Donor Restrictions	2,080,061	3,202,833	1,069,122	6,352,016
Total Net Assets	2,080,061	3,202,833	1,069,122	6,352,016
Total Liabilities and Net Assets	$ 2,874,827	$ 3,952,108	$ 1,558,937	$ 8,385,872

See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

	San Diego	Los Angeles	Sonoma	Total
REVENUES WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	$ 3,673,474	$ 5,169,240	$ 1,772,917	$ 10,615,631
Other State Revenue	647,403	864,473	413,069	1,924,945
Federal Revenue:				
Grants and Entitlements	147,034	230,333	93,441	470,808
Local Revenue:				
In-Lieu Property Tax Revenue	164,137	187,145	874,561	1,225,843
Investment Income	36,744	-	5,720	42,464
Other Revenue	16,845	13,982	13,028	43,855
Total Revenues	4,685,637	6,465,173	3,172,736	14,323,546
EXPENSES				
Program Services	3,899,665	5,494,784	2,559,353	11,953,802
Management and General	608,641	852,463	420,761	1,881,865
Total Expenses	4,508,306	6,347,247	2,980,114	13,835,667
CHANGE IN NET ASSETS	177,331	117,926	192,622	487,879
Net Assets Without Donor Restrictions - Beginning of Year	1,902,730	3,084,907	876,500	5,864,137
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	$ 2,080,061	$ 3,202,833	$ 1,069,122	$ 6,352,016

See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

	San Diego	Los Angeles	Sonoma	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in Net Assets	$ 177,331	$ 117,926	$ 192,622	$ 487,879
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:				
Depreciation	196	-	-	196
Noncash Lease Expense	1,928	2,905	946	5,779
Changes in Assets and Liabilities:				
Accounts Receivable	(344,714)	240,556	(350,609)	(454,767)
Prepaid Expenses and Other Assets	92,851	142,682	57,053	292,586
Accounts Payable and Accrued Liabilities	(63,601)	(153,344)	14,962	(201,983)
Deferred Revenue	(137,095)	(149,955)	(78,866)	(365,916)
Net Cash Provided (Used) by Operating Activities	(273,104)	200,770	(163,892)	(236,226)
CASH FLOWS FROM FINANCING ACTIVITIES				
Repayment of Debt	-	-	(46,198)	(46,198)
Purchases of Property, Plant and Equipment	(5,485)	-	-	(5,485)
Net Cash Used by Financing Activities	(5,485)	-	(46,198)	(51,683)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(278,589)	200,770	(210,090)	(287,909)
Cash and Cash Equivalents - Beginning of Year	2,564,852	3,044,259	1,087,808	6,696,919
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 2,286,263	$ 3,245,029	$ 877,718	$ 6,409,010
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION				
Cash Paid for Interest	$ -	$ -	$ 737	$ 737

See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSE (CONTINUED)
JUNE 30, 2025

	San Diego		
	Program Services	Management and General	Total
Salaries and Wages	$ 2,478,997	$ 189,209	$ 2,668,206
Pension Expense	352,894	-	352,894
Other Employee Benefits	310,529	27,099	337,628
Payroll Taxes	61,751	15,239	76,990
Legal Expenses	-	88,933	88,933
Accounting Expenses	-	22,197	22,197
Instructional Materials	306,273	1,967	308,240
Other Fees for Services	237,748	38,664	276,412
Advertising and Promotion Expenses	-	123,704	123,704
Office Expenses	40,720	3,817	44,537
Information Technology Expenses	31,914	6,519	38,433
Occupancy Expenses	2,999	30,847	33,846
Travel Expenses	49,672	8,056	57,728
Depreciation Expense	196	-	196
Insurance Expense	-	14,956	14,956
Other Expenses	25,972	37,434	63,406
Total Expenses by Function	$ 3,899,665	$ 608,641	$ 4,508,306

	Los Angeles		
	Program Services	Management and General	Total
Salaries and Wages	$ 3,535,136	$ 272,894	$ 3,808,030
Pension Expense	543,090	-	543,090
Other Employee Benefits	465,722	40,689	506,411
Payroll Taxes	88,009	21,971	109,980
Legal Expenses	-	72,644	72,644
Accounting Expenses	-	33,470	33,470
Instructional Materials	417,536	2,560	420,096
Other Fees for Services	245,614	53,763	299,377
Advertising and Promotion Expenses	-	183,582	183,582
Office Expenses	56,684	3,011	59,695
Information Technology Expenses	48,262	9,892	58,154
Occupancy Expenses	5,042	44,297	49,339
Travel Expenses	48,216	10,863	59,079
Insurance Expense	-	22,445	22,445
Other Expenses	41,473	80,382	121,855
Total Expenses by Function	$ 5,494,784	$ 852,463	$ 6,347,247

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSE (CONTINUED)
JUNE 30, 2025

	Sonoma		
	Program Services	Management and General	Total
Salaries and Wages	$ 1,606,718	$ 120,985	$ 1,727,703
Pension Expense	229,737	-	229,737
Other Employee Benefits	194,096	16,954	211,050
Payroll Taxes	39,751	9,746	49,497
Legal Expenses	-	81,845	81,845
Accounting Expenses	-	13,697	13,697
Instructional Materials	217,593	1,186	218,779
Other Fees for Services	159,438	30,593	190,031
Advertising and Promotion Expenses	-	78,067	78,067
Office Expenses	29,320	1,473	30,793
Information Technology Expenses	19,557	3,960	23,517
Occupancy Expenses	1,609	17,562	19,171
Travel Expenses	43,341	5,575	48,916
Interest Expense	-	737	737
Insurance Expense	-	9,345	9,345
Other Expenses	18,193	29,036	47,229
Total Expenses by Function	$ 2,559,353	$ 420,761	$ 2,980,114

	Total		
	Program Services	Management and General	Total
Salaries and Wages	$ 7,620,851	$ 583,088	$ 8,203,939
Pension Expense	1,125,721	-	1,125,721
Other Employee Benefits	970,347	84,742	1,055,089
Payroll Taxes	189,511	46,956	236,467
Legal Expenses	-	243,422	243,422
Accounting Expenses	-	69,364	69,364
Instructional Materials	941,402	5,713	947,115
Other Fees for Services	642,800	123,020	765,820
Advertising and Promotion Expenses	-	385,353	385,353
Office Expenses	126,724	8,301	135,025
Information Technology Expenses	99,733	20,371	120,104
Occupancy Expenses	9,650	92,706	102,356
Travel Expenses	141,229	24,494	165,723
Interest Expense	-	737	737
Depreciation Expense	196	-	196
Insurance Expense	-	46,746	46,746
Other Expenses	85,638	146,852	232,490
Total Expenses by Function	$ 11,953,802	$ 1,881,865	$ 13,835,667

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

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

Basis of Accounting

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

Basis of Presentation

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

Use of Estimates

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

Functional Allocation of Expenses

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

Cash and Cash Equivalents

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

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

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, 2025. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

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

Contributions

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

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, 2025, the School has conditional grants of $1,245,191 of which $1,233,263 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.

Leases

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.

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

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 October 20, 2025, 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 $8,072,070.

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

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

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, 2025, as provided by the pool sponsor was $613,150.

NOTE 4 PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was $196 for the year ended June 30, 2025.

The components of property, plant, and equipment as of June 30, 2025 are as follows:

	Total
Furniture , Fixtures, and Equipment	$ 5,485
Less: Accumulated Depreciation and Amortization	(196)
Total Property, Plant, and Equipment	$ 5,289

NOTE 5 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 School made the final payment in March 2025.

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NOTE 6 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

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

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Annual Comprehensive Financial Report and Actuarial Valuation Report for the year ended June 30, 2024, total STRS plan net assets are $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

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, 2025, 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:

Year Ended June 30,	Required Contribution	Percent Contributed
2023	$ 946,536	100%
2024	$ 1,083,918	100%
2025	$ 1,125,721	100%

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 7 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, 2025:

Operating Lease Cost	$	15,126
Other Information:		
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:		
Operating Cash Flows from Operating Leases	$	15,126
Right-of-Use Assets Obtained in Exchange for New Operating Lease Liabilities:		208,337
Weighted-Average Remaining Lease Term - Operating Leases		2.4 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, 2025, is as follows:

Year Ending June 30,	Amount
2026	97,949
2027	101,263
2028	42,770
Undiscounted Cash Flows	241,982
(Less) Imputed Interest	(16,333)
Total Present Value	$ 225,649

NOTE 8 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, 2025

	Required Instructional Days	Traditional Calendar Days	Status
CalPac Los Angeles:			
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:			
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, 2025

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac Los Angeles:				
Grades TK-3	-	89.61	-	87.75
Grades 4-6	-	56.63	-	56.01
Grades 7-8	-	41.88	-	41.57
Grades 9-12	-	188.52	-	187.60
ADA Totals	-	376.64	-	372.93

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac San Diego:				
Grades TK-3	-	57.79	-	56.71
Grades 4-6	-	39.77	-	39.28
Grades 7-8	-	32.90	-	31.93
Grades 9-12	-	147.42	-	144.28
ADA Totals	-	277.88	-	272.20

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac Sonoma:				
Grades TK-3	-	41.50	-	40.79
Grades 4-6	-	30.70	-	30.97
Grades 7-8	-	36.46	-	36.23
Grades 9-12	-	86.03	-	85.45
ADA Totals	-	194.69	-	193.44

See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

There were no differences between the Annual Financial Report and the Audited Financial Statements.

See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2025

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, 2025

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, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term End (5 Years)
Kelly Wylie	Chairperson	October 2025
Dr. Shirley Peterson	Vice Chairperson	October 2025
Tanya Rogers	Clerk	September 2026
Bill Howard	Member	December 2026
Jason McFail	Member	December 2026

ADMINISTRATORS

Christine Feher	Superintendent

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

Board of Directors
California Pacific Charter Schools
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, 2025, 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 October 20, 2025.

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.

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Board of Directors
California Pacific Charter Schools

Report on Compliance and Other Matters

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

Purpose of this Report

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



CliftonLarsonAllen LLP

Ontario, California
October 20, 2025

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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 *2024-2025 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, 2025. 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, 2025.

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 *2024-2025 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 *2024-2025 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.

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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 *2024-2025 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 *2024-2025 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 *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

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

Board of Directors
California Pacific Charter Schools

Compliance Requirements Tested

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

Description	Procedures Performed
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
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Yes
Expanded Learning Opportunity Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

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.

Board of Directors
California Pacific Charter Schools

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 we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
October 20, 2025

CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

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 *2024-2025 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, 2025.

CALIFORNIA PACIFIC CHARTER SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

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

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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, 2025, and have issued our report thereon dated October 20, 2025. 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 19, 2025. 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, 2025.

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.

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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 October 20, 2025.

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 October 20, 2025.

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 contained 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 information and the audited financial statements.

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



CliftonLarsonAllen LLP

Ontario, California
October 20, 2025

SCOE BIZ

Business Services

Bulletin No. 26-08

Sonoma County Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

November 20, 2025

To: District and Charter Business Officials
From: Sarah Lampenfeld, Assistant Superintendent, Business Services
Subject: 2024-25 Audit Report and Audit Findings

Audit findings and resolution of such findings are the responsibility of the school districts and charters. The County Office of Education is responsible for reviewing school district audit findings related to the following areas:

10000 Attendance
20000 Inventory of Equipment
30000 Internal Control
60000 Miscellaneous
61000 Classroom Teacher Salaries
62000 Local Control and Accountability Plan
70000 Instructional Materials
71000 Teacher Misassignments
72000 School Accountability Report Card (SARC)

The County Office must determine whether the exceptions have been corrected or if there is an acceptable plan of correction. If the district's response to an audit finding listed in the audit report was sufficient, no further action is necessary. However, SCOE District Fiscal Management Advisors may request additional information for specific findings.

Please note that monetary findings listed in the audit report, AND findings that are continually repeated year after year, are of concern to us. Corrective action plans should be in place to ensure that an event is not repeated.

PLEASE:
1. Complete the following forms:

a. **Audit Certification ~ attached**
b. **Certification of Corrective Action (if audit findings) ~ attached**
c. **Supporting documentation for Certification of Correction Action (if requested by SCOE District Fiscal Management Advisor)**

2. Return the above to your SCOE District Fiscal Management Advisor by the indicated due dates.

Extensions:

Important changes to audit extension requests based on AB 121:

- **Any extension for an LEA may be no longer than 45 calendar days and in total not to exceed 90 calendar days past the original due date.**
- **The county superintendent must grant an extension for the shortest reasonable amount of time.**
- **Extension MUST be filed by December 15th.**
- **The extension requests must be justifiable, with the county superintendent and consultation with the district and auditors.**

December 1 **A *written* request for an *audit report filing extension* is due to SCOE *before* November 30, 2025.**

Districts: Please include the reason for the extension request and the expected date of audit submission on District letterhead and send via email or AV mail. Subsequently, SCOE will submit the extension request to the State Controller's Office (SCO) by December 15, 2025. The SCO and CDE will review the request *and accompanying justification* and notify whether the extension will be granted. SCOE will notify you when approved**. The guidelines state that extensions will be given only under extraordinary circumstances.**

Independent Charters: There is no provision in the law for an extension of a charter school audit (E.C. 47605(m)). For extraordinary circumstances, please notify your Sponsoring District and SCOE of a potential delay. Please include the reason for the extension request and the expected date of audit submission on Charter School letterhead, and send it to the Sponsoring District and SCOE via email or AV mail.

Deadlines for responding to the audit are as follows:

In summary, each district should follow these steps:

Step 1:

a) Request that your Board accept the 2024-25 Audit by **January 31st.**

b) After the Board approves the Audit, complete the attached Audit Certification form and submit it to the SCOE Advisor by **February 15th.**

Step 2:

a) Discuss with your Board any audit findings and corrective actions necessary (at a meeting on or before **January 31st**).

b) Complete the Certification of Corrective Action and the Audit Finding Corrective Action sheets, after resolution of all findings, and send to your SCOE Advisor by **March 15th.**

c) If you prefer to complete steps 1 and 2 at the same time, submit both the Certification of Corrective Action and the Audit Finding Corrective Action sheets to SCOE on or before **February 15th.**

d) Complete any and all Audit Adjustments by Second Interim Report, **at the latest, or immediately following board approval.**

Powered by BoardOnTrack

December 15	2024-25 audit reports must be filed with the SCO, CDE, and SCOE. A copy of the management letter, if issued, must be submitted along with the LEA's annual report.
January 31	Review the annual audit, audit exceptions, going concerns, findings, board recommendations, and corrective action plans contained in the independent audit report at a public meeting, as a regular board agenda item [E.C. 41020.3(a)].
February 15	Submit to the County Office an **Audit Certification** verifying the Board has approved the Audit.
March 15	Submit to the County Office a **Certification of Corrective Action and Audit Finding Corrective Action(s) if applicable,** adopted by the Board [E.C. 41020(j)(2)].
April 1	Submit to the County Office verification that the governing board has approved a contract for audit services for the current fiscal year.
April 30	County may schedule and meet with the respective audit firms for an entrance interview for districts with financial concerns. The discussion will focus on how findings are written, the changes in the State Controller's audit guide, and specific concerns about individual districts with qualified or negative interim reports or other going concern issues. Also, prior-year Certification of Corrective Actions will be reviewed with the auditors.
May 15	**County shall certify to the Superintendent of Public Instruction that all LEA audits have been reviewed, that all exceptions required to be reviewed have been reviewed, and note any exceptions which have not been corrected or where a correction plan is not in place [E.C. 41020(k)].**

Review the California State Accounting Manual (CSAM), Procedure 215, for more information on Audit Adjustments.

If you have questions, please call your SCOE Advisor or contact the Assistant Superintendent, Business Services at 524-2635. We appreciate your attention to this matter.

To assist with your understanding of the annual audit process, last year's Audit Review Process Manual has been attached.

Sonoma County Office of Education

AUDIT CERTIFICATION

2024-25 FINANCIAL REPORT/AUDIT

District/Charter Name California Pacific Charter - Sonoma _____ Sonoma County, California

In accordance with Education Code section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before January 31st **(or for charter schools pursuant to Education Code section 47605) and**

THEREBY, as written verification of said review, the Governing Board reviewed and accepted

on October 14, 2025 the **Annual Financial Report as of June 30, 2025.**

_____ _____

(Signature) District Superintendent/Charter School Official Date

_____

Printed name

Submit the original (or a scan of the original) signature copy of the Audit Certification by **February 15, 2026** to your **SCOE Advisor** at:

Business Services
Sonoma County Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403

SCOE Use only: reviewed by: _____ date reviewed: _____

Sonoma County Office of Education

CERTIFICATION OF CORRECTIVE ACTION

2024-25 AUDIT FINDINGS AND RECOMMENDATIONS

LEA Name _____
Sonoma County, California

- 2024-25 Certification of Corrective Action is hereby filed by the Governing Board of the school district.

_____ _____
Clerk/Secretary of the Governing Board Date of Meeting

- 2024-25 Certification of Corrective Action

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the district's Governing Board and assures that corrective procedures have been implemented and will be used in the ensuing years.

_____ _____
District Superintendent Date

_____
For additional information

Contact: _____ Phone: _____

Submit the original (or a scan of the original) of the Certification of Corrective Action together with each Audit Finding Corrective Action form and corresponding documentation by **March 15, 2026** to your **SCOE Advisor** at:

Sonoma County Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403

SCOE Use only: reviewed by: _____ date reviewed: _____

Sonoma County Office of Education

2024-25 AUDIT FINDING CORRECTIVE ACTION

Due to SCOE by March 15, 2026 or immediately following board approval

LEA: _____

Finding Category: _____ (see list at bottom of page)

Finding Number: _____ Page **Number**: _____

A. Describe below specific corrective action(s) used in resolving the audit finding. B. Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation which supports the specific action taken toward resolving the finding; i.e., copies of amended reports, corrective action plans, etc.	
C. Did this finding require a corrective report? → If yes, attach a copy of an acceptable plan of correction.	Yes No

AB 3627 Finding Category Types

10000	Attendance
20000	Fixed Assets
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
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

SCOE Use only: reviewed by: _____ date reviewed: _____

Date	Serial #	Device Model	Asset #
10/17/2025	PF4ZA6DK	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211187
10/27/2025	4K9V9FDW600072F	Samsung Chromebook 4	LA-20210871
10/27/2025	4K9V9FDW600030T	Samsung Chromebook 4	LA-20210930
10/27/2025	PF5G3B94	Lenovo 300e Chromebook Gen 4 (Intel)	SD-00064
10/28/2025	PF43Y049	HP Chromebook x360 11MK G3 EE	LA-20210953
10/28/2025	PF43NG5H	HP Chromebook x360 11MK G3 EE	SO-20210354
10/28/2025	4K9V9FANC17851W	Samsung Chromebook 4	LA-20210407
10/28/2025	PF4RG24G	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210506
10/29/2025	4K9V9FDW600244M	Samsung Chromebook 4	SD-20210611
11/3/2025	4WQR9FAWB00116Y	Samsung Chromebook 4	SD-20210747
11/7/2025	4K9V9FDW600246N	Samsung Chromebook 4	SO-20210326
11/12/2025	NXKRMAA0023501741B7600	Acer Chromebook 315	SD-20210778
10/17/2025	5CD111P93S	HP Chromebook x360 11MK G3 EE	LA-20210583
10/17/2025	4K9V9FFR314796L	Samsung Chromebook 4	LA-20210464
11/4/2025	4K9V9FDR304145F	Samsung Chromebook 4	LA-20210686
11/5/2025	PF4Z4970	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210246
12/4/2024	4WQR9FAWB00542L	Samsung Chromebook 4	LA-20211078
12/4/2024	4WQR9FAWB00706B	Samsung Chromebook 4	LA-20211104
12/4/2024	4WQR9FAWB00757K	Samsung Chromebook 4	LA-20211142
12/4/2024	4WQR9FAWB00266X	Samsung Chromebook 4	LA-20211060
12/4/2024	4K9V9FCR101968Y	Samsung Chromebook 4	SD-20210294
12/4/2024	PF4R28WQ	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210837
12/4/2024	PF5G77DV	Lenovo 100e Chromebook Gen 4 (Intel)	SD-00040
12/4/2024	4K9V9FDW600188F	Samsung Chromebook 4	SO-20210331
12/4/2024	PF4Z9ZM0	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210448

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: B. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material:
Certified Occupational Therapy Assistant Board Approval Dec 2025.docx.pdf
2025-2026 Notice of Completion of Mandatory Staff Training.docx.pdf
Employee Handbook 1.2026 Revisions Summary.docx (1).pdf
DRAFT Employee Handbook 1.2026.docx (1).pdf

California Pacific Charter Schools

Certified Occupational Therapy Assistant

Job Description

Reports To:	Assistant Director of Special Education or designee
FLSA Status:	Exempt depending on assignment
School Classification:	Classified
Pay Range:	Grade 20
Work Schedule:	185 days
Location:	Onsite/Remote Office

Position Summary: *Provide developmental and sensory-motor evaluations of students (TK-12); develop occupational therapy treatment plans for school based Occupational therapy care within various public education settings; participate in IEP meetings; consult with IEP teams; consult with school staff at the general education level and participate in the RtI/SST process; conduct IEP compliance reviews; participate in monthly meetings with special education department team; provide occupational therapy services to students; provide in-service trainings on the role of occupational therapy, sensory-motor deficits for school personnel; and perform related work as required.*

Minimum Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Associate's degree as a Certified Occupational Therapy Assistant
- Possess valid Occupational Therapy Assistant certification issued by the National Board of Occupational Therapy
- Valid Occupational Therapy Assistant license by the California State Department Board of Occupational Therapy
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

General Skills:

- Team player, with a multi- disciplinary approach
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold the school's vision and mission by acting with integrity

Essential Duties and Responsibilities

1. Under the direction of the Occupational Therapist, provide direct educationally related therapy in the areas of fine motor, visual motor, sensory processing and other school related

functional abilities to identified students with various disabilities according to the IEP.

2. Assist in coordinating the implementation of goals and objectives with the IEP team to provide integrated services.
3. Collaborates with the Occupational Therapist to monitor and adjust individual treatment and therapy programs and activities in response to student progress.
4. Assist with data collection, administer structured tests, report observations and assessments to support the Occupational Therapist in monitoring student progress toward goals and development of therapy plans.
5. Observes students and maintains detailed notes, case logs, student files, charts, graphs, recordings, and other documentation to clearly record students' session/lesson activities and results, and report student progress toward meeting established objectives; distributes records in a timely manner as requested by the supervising SLP.
6. Provide consultation to educational staff and parents for management of perceptual, motor, sensory, and self-care programs; collaborate with the special education department team regarding student progress, goals or plans.
7. Develop and prepare therapy materials and/or equipment for occupational therapy sessions and intervention services; prepare or adapt instructional materials and/or equipment for individual student use during classes and therapy sessions.
8. Implement positive behavior management programs for student(s) as designed by certificated staff; observe and report significant student behavior, behavioral patterns, and/or problems to the Occupational Therapist; assist in maintaining appropriate behavior during therapy activities; maintain a virtually safe, clean and orderly environment; assure the health and safety of students by following school practices and procedures.
9. Participate in meetings, workshops, and seminars for the purpose of conveying and/or gathering information needed to perform essential job functions.
10. Maintains confidentiality of sensitive and privileged information.

Other Duties:

- Proctoring duties as needed during testing season, which may require in-person support.
- Document and report to the school's management all formal disciplinary actions involving students; support management with addressing and resolving complaints from students and parents in a timely manner; ensure compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school-related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Perform other related duties as assigned.

Knowledge and Abilities: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge

- Principles and methods of occupational therapeutic techniques
- Theory of physical and mental rehabilitation underlying the practices of occupational therapy
- Objectives of occupational therapy treatment and services
- Laws, rules, and regulations related to assigned programs and activities.
- General methods and techniques of individual and group speech therapy.
- Principles of child development and behavior.
- Basic concepts of postural stability, motor planning, fine motor coordination, activities of daily living, environmental adaptations and use of assistive devices, and sensory processing
- Basic arithmetic concepts
- Record keeping and basic report preparation techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.

Ability

- Assist in providing occupational therapy related services for identified students according to the IEP goals
- Assist with conducting screening
- Maintain records and prepare reports
- Monitor and assist in evaluating student progress
- Demonstrate an understanding, patient and receptive attitude toward students.
- Motivate and encourage positive learning patterns and behavior for students with special needs.
- Observe and manage the behavior of students according to approved procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain confidentiality of sensitive and privileged information.
- Interpret, apply, and explain laws, rules, and regulations related to assigned activities.
- Observe health and safety regulations.
- Demonstrate adaptability to changing circumstances and priorities within the learning environment.
- Communicate effectively both orally and in writing.
- Demonstrate confidence, tact, and the use of good judgment.
- Demonstrate the ability and willingness to take direction and guidance from the supervising SLP and implement those suggestions in daily work activities.
- Plan and organize work.
- Meet schedules and timelines.
- Provide consultation for management, staff and parents of motor, sensory, perceptual, and self-care programs within various educational settings
- Explain and provide training on occupational therapy and rehabilitative principles
- Appropriately and positively manage student behavior

Use of Computer Technology: To perform this job successfully, an individual must be proficient

utilizing SEIS software, Microsoft Office applications, and a variety of web-based applications; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails in a timely manner.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operate a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Close vision and ability to adjust focus
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- With assistance and devices provided may lift or position students weighing more than 100 lbs. at waist height up to a distance of 5 feet

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- While the majority of job duties may be completed in the remote office, the incumbent in this job classification may be directed to provide in person services, perform assessments, or attend field trips, meetings, trainings, or conferences in person as determined by the supervisor.

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

CALIFORNIA PACIFIC CHARTER SCHOOLS

Date: December 9, 2025

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

Item Requires Board Action: X **Item is for Information Only:** _____

Item: Notice of Completion of Mandatory Staff Training

Background:
Each school year staff are required to complete mandatory training related to their position as dictated by federal and State requirements and school policies. New hires are required to complete the mandatory training within 60 days of employment. This report serves to provide notice to the Board of Directors that all staff have completed the mandatory training assigned.

CERTIFICATED (Teachers)-1100, 1103/ CLASSIFIED-2400, 2403
Bloodborne Pathogens Exposure Prevention (upon hire)
Bullying: Recognition and Response (upon hire)
Cyberbullying (upon hire)
Email and Messaging Safety (upon hire)
Mandated Reporter: Child Abuse and Neglect
Opioid Overdose Response Awareness (upon hire)
Sexual Harassment Prevention for Non-Managers (SB 1343) (every other year)
Students Experiencing Homelessness: Awareness and Understanding (upon hire)
Youth Suicide: Awareness, Prevention and Postvention (upon hire)

ADMINISTRATORS-1300, 2300
Bloodborne Pathogens Exposure Prevention (upon hire)
Bullying: Recognition and Response (upon hire)
Cyberbullying (upon hire)
Email and Messaging Safety (upon hire)
Mandated Reporter: Child Abuse and Neglect
Opioid Overdose Response Awareness (upon hire)
Sexual Harassment Prevention for Non-Managers (SB 1343) (every other year)
Students Experiencing Homelessness: Awareness and Understanding (upon hire)

Sexual Harassment:Policy and Prevention California (AB 1825)
Title IX Compliance Overview
Youth Suicide: Awareness, Prevention and Postvention (upon hire)

Additional Training (staff assigned to support at in person events)
Medication Administration: Epinephrine Auto-Injectors

Fiscal Impact: Vector Solutions is a training platform service provided at no charge through IMA Financial Group, the school's insurance broker.

CALIFORNIA PACIFIC CHARTER SCHOOLS - EMPLOYEE HANDBOOK REVISIONS January 2026

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

Location	Item
Right to Revise	***Revise: Statements revised to provide clarity*** ~~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; however this handbook version 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.~~ ***This Employee Handbook is designed to help employees understand the policies, procedures, and practices of California Pacific Charter Schools ("School"). It serves as a general guide to employment provisions and workplace expectations.***

	This handbook supersedes all prior versions, including any previously issued handbooks, memoranda, or statements that conflict with the policies contained herein. In cases where a written employment agreement between the School and an individual employee contains provisions that differ from this handbook, the terms of the written agreement will govern that employee's employment. ***The School reserves the right to revise, modify, delete, or add to any policy, procedure, work rule, or benefit described in this handbook at any time, with or without prior notice, as permitted by law and in accordance with best practices. The only exception to this right is the policy of at-will employment, which may be changed only by a written agreement signed by the CEO/Superintendent or authorized designee.*** ***When changes are made, the School will provide employees with written notice or an updated version of the handbook. Employees are responsible for reviewing and complying with all updated policies once distributed.*** ***No oral statements, representations, or past practices can alter, modify, or contradict the provisions of this handbook. Nothing in this handbook creates or is intended to create a guarantee of continued employment or any contractual rights.*** ***Nothing in this handbook is intended to interfere with or restrict an employee's rights to communicate, organize, or engage in protected concerted activities regarding their terms and conditions of employment.***
Section II. Employment Requirements A. Child Abuse	***Revise: Alignment with legislative changes*** ~~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.~~ ***All school employees, volunteers, and governing board members of the school are identified*** ~~School employees are~~ ***as*** mandated reporters and are required to report instances of child abuse when they employee haves 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. ***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.*** 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. Mandated reporters ~~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. Mandated Reporters ~~No supervisor or administrator~~ may not be impede***d*** or prohibit***ed*** from reporting. All employees, ***volunteers and governing board members*** prior to commencing ~~employment~~ ***services***, 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 mandated reporters 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.
Section II. Employment Requirements H. Criminal Background Checks	***Revise: Alignment with legislative changes*** 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. 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~~ ***The*** School will conduct additional background checks for candidates in consideration for ***any*** ~~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." ***The school will review the database of the Commission on Teacher Credentialing for any notice of adverse actions.*** "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 III: Standards of Conduct B. Prohibited Conduct	***Add: Alignment with legislative changes*** 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. ***For additional information, see board policy, 4022-Professional Boundaries.***
Section VII: Employee Wages and Benefits G. Retirement Plan Offerings	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. ***Eligibility for 403/457b starts with the subsequent full pay period after the hire date or date of increase in hours. This is not intended for instances of occasional extra hours for part-time employees, but a determined schedule change.***
Section VIII: Leaves, Vacation, and Holidays D. Pregnancy Disability Leave (PDL)	***Revise:*** ***Alignment with legislative changes*** ~~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 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.~~

9. Accommodations for Pregnancy, Childbirth, and Related Medical Conditions

California Pacific Charter Schools provides reasonable accommodations to employees experiencing limitations related to pregnancy, childbirth, or related medical conditions. We are committed to complying with the federal Pregnant Workers Fairness Act (PWFA) and any applicable state or local laws offering additional protections.

Examples of reasonable accommodations include:

- ***Additional break time for restroom use, meals, hydration, and rest.***
- ***Seating options allowing for sitting or standing as needed.***
- ***Schedule changes, part-time work, and paid and unpaid leave.***
- ***Flexible work hours to accommodate medical appointments and physical needs.***
- ***Telework (remote work).***
- ***Closer parking spots to the workplace entrance.***
- ***Light duty.***
- ***Making existing facilities accessible or modifying the work environment.***
- ***Job restructuring.***
- ***Temporarily suspending one or more essential functions of the job.***
- ***Acquiring or modifying equipment, uniforms, or devices.***
- ***Adjusting or modifying examinations or policies.***

If you require an accommodation, notify your Director of Human Resources. In instances where the need for a particular accommodation is not obvious, you may be asked to provide:

- ***The reason an accommodation is needed;***
- ***A description of the proposed accommodation; and***
- ***Information on how the accommodation will effectively address your limitations.***

	Medical documentation will not be required in the following situations: ● ***When the limitation and need for an accommodation is obvious.*** ● ***If the School is already aware of the limitation due to previous disclosure.*** ● ***If the requested accommodation is to do any of the following, as needed:*** ○ ***Carry or keep water nearby and drink;*** ○ ***Take additional restroom breaks;*** ○ ***Sit, stand, or alternate between sitting and standing; or*** ○ ***Take breaks to eat and drink.*** ● ***For any lactation accommodations.*** ● ***When a similar accommodation has been provided to other employees without requiring documentation.*** ***The School will engage in an interactive process with you to identify suitable accommodations. While we strive to accommodate all requests, certain accommodations may not be provided if they would result in undue hardship to the School. Factors considered include the nature and cost of the accommodation, the overall financial resources of the facility, and the impact on operations, including safety and efficiency.*** ***If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act (FMLA) and/or any other applicable leave as permitted by law. The School strictly prohibits retaliation against employees who request or utilize an accommodation under this policy.***
Section VIII: Leaves, Vacation, and Holidays C. California State Benefits (PFL)	***Revise: Alignment with legislative changes*** 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 designated person which is defined as someone related by blood or someone whose association with the employee is the equivalent of a family relationship,*** or to bond with a new child by birth, adoption, or foster care placement.

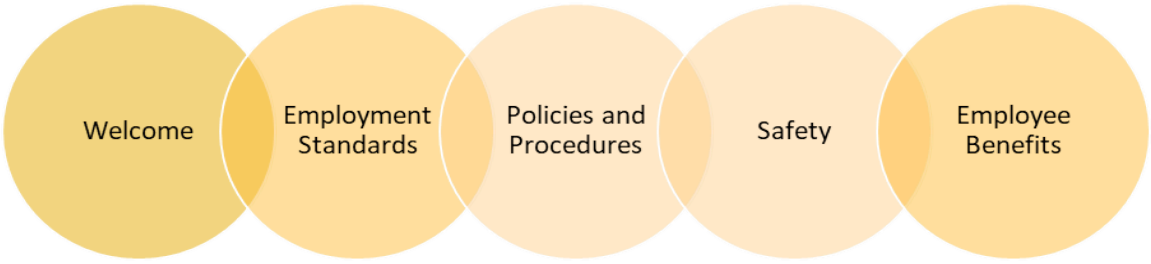
	PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country. Employees must notify HR of their plan to take leave and 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.
Section VIII: Leaves, Vacation, and Holidays M. Recreational Activities N. Workers Compensation	***Revise: Combine "M. Recreational Activities" section to be a statement under "N. Workers' Compensation" section*** ***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.***
Section VIII: Leaves, Vacation, and Holidays O. Other Types of Leaves "Visit Children's Schools"	***Revise: Statements revised to provide clarity*** 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 ***sick leave, vacation, and/or*** 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, ***or to attend a school conference or IEP meeting***. ~~Employees may use available and accrued sick leave~~;

Section VIII: Leaves, Vacation, and Holidays O. Other Types of Leaves "Unpaid Leave"	~~● 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. Exempt employees may only take unpaid leave in full day increments. Nonexempt employees may take unpaid leave in half day increments. 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.~~ ***Revise: Statements revised to provide clarity*** ● ***General Leave without Pay (LWOP): When an employee has exhausted their available paid leave options, and continues to need time off from work for a short-term personal matter, the employee may request a general leave without pay (LWOP) for up to five (5) days per school year. A nonexempt employee may take LWOP in time increments of no less than one (1) hour per instance. Exempt employees may only take LWOP in full day increments. Benefit eligible employees will maintain their eligibility status during periods of LWOP.*** ***Employees should contact HR for support regarding any need for time off to ensure coordination of leave benefits.***

California Pacific Charter Schools

Employee Handbook

January 2026



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

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Welcome to CalPac!

We are glad to have you on our team! You have joined an organization that focuses on the execution of high quality personalized learning 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 Employee Handbook is designed to help employees understand the policies, procedures, and practices of California Pacific Charter Schools ("School"). It serves as a general guide to employment provisions and workplace expectations.

This handbook supersedes all prior versions, including any previously issued handbooks, memoranda, or statements that conflict with the policies contained herein. In cases where a written employment agreement between the School and an individual employee contains provisions that differ from this handbook, the terms of the written agreement will govern that employee's employment.

The School reserves the right to revise, modify, delete, or add to any policy, procedure, work rule, or benefit described in this handbook at any time, with or without prior notice, as permitted by law and in accordance with best practices. The only exception to this right is the policy of at-will employment, which may be changed only by a written agreement

signed by the CEO/Superintendent or authorized designee.

When changes are made, the School will provide employees with written notice or an updated version of the handbook. Employees are responsible for reviewing and complying with all updated policies once distributed.

No oral statements, representations, or past practices can alter, modify, or contradict the provisions of this handbook. Nothing in this handbook creates or is intended to create a guarantee of continued employment or any contractual rights.

Nothing in this handbook is intended to interfere with or restrict an employee's rights to communicate, organize, or engage in protected concerted activities regarding their terms and conditions of 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 signed by the CEO/Superintendent or designee.

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.

(See also Accommodations for Pregnancy, Childbirth, and Related Medical Conditions; Lactation Accommodation in Section VIII)

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

All school employees, volunteers, and governing board members of the school are identified as mandated reporters and are required to report instances of child abuse when they have 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. 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.

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. Mandated reporters 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. Mandated Reporters may not be impeded or prohibited from reporting.

All employees, volunteers and governing board members prior to commencing services, 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 mandated reporters will also be subject to annual training as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child

Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or $1,000 or both.

B. Employee Access to Confidential Information

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

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

C. Student Data/FERPA

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

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

D. Conflict of Interest

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

1. Personal Financial Interest

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

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 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 any 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." The school will review the database of the Commission on Teacher Credentialing for any notice of adverse actions.

"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;
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.

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. For additional information, see board policy, 4022-Professional Boundaries.

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.

Prohibition on Providing School Services to Students in Private Homes

Employees are strictly prohibited from providing any school-related services, including but not limited to tutoring, counseling, or instructional support, within the private homes of students. All school services must be conducted in local community spaces identified by the school administration (i.e. community center, library, retail space, or park) with a parent/guardian present or through officially approved virtual platforms, in accordance with school policies and safety guidelines. This prohibition is in place to ensure the safety and well-being of both employees and students, maintain professional boundaries, and comply with legal and ethical standards. Any violation of this policy may result in disciplinary action, up to and including termination.

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 CalPac student participant in the events or it is a general school event open to all students or employee families and the student is of school-age. The CEO or designee may grant an exception on a case by case basis.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each

employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

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

Employee dress is described as business casual, which includes:

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

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that exposes the employee inappropriately,
- Clothing with offensive 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 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.

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

Employee Status	Exempt	NonExempt (hours per week)	Benefit Tier
Regular Full Time	.80+ FTE	32+ hours	Tier 2
Regular Part Time	.60-.79 FTE	24-31 hours	Tier 1
Non-Regular (Hourly/Temporary/Seasonal)	.59 FTE or less	Less than 24 hours/week	Not eligible

Student Counts

Powered by BoardOnTrack

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.

3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. 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 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 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 CalPac facility should remove any personal items at the time they leave the facility. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

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

B. Use of Electronic Media

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

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/Superintendent or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

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

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

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

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

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

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

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

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

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

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

School Logo. The use of the School logo(s) on a social media site or elsewhere must be preapproved 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 positive 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.

Employees who are unable to perform their job duties due to inclement weather (i.e. heavy rain, flooding, wind, snow, or fire that disrupts daily life and compromises safety), will be receive their full compensation for the first day under warning or mandatory evacuation. Should the inclement weather warning or mandatory evacuation continue beyond one work day, employees will work with their supervisor to either determine an alternate work location, or if unable, use their available sick or vacation accrual to cover any continuing time off.

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 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 held legally liable for negligence in the performance of their duties.

C. Employee Safety

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

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

D. Transporting Students

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

E. Employee Driving Policy

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

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

Driver's License and Insurance Coverage

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

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

Notification of Traffic Violations Resulting in Criminal Convictions

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

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run

4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

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

Employee Responsibility

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

Use of Electronic Devices While Operating a Vehicle

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

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

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

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

Revocation of Driving Privilege

1. Human Resources will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.

2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on CPCS business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

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

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 www.CalSTRS.com.
6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under "Employee Benefits" section

of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. 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, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal

law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (*FTE*)	Non-Exempt (*Hours per Week*)	*Eligible employees will have the option to choose one of the following offerings:*	
		*Tiered Benefit Stipends (*for Health, Dental, and/or Vision*)	*Cash In Lieu of Benefits
.80+ FTE	32+ hours	$1,600/month $19,200/year	$400/month
.60 - .79 FTE	24-31 hours	$960/month $11,520/year	$240/month
.59 FTE or less	Less than 24 hours	Not eligible	Not eligible
Benefits go into effect the first of the month following benefit eligibility.			

2. Benefit Design and Modification

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

3. Benefit Plan Documents

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

4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a “Cash in Lieu” (CIL) option. CIL is dependent upon employment status and full time equivalent. 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 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.

<u>403(b)/457(b) Deferred Compensation Plan</u>

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 403(b) for eligible classified employees. In order to receive employer contributions, the eligible employee must first open a 403(b) account. The employer will then provide a guaranteed contribution of an amount equivalent to 5% 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 403(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.

Eligibility for 403/457b starts with the subsequent full pay period after the hire date or date of increase in hours. This is not intended for instances of occasional extra hours for part-time employees, but a determined schedule change.

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 www.calstrs.com.

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

H. Expense Reimbursement Process

The School receives public funds for its operations and must adhere to all laws, policies, and procedures in their use. As a steward of public funds, all staff will ensure that purchases and expense reimbursements follow the board approved policies and procedures. The School will only reimburse actual and necessary business expenditures for staff. Staff shall be held accountable for good judgment regarding expenditure of tax dollars.

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.

1. Supplies/Postage

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.

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.

2. Travel

The School supports staff development and participation in meetings and training in person as necessary. Employees are pre-approved to expense 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 will not reimburse personal expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member 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.

a. Compensation During Travel

The School wants to ensure that employees are treated fairly when traveling for work, in alignment with the guidelines from the U.S. Department of Labor (DOL).

For **non-exempt (hourly) employees**, certain types of travel time are considered compensable (paid) time under the Fair Labor Standards Act (FLSA) and California wage and hour laws. The following guidelines apply:

- **Travel during regular work hours:** This is considered paid time. For example, if you normally work from 8:00 a.m. to 4:00 p.m., any travel during those hours is paid time regardless of the day of the week.

- **Travel outside of normal work hours as a passenger (e.g., on a plane, train, or bus):** This time is generally **not compensable**, unless you are performing work (like answering emails, preparing reports, or attending virtual meetings) while traveling.

- **Driving a vehicle (whether personal or rented) for work purposes:** All time spent driving is considered paid time, regardless of when it occurs. This does not apply to time spent as part of the regular commute to work.

- **Overnight travel:** Time spent traveling during your regular work hours is paid, even if it's on a non-workday (e.g., weekend or holiday).

b. Accommodation for Breastfeeding Employees

The School supports employees who are breastfeeding. When travel requires overnight stays, employees may request accommodations for lactation, including refrigeration access, private space, and flexibility in scheduling to allow for nursing or pumping. Employees should notify their supervisor or Human Resources in advance to ensure necessary arrangements are made.

3. Mileage

Employees who drive their personal vehicle for the purpose of attending a work related event as outlined in the travel policy are eligible for mileage reimbursement. The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. To receive reimbursement, employees must complete the CalPac reimbursement form and include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like.

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.

Employees may not upgrade hotel rooms beyond standard accommodations unless prior written approval is obtained.

Requests for Upgrades to Hotel Rooms or Travel Arrangements

Employees are expected to book reasonable, standard accommodations and travel arrangements (e.g., economy airfare, standard hotel rooms). If an employee prefers to upgrade (e.g., to business class, premium seats, hotel room upgrades), any additional costs above the standard rate are the responsibility of the employee and will not be reimbursed unless approved in advance by the Superintendent or designee due to an approved business necessity (e.g., medical accommodation).

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meals. Meals provided in conjunction with conferences, workshops, seminars, or meetings that exceed the standard reimbursement amounts are excluded from these limitations. Meals provided at/during the conference or training will not be reimbursed separately.

The reimbursement rates are as follows:

- $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.

Flight Delays and Unexpected Travel Interruptions

We understand that travel plans don't always go as expected. To support employees and ensure they are treated fairly when travel disruptions occur, the following guidelines apply:

For All Employees:

- **Delays of two (2) hours or less:**
    - No action is required. Employees may use this time as personal time (e.g., relax, eat, read). This time is generally not compensable unless the employee performs work (such as responding to emails or calls).
- **Delays exceeding two (2) hours:**
    - Employees should notify their supervisor as soon as practical.

- If the employee remains at the airport and performs work (such as checking emails, preparing reports, or attending virtual meetings), this time should be recorded and is compensable. Nonexempt employees must get advance approval before working during nonwork hours.

- If no work is performed, this time is generally considered unpaid waiting time.

For Non-Exempt (Hourly) Employees:

- **If delayed after 10:00 p.m. or forced to remain overnight due to cancellations:**

  - Employees should contact their supervisor or HR immediately to discuss options, including booking additional lodging, meal allowances, and confirming if any additional compensation applies.

  - The School will reimburse reasonable additional lodging and meals in such cases.

  - Time spent actively working while delayed (even after hours) is compensable and must be recorded. Passive waiting time (such as waiting for a flight but not working) outside of normal working hours is generally not compensable.

  - Employees should prioritize safety and comfort and are encouraged not to attempt long drives or commutes late at night due to delays. Lodging will be supported if necessary.

For Exempt (Salaried) Employees:

- Exempt employees are generally paid their regular salary and do not receive additional compensation for delays. However, the School will support necessary additional travel expenses (lodging, meals) if delays result in overnight stays or extended layovers.

Best Practices & Tips for Employees and Managers:

- **Communicate early:** Employees and supervisors should discuss the expected travel schedule, the covered expenses, and clarify which hours are compensable before the trip.

- **Record your time carefully:** Keep track of your travel hours, including any time worked while in transit. Use the School's timekeeping system to log these hours accurately.

- **Meal and rest periods still apply:** Remember to take your rest and meal breaks as you would during a regular workday.

- **Safety first:** The School encourages employees to prioritize their well-being and will support arrangements to avoid unsafe travel due to disruptions.

- **Expense reporting:** Any additional expenses due to extended delays should be documented and submitted with an explanation and receipts.

  Questions? If you're unsure whether your travel time is paid, or if you encounter special situations (such as long delays or overnight layovers), contact Human Resources for guidance before your trip.

These guidelines are designed to ensure compliance with labor laws and to support employees in being fairly compensated for their time while traveling.

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, registered domestic partner, or designated person which is defined as someone related by blood or someone whose association with the employee is the equivalent of a family relationship, 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 12- month look-back period will apply to all leaves granted concurrently.

1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but

not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

7. State Benefits

California State Disability Insurance (SDI) and California Paid Family Leave (PFL) are designed to provide eligible workers with partial wage replacement when taking time off work for their own serious medical condition, to care for a child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, registered domestic partner or to bond with a new child. Although it provides monetary benefits, it does not provide job protection rights. For more information or to file a SDI or PFL claim, please contact HR.

9. Accommodations for Pregnancy, Childbirth, and Related Medical Conditions

California Pacific Charter Schools provides reasonable accommodations to employees experiencing limitations related to pregnancy, childbirth, or related medical conditions. We are committed to complying with the federal Pregnant Workers Fairness Act (PWFA) and any applicable state or local laws offering additional protections.

Examples of reasonable accommodations include:

- Additional break time for restroom use, meals, hydration, and rest.
- Seating options allowing for sitting or standing as needed.
- Schedule changes, part-time work, and paid and unpaid leave.
- Flexible work hours to accommodate medical appointments and physical needs.
- Telework (remote work).
- Closer parking spots to the workplace entrance.

- Light duty.
- Making existing facilities accessible or modifying the work environment.
- Job restructuring.
- Temporarily suspending one or more essential functions of the job.
- Acquiring or modifying equipment, uniforms, or devices.
- Adjusting or modifying examinations or policies.

If you require an accommodation, notify your Director of Human Resources. In instances where the need for a particular accommodation is not obvious, you may be asked to provide:

- The reason an accommodation is needed;
- A description of the proposed accommodation; and
- Information on how the accommodation will effectively address your limitations.

Medical documentation will not be required in the following situations:

- When the limitation and need for an accommodation is obvious.
- If the School is already aware of the limitation due to previous disclosure.
- If the requested accommodation is to do any of the following, as needed:
    - Carry or keep water nearby and drink;
    - Take additional restroom breaks;
    - Sit, stand, or alternate between sitting and standing; or
    - Take breaks to eat and drink.
- For any lactation accommodations.
- When a similar accommodation has been provided to other employees without requiring documentation.

The School will engage in an interactive process with you to identify suitable accommodations. While we strive to accommodate all requests, certain accommodations may not be provided if they would result in undue hardship to the School. Factors considered include the nature and cost of the accommodation, the overall financial resources of the facility, and the impact on operations, including safety and efficiency.

If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act (FMLA) and/or any other applicable leave as permitted by law. The School strictly prohibits retaliation against employees who request or utilize 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:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
2. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
3. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA
Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be

taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

2) California Family Rights Act (CFRA)
The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are 5 or more employees within a 75 mile radius.

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee’s parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. To care for the employee’s family member including a spouse, registered domestic partner, child, or parent who has a military service-related injury, or a designated person (person who is related to the employee by blood or whose association with the employee is equivalent to a family relationship). Employees are limited to the use of CFRA leave for one designated person per 12 month period. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA
Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) Process for Requesting FMLA/CFRA Leave

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered

family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

1) Date of commencement of the serious health condition;
2) Probable duration of the condition; and
3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave.

Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5) Reinstatement Upon Return from FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

1) An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
2) The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
3) The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
4) If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

Employees are eligible for bereavement leave after 30 days of continuous employment. An employee requesting bereavement leave should notify their supervisor as soon as possible for support in ensuring release time and coverage of their duties. If an employee receives notice of the death of a family member while at work, the employee may be excused from their regularly scheduled duties for the remainder of the workday and that day will not count as bereavement leave. The employee will be paid for that day as if they had completed the full workday.

Paid bereavement leave will be granted according to the following schedule:

1. 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.
2. 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.
3. 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).

4. 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

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted to HR. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Judicial Leave

The School encourages employees as part of their civic responsibilities to serve on jury duty when called. The School provides judicial leave to eligible employees who are called to serve as jurors or who are summoned to appear as witnesses in a judicial proceeding, pursuant to a subpoena, or a court order. Postponement to non-instructional or off-peak department times such as the start or end of the school year, during state testing windows, at the end of grading periods, or for departments during significant high volume periods is encouraged in order to minimize the impact to the School's operations.

- Seasonal and part-time employees working less than 24 hours per week will be provided unpaid time off to participate in jury duty.
- Regular classified and certificated employees will receive their full pay while serving up to seven (7) days of judicial leave. The seven days will be calculated as the equivalent to the employee's regular work schedule. For example, an employee who works six (6) hours per day would be eligible for a total of 42 hours of judicial leave.
- With pre approval from the supervisor, nonexempt employees may work an alternate schedule in coordination with their leave in order to maintain full or partial paid status for the duration of the leave in excess of seven (7) paid days if applicable.
- Exempt employees called for jury duty will receive full salary for the time spent on leave beyond the initial seven (7) days, unless they are on leave for an entire workday during which no work is performed. Exempt employees are expected to monitor and respond to any urgent communications within 24 business hours, perform any critical job duties, and must consult with their supervisor to ensure coverage of duties during their absence.

The employee must notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

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:

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.

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).

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.

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 sick leave, vacation, and/or 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, or to attend a school conference or IEP meeting.
- 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.
- General Leave without Pay (LWOP): When an employee has exhausted their available paid leave options, and continues to need time off from work for a short-term personal matter, the employee may request a general leave without pay (LWOP) for up to five (5) days per school year. A nonexempt employee may take LWOP in time increments of no less than one (1) hour per instance. Exempt employees may only take LWOP in full day increments. Benefit eligible employees will maintain their eligibility status during periods of LWOP.

Employees should contact HR for support regarding any need for time off to ensure coordination of leave benefits.

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 Accrual *Certificated Staff*				
Eligibility Status	**Full Time Equivalent (FTE)**	**Hours Worked Per Week**	**Total Annual Accrual**	**Total Accrual Cap**
Full Time Tier 2	.80+	32+	24 hours	36 hours
Part Time Tier 1	.60 - .79	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. Classified employees are allowed to apply their earned vacation hours during school recess in order to remain in paid status.

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	8 hours	8 hours	96	144

			hours/4 hours			hours	hours
Part Time Tier 1	.60-.79	24-31 hours	2.4 hours/ 2.4 hours	4.8 hours	4.8 hours	57.6 hours	86 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**
Full Time Tier 2	.80+	32+	12 hours	12 hours	144 hours	216 hours
Part Time Tier 1	.60-.79	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

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 2025-26 First Interim Financial Report

Section: IX. Business/Financial Services
Item: A. Approval of 2025-26 First Interim Financial Report
Purpose: Vote
Submitted by: Shannon Green
Related Material:
25-26 First Interim Budget Presentation.pdf
2025-26 First Interim Budget #1751 California Pacific Charter School-Los Angeles.pdf
2025-26 First Interim Budget #1758 California Pacific Charter School-San Diego.pdf
2025-26 First Interim Budget #2037 California Pacific Charter School-Sonoma.pdf

BACKGROUND:

On or before December 15th, charter schools are required to submit a First Interim Budget to their chartering authority and the County Office of Education (COE). The First Interim Budget provides a critical financial update at the mid-point of the academic year, adjusting the original budget based on actual revenue, expenditures, and any other financial changes. Required by the California Department of Education, this report reflects revised revenue projections, updated expenditures, and a review of each Schools' cash flows and fund balances.

This budget update is essential for the Board to assess each School's financial health and ensure they are on track with their budgets. It helps identify any emerging financial challenges so adjustments can be made as needed. Additionally, the First Interim Budget ensures compliance with state regulations and maintains accountability in how resources are managed to achieve the school's goals.

Approval of the First Interim Budget is a key step in maintaining financial transparency and stability for the remainder of the year.

RECOMMENDATION:

It is recommended the Board approve the First Interim Financial Reports for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

CALIFORNIA PACIFIC CHARTER SCHOOL



First Interim Budget

California Pacific Charter

2025-2026

IN FULL BLOOM

Enrollment and ADA Update

CalPac-LA

Adopted
Enrollment: 429
ADA: 404.10

FIB Projection
Enrollment: 461
ADA: 405.56

CalPac-SD

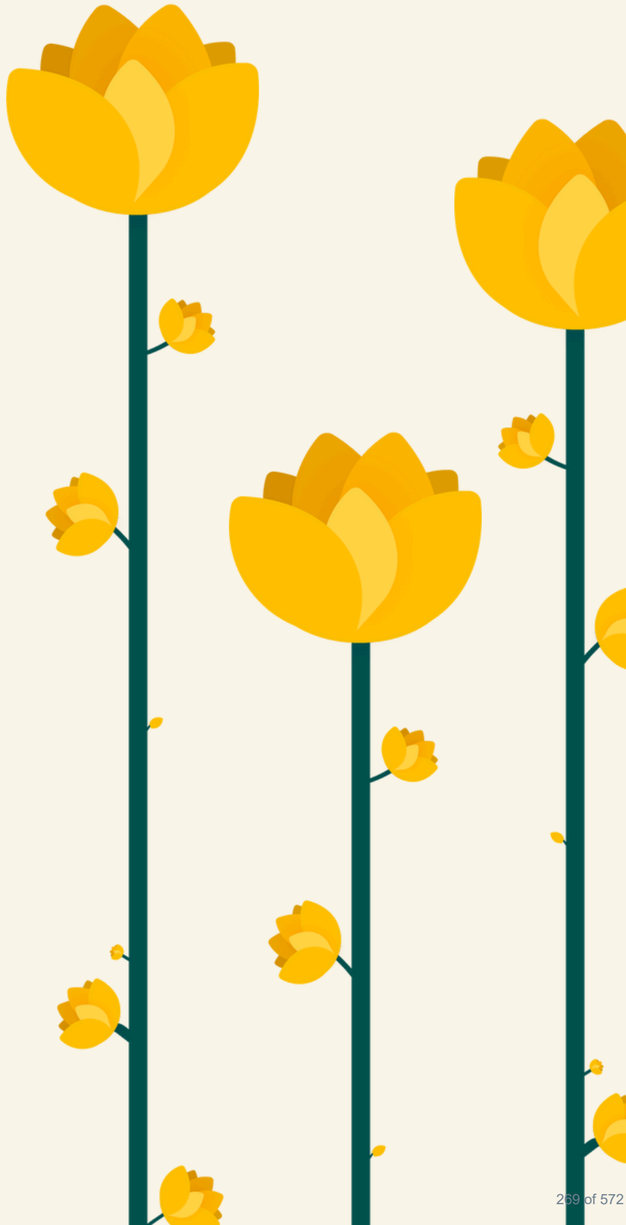
Adopted
Enrollment: 328
ADA: 309.35

FIB Projection
Enrollment: 343
ADA: 312.80

CalPac-Sonoma

Adopted
Enrollment: 246
ADA: 221.55

FIB Projection
Enrollment: 238
ADA: 216.18



2025-26 Summary

	San Diego			Los Angeles			Sonoma		
	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change
Enrollment	**328**	343	**15**	**429**	461	**32**	**246**	238	**(8)**
Average Daily Attendance	**309.35**	312.80	**3.45**	**404.10**	405.56	**1.46**	**221.55**	216.18	**(5.37)**
REVENUES									
General Purpose Revenue	4,412,165	4,445,928	33,763	5,874,856	5,908,291	33,435	2,942,419	2,904,914	(37,505)
Federal Revenue	138,679	155,326	16,647	209,510	207,281	(2,229)	91,747	97,392	5,645
Other State Revenue	719,600	779,504	59,904	1,030,080	1,095,027	64,947	564,795	616,664	51,869
Other Local Revenue	15,000	34,000	19,000	-	12,500	12,500	2,000	17,400	15,400
TOTAL REVENUES	**5,285,444**	5,414,758	**129,314**	**7,114,446**	7,223,099	**108,653**	**3,600,961**	3,636,370	**35,409**
EXPENDITURES									
Certificated Salaries	2,531,107	2,586,190	55,082	3,451,510	3,526,469	74,959	1,687,405	1,724,267	36,862
Classified Salaries	638,825	613,231	(25,594)	871,125	836,225	(34,900)	425,883	408,821	(17,063)
Employee Benefits	995,585	1,068,237	72,652	1,357,616	1,463,390	105,774	663,724	714,441	50,717
Books and Supplies	343,745	307,007	(36,739)	468,059	418,311	(49,748)	229,876	197,859	(32,018)
Other Services and Ops	685,240	721,654	36,413	955,144	905,215	(49,929)	531,053	554,301	23,249
Depreciation	-	784	784	-	-	-	-	-	-
TOTAL EXPENDITURES	**5,194,504**	5,297,102	**102,599**	**7,103,455**	7,149,611	**46,155**	**3,537,941**	3,599,688	**61,747**
NET INCREASE / (DECREASE)	**90,940**	117,656	**26,716**	**10,991**	73,488	**62,497**	**63,020**	36,682	**(26,338)**
BEGINNING BALANCE, RESERVES	**1,983,346**	1,983,346	-	**3,183,424**	3,183,424	-	**988,572**	988,572	-
NET INCREASE / (DECREASE)	**90,940**	117,656	**26,716**	**10,991**	73,488	**62,497**	**63,020**	36,682	**(26,338)**
ENDING BALANCE	**2,074,286**	2,101,002	**26,716**	**3,194,415**	3,256,913	**62,497**	**1,051,592**	1,025,254	**(26,338)**
ENDING BALANCE AS % OF EXP	**39.93%**	39.66%	**-0.27%**	**44.97%**	45.55%	**0.58%**	**29.72%**	28.48%	**-1.24%**

Revenue Updates

Student Support and Professional Development Discretionary Block Grant (SSPDBG) - NEW FUNDING

Funds are used for discretionary purposes, including but not limited to:

- Providing standards-aligned professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, including strategies to support literacy for English learners.
- Delivering standards-aligned professional development for teachers on the Mathematics Framework for California Public Schools.
- Developing and expanding teacher recruitment and retention strategies.
- Expanding career pathways and dual enrollment programs in alignment with the Master Plan for Career Education.
- Addressing rising operational costs to support effective teaching and learning.



Resource	LA	SD	Sonoma	Available until
6019 SSPDBG	$117,919	$86,999	$60,954	Jun 30, 2028

2025-26 Categorical Revenue Update

	Available Funds Balances			
Resource	**LA**	**SD**	**Sonoma**	**Available until**
6053-UPK	$35,856	$30,654	$29,552	Jun 30, 2026
6266-Educator Effectiveness	$39,403	$41,442	$45,173	Jun 30, 2026
6387-CTEIG	$153,896	$102,597	$64,123	Dec 31, 2027
6762-Arts & Music Block Grant	$112,916	$92,353	$57,660	Jun 30, 2026
6770-Prop 28 AMS	$62,188	$45,410	$29,931	Available for 3 years
7412-A-G Access Grant	$14,075	$13,955	$6,624	Jun 30, 2026
7413-A-G Learning Loss Mitigation Grant	$5,587	$5,540	$2,483	Jun 30, 2026
7435-Learning Recovery Block Grant	$167,843	$35,667	$59,333	Jun 30, 2028

Note: *Balances shown are the amounts of revenue to be captured in 2025-26 only.*

Staffing Update



2025-26 New Positions

- 1 - Education Specialist
- 1 - Online Teacher

In response to enrollment and service needs, staffing budgeted has been updated to add another Kindergarten Teacher and an Education Specialist since the Adopted Budget.

Changes in Expenses

	San Diego			Los Angeles			Sonoma		
	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change	Adopted Budget 2025-26	First Interim Budget 2025-26	$ Change
EXPENDITURES									
Books and Supplies	343,745	307,007	(36,739)	468,059	418,311	(49,748)	229,876	197,859	(32,018)
Other Services and Ops	685,240	721,654	36,413	955,144	905,215	(49,929)	531,053	554,301	23,249
Depreciation	-	784	784	-	-	-	-	-	-
TOTAL EXPENDITURES	**1,028,986**	**1,029,444**	**458**	**1,423,203**	**1,323,526**	**(99,677)**	**760,929**	**752,160**	**(8,769)**

Key Changes to Books and Supplies

- **Curriculum**: Decrease reflects Bright Thinker actual expenditures being lower than originally budgeted.
- **Materials and Supplies**: Decrease reflects 1st Day Schools actual expenses being lower than budgeted.
- **Noncapitalized Equipment**: Includes computers and technology accessories, based on individual school needs. Decreases are due to sufficient existing computers and accessories for staff and students.

Key Changes to Services and Other Operating Expenditures

- **Special Edu**: Includes special education vendors serving high needs areas including but not limited to OT, Behavior Support, and NPS/Residential placements. These agreements have been carefully reviewed and updated in collaboration with the Special Education department to ensure appropriate support for students with higher-cost needs. CPC-SD and CPC-SO reflect increases related to the provision of high-needs services, while CPC-LA experienced a decrease in services, as determined by student IEPs.
- **Travel and Conferences**: The Special Education Retreat will now be held virtually.
- **Professional Services:** Variances here are related to some contracts coming in lower than expected and changes in legal fee estimates.

Per Pupil Expenditures

California Pacific Charter – SD

Per pupil spending = $15,443

California Pacific Charter – LA

Per pupil spending = $15,509

California Pacific Charter – Sonoma

Per pupil spending = $15,125

Multi-Year Projection

	San Diego			Los Angeles			Sonoma		
	2025-26	2026-27	2027-28	2025-26	2026-27	2027-28	2025-26	2026-27	2027-28
Enrollment	343	352	357	461	471	480	238	242	246
Average Daily Attendance	312.80	320.20	324.74	405.56	415.30	421.27	216.18	221.51	224.78
REVENUES									
General Purpose Revenue	4,445,928	4,742,501	4,945,390	5,908,291	6,220,193	6,489,152	2,904,914	3,032,640	3,167,255
Federal Revenue	155,326	165,201	169,525	207,281	217,429	223,176	97,392	103,491	106,354
Other State Revenue	779,504	759,458	817,523	1,095,027	925,182	951,613	616,664	534,391	543,938
Other Local Revenue	34,000	31,000	31,000	12,500	12,500	12,500	17,400	14,400	14,400
TOTAL REVENUES	5,414,758	5,698,160	5,963,438	7,223,099	7,375,304	7,676,441	3,636,370	3,684,922	3,831,947
EXPENDITURES									
Certificated Salaries	2,586,190	2,780,574	2,922,021	3,526,469	3,594,188	3,775,243	1,724,267	1,797,810	1,873,236
Classified Salaries	613,231	659,323	692,863	836,225	852,283	895,216	408,821	426,258	444,141
Employee Benefits	1,068,237	1,148,528	1,206,954	1,463,390	1,491,492	1,566,625	714,441	744,913	776,165
Books and Supplies	307,007	327,738	333,492	418,311	422,140	429,548	197,859	204,360	208,123
Other Services and Operating	721,654	634,467	695,731	905,215	865,872	924,150	554,301	440,202	473,775
Depreciation and Amortizatio	784	784	784	-	-	-	-	-	-
TOTAL EXPENDITURES	5,297,102	5,551,414	5,851,844	7,149,611	7,225,973	7,590,782	3,599,688	3,613,543	3,775,440
NET INCREASE / (DECREASE)	117,656	146,746	111,594	73,488	149,330	85,658	36,682	71,379	56,508
BEGINNING BALANCE, RESERVES	1,983,346	2,101,002	2,247,747	3,183,424	3,256,913	3,406,243	988,572	1,025,254	1,096,633
NET INCREASE / (DECREASE)	117,656	146,746	111,594	73,488	149,330	85,658	36,682	71,379	56,508
ENDING BALANCE	2,101,002	2,247,747	2,359,341	3,256,913	3,406,243	3,491,901	1,025,254	1,096,633	1,153,140
ENDING BALANCE AS % OF EXP	39.66%	40.49%	40.32%	45.55%	47.14%	46.00%	28.48%	30.35%	30.54%

25-26 Cash Balances



California Pacific Charter - SD

June 30, 2026 Balance = **$1,804,508**
Approximately **124** Days of Cash on Hand

California Pacific Charter - LA

June 30, 2026 Balance = **$2,693,536**
Approximately **138** Days of Cash on Hand

California Pacific Charter - Sonoma

June 30, 2026 Balance = **$749,331**
Approximately **76** Days of Cash on Hand


Questions?
THANK YOU!

FIRST INTERIM BUDGET

2025-2026

California Pacific Charter Schools
LOS ANGELES

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2025, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

2025-26 First Interim Budget Financial Highlights

The financial performance of all three California Pacific Charter Schools (CalPac) - San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO) remains strong, with positive monthly cash balances and healthy reserves. CPC-SO shows lower days of cash on hand early in the year due to timing of cash receipts and a one-time prepaid expense, but cash levels stabilize in later months, maintaining adequate liquidity throughout the fiscal year.

- CPC-SD: Projected surplus of $117,656, with an ending fund balance $2,101,002, representing a healthy 39.66% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-LA: Projected surplus of $73,488, with an ending fund balance $3,256,913, representing a healthy 45.55% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-SO: Projected surplus of $36,682, with an ending fund balance $1,025,254, representing a healthy 28.48% of annual expenditures. This is a decrease from the Adopted Budget.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment projections 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The attendance ratio percentage is management’s estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis but also includes any students who did not complete a full year at CalPac. As such, not every student will equal 1 FTE, and their inclusion contributes to the overall ADA ratio.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	328	343	352	357
Total Charter ADA	309.35	312.80	320.20	324.74
Attendance Ratio	94.31%	91.20%	91.20%	91.20%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	429	461	471	480
Total Charter ADA	404.10	405.56	415.30	421.27
Attendance Ratio	94.20%	87.97%	87.97%	87.97%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	246	238	242	246
Total Charter ADA	221.55	216.18	221.51	224.78
Attendance Ratio	89.89%	90.83%	90.83%	90.83%

2025-26 First Interim Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a Cost-of-living adjustment (COLA) of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 First Interim Budget:

	CPC-SD	**CPC-LA**	**CPC-SO**
Federal Special Education	$48,265	$65,423	$33,817
Title I	85,771	116,550	46,891
Title II	11,290	15,308	6,684
Title IV	10,000	10,000	10,000

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025-26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools were approved for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *Literacy Screenings Professional Development* – New funding source allocated to support literacy initiatives, with expenditures directed toward Amira Learning software.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.
- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* - New funding source. Funds expended for discretionary purposes, including, but not limited to, all of the following:
    - Providing standards-aligned professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, including strategies to support literacy for English learners.
    - Providing standards-aligned professional development for teachers on the Mathematics Framework for California Public Schools.
    - Developing and expanding teacher recruitment and retention strategies.
    - Expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education.
    - Addressing rising costs.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Other State Revenue – 2025-26 First Interim Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	121,150	166,090	80,251
EEF	41,442	39,403	45,173
LREBG	35,667	167,843	59,333
Literacy Screenings	2,049	1,389	973
Lottery - Non-Prop 20	59,432	77,056	41,074
Lottery - Prop 20	25,650	33,256	17,727
Mandated Cost Reimbursements	11,050	14,624	7,217
Prop 28 (AMS)	45,410	62,188	29,931
State Special Education	286,454	352,952	232,572
SSPDBG	8,700	11,792	6,095
UPK	30,654	35,856	29,552

Local Revenue –

- Interest revenue is projected at $18,000 for CPC-SD and $5,000 for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. This program is reimbursement-based. Estimates are based on historical trends from the prior year and may be higher than these initial predictions of $16,000 for CPC-SD, $12,500 for CPC-LA, and $12,400 for CPC-SO.

2025-26 First Interim Budget Expenditures

Key Changes to Salaries and Benefits –

- Additional Positions added for 2025-26 First Interim Budget:
  - 1 - Education Specialist
  - 1 - Online Teachers
- Instructional Aides: Decrease reflects the departure of a Special Education Instructional Assistant.
- Other Employee Benefits: Increase is primarily due to a reclassification of expenses. Cash-in-Lieu payments, previously recorded under salaries, are now correctly budgeted within benefits.

Key Changes to Books and Supplies –

- Textbooks and Core Curricula Materials: Decrease reflects Bright Thinker actual expenditures being lower than originally budgeted.
- Materials and Supplies: Decrease reflects 1st Day Schools actual expenses being lower than budgeted.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- Noncapitalized Equipment: Includes computers and technology accessories, based on individual school needs. Decreases are due to sufficient existing computers and accessories for staff and students.

Key Changes to Services and Other Operating Expenditures –

- Subagreements for Services: Includes special education vendors serving high needs areas including but not limited to OT, Behavior Support, and NPS/Residential placements. These agreements have been carefully reviewed and updated in collaboration with the Special Education department to ensure appropriate support for students with higher-cost needs. CPC-SD and CPC-SO reflect increases related to the provision of high-needs services, while CPC-LA experienced a decrease in services, as determined by student IEPs.
- Travel and Conferences: The Special Education Retreat will now be held virtually, therefore reducing these expenditures.
- Operating Expenditures:
  - Professional Services: Decrease reflects Charter Technology Services actual expenses being lower than originally budgeted.
  - Legal: Budget adjustments reflect each school's specific needs. Expenses for CPC-LA and CPC-SD decreased, while CPC-SO shows an increase due to a one-time legal matter that has since been resolved.

Per-pupil spending rates for the 2025-26 First Interim Budget are as follows:

- CPC-SD: $15,443 per pupil
- CPC-LA: $15,509 per pupil
- CPC-SO: $15,125 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $190
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $130K, CPC-LA: $169K, CPC-SO: $83K
  - 2027–28: CPC-SD: $133K, CPC-LA: $174K, CPC-SO: $86K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $46K for CPC-SD, $64K for CPC-LA, $31K for CPC-SO; for 2027-28, these are estimated at $47K for CPC-SD, $65K for CPC-LA, $31K for CPC-SO.
- LREBG funds for 2026-27 total approximately $107K for CPC-SD, $112K for CPC-LA, $55K for CPC-SO; for 2027-28 these are approximately $115K for CPC-SD, $74K for CPC-LA, $28K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 1 Teacher
  - 2027–28: 1 Teacher and 1 Administrator
- To address high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a “per student” pricing model have been increased proportionally to the expected change in enrollment.

2025-26 First Interim Budget Reserves

Reserves (or “Fund Balance”) are critical in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,101,002	$2,247,747	$2,359,341
Components of EFB			
Assigned for Special Education (3%)	$158,913	$166,542	$175,555
Assigned for Legal (4%)	$211,884	$222,057	$234,074
Assigned for Economic Uncertainty (5%)	$264,855	$277,571	$292,592
Cashflow Reserve	$1,465,350	$1,581,577	$1,657,120

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,256,913	$3,406,243	$3,491,901
Components of EFB			
Assigned for Special Education (4%)	$285,984	$289,039	$303,631
Assigned for Legal (4%)	$285,984	$289,039	$303,631
Assigned for Economic Uncertainty (5%)	$357,481	$361,299	$379,539
Cashflow Reserve	$2,327,464	$2,466,866	$2,505,100

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,025,254	$1,096,633	$1,153,140
Components of EFB			
Assigned for Special Education (4%)	$143,988	$144,542	$151,018
Assigned for Legal (4%)	$143,988	$144,542	$151,018
Assigned for Economic Uncertainty (5%)	$179,984	$180,677	$188,772
Cashflow Reserve	$557,294	$626,872	$662,332

2025-26 First Interim Budget Cash Flow

Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Cash flow continues to be strong for two of the three schools (CPC-LA and CPC-SD), with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. CPC-SO also maintains positive cash balances throughout the year; however, it experiences several early-year months with lower days of cash on hand. Beginning in November, cash levels stabilize, with all subsequent months projected at no fewer than 69 days of cash on hand. These temporary dips are driven largely by timing factors, including a significant apportionment deposit expected in November and the impact of a one-time $150,000 prepaid expense for a three-year contract recorded early in the year. Additionally, expenses are typically higher at the start of the school year, further reducing early-year cash balances. Despite these timing-related fluctuations, overall liquidity remains adequate.

While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$1,804,508	$2,693,536	$749,331
Days of Cash on Hand	124	138	76



2025-26 First Interim Budget
Enrollment & ADA

California Pacific Charter - Los Angeles (#1751)	CPC-LA 2025-26		CPC-LA 2026-27		CPC-LA 2027-28	
Attendance Ratio:	87.97%		87.97%		87.97%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	18	16.56	19	16.56	19	16.56
Kinder	28	25.76	30	26.40	30	26.80
Grade 1	20	18.40	21	18.86	22	19.14
Grade 2	31	29.44	34	30.18	35	30.63
Grade 3	26	22.50	26	23.06	27	23.41
Grade 4	20	18.00	21	18.45	21	18.73
Grade 5	15	13.50	16	13.84	16	14.05
Grade 6	27	24.30	28	24.91	29	25.28
Grade 7	38	33.44	39	34.28	40	34.79
Grade 8	34	30.80	36	31.57	36	32.04
Grade 9	35	30.10	35	30.85	36	31.31
Grade 10	50	43.00	50	44.08	51	44.74
Grade 11	67	55.90	65	57.30	66	58.16
Grade 12	52	43.86	51	44.96	52	45.63
TOTAL	461	405.56	471	415.30	480	421.27

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	123	112.66	130	115.06	133	116.54
Total 4-6 Enrollment	62	55.80	65	57.20	66	58.06
Total 7-8 Enrollment	72	64.24	75	65.85	76	66.83
Total 9-12 Enrollment	204	172.86	201	177.19	205	179.84
Total Enrollment/ADA	461	405.56	471	415.30	480	421.27

Unduplicated Pupil Percentage	67.46%	311	67.46%	318	67.46%	324
Percentage of ELL/LEP students	8.18%	38	8.18%	39	8.18%	39
Percentage of SPED Student	20.09%	93	20.09%	95	20.09%	96



2025-26 First Interim Budget
Budget Summary

California Pacific Charter - Los Angeles (#1751)	Adopted Budget 2025-26	Year to Date 10/31/2025	First Interim Budget 2025-26	$ Change	% Change
Enrollment	**429**		**461**	**32**	**7.46%**
Average Daily Attendance	**404.10**		**405.56**	**1.46**	**0.36%**
REVENUES					
General Purpose Revenue	5,874,856	1,063,903	5,908,291	33,435	0.57%
Federal Revenue	209,510	32,965	207,281	(2,229)	-1.06%
Other State Revenue	1,030,080	87,280	1,095,027	64,947	6.31%
Other Local Revenue	-	5,702	12,500	12,500	-
TOTAL REVENUES	**7,114,446**	**1,189,850**	**7,223,099**	**108,653**	**1.53%**
EXPENDITURES					
Certificated Salaries	3,451,510	1,036,229	3,526,469	74,959	2.17%
Classified Salaries	871,125	234,377	836,225	(34,900)	-4.01%
Employee Benefits	1,357,616	443,093	1,463,390	105,774	7.79%
Books and Supplies Expenditures	468,059	244,870	418,311	(49,748)	-10.63%
Other Services and Operating Expenditures	955,144	462,583	905,215	(49,929)	-5.23%
Depreciation and Amortization	-	-	-	-	-
TOTAL EXPENDITURES	**7,103,455**	**2,421,152**	**7,149,611**	**46,155**	**0.65%**
NET INCREASE / (DECREASE)	**10,991**	**(1,231,302)**	**73,488**	**62,497**	**568.62%**
BEGINNING BALANCE, RESERVES	**3,183,424**	**3,183,424**	**3,183,424**	**-**	**-**
NET INCREASE / (DECREASE)	**10,991**	**(1,231,302)**	**73,488**	**62,497**	**568.62%**
ENDING BALANCE	**3,194,415**	**1,952,122**	**3,256,913**	**62,497**	**1.96%**
ENDING BALANCE AS % OF EXPENDITURES	**44.97%**	**80.63%**	**45.55%**	**0.58%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 First Interim Budget
Multi-Year Projection

California Pacific Charter - Los Angeles (#1751)	2025-26	2026-27	2027-28
Enrollment	**461**	**471**	**480**
Average Daily Attendance	**405.56**	**415.30**	**421.27**
REVENUES			
8011 LCFF General Entitlement	5,625,664	5,930,778	6,195,577
8012 EPA Entitlement	81,112	83,060	84,254
8096 In-Lieu-Of Property Taxes	201,515	206,355	209,321
Total General Purpose Revenue	**5,908,291**	**6,220,193**	**6,489,152**
8181 Federal IDEA SpEd Revenue	60,660	67,275	70,958
8182 SpEd - Discretionary Grants	4,763	5,129	5,252
8290 Other Federal Revenue	141,858	145,025	146,966
Total Federal Revenue	**207,281**	**217,429**	**223,176**
8311 AB602 State SpEd Revenue	322,087	356,863	377,705
8550 Mandated Cost Reimbursements	14,624	14,935	15,832
8560 State Lottery Revenue	110,312	112,962	114,585
8590 Other State Revenue	648,004	440,422	443,491
Total Other State Revenue	**1,095,027**	**925,182**	**951,613**
8660 Interest Income	-	-	-
8699 Other Revenue	12,500	12,500	12,500
Total Other Local Revenue	**12,500**	**12,500**	**12,500**
TOTAL REVENUES	**7,223,099**	**7,375,304**	**7,676,441**
EXPENDITURES			
1000s Certificated Salaries	3,526,469	3,594,188	3,775,243
2000s Classified Salaries	836,225	852,283	895,216
3000s Employee Benefits	1,463,390	1,491,492	1,566,625
4000s Books and Supplies Expenditures	418,311	422,140	429,548
5000s Other Services and Operating Expenditures	905,215	865,872	924,150
6000s Depreciation and Amortization	-	-	-
TOTAL EXPENDITURES	**7,149,611**	**7,225,973**	**7,590,782**
NET INCREASE / (DECREASE)	**73,488**	**149,330**	**85,658**
BEGINNING BALANCE, RESERVES	**3,183,424**	**3,256,913**	**3,406,243**
NET INCREASE / (DECREASE)	**73,488**	**149,330**	**85,658**
ENDING BALANCE	**3,256,913**	**3,406,243**	**3,491,901**
ENDING BALANCE AS % OF EXPENDITURES	**45.55%**	**47.14%**	**46.00%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Los Angeles

2025-26 First Interim Budget

Monthly Cash Forecast

	BUDGET	July Actuals	August Actuals	September Actuals	October Actuals	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**3,245,029**	**3,126,492**	**2,438,937**	**2,106,150**	**2,085,178**	**2,078,750**	**2,083,138**	**2,092,059**	**2,076,814**	**2,216,366**	**2,256,241**	**2,296,117**		
Revenues															
General Purpose Revenue	$ 5,908,291	$ -	$ 273,443	$ 284,671	$ 505,789	$ 499,079	$ 519,357	$ 499,079	$ 501,029	$ 575,728	$ 555,450	$ 555,450	$ 536,242	$ 602,974	$ 5,908,291
Federal Revenue	207,281	-	-	-	32,965	-	35,465	-	-	51,820	-	-	51,820	35,211	207,281
Other State Revenue	1,095,027	6,041	5,464	39,662	36,113	33,655	33,655	75,857	36,188	63,766	36,188	36,188	611,791	80,461	1,095,027
Other Local Revenue	12,500	-	57	44	5,601	850	850	850	850	850	850	850	850	-	12,500
Total Revenues	**$ 7,223,099**	**$ 6,041**	**$ 278,964**	**$ 324,377**	**$ 580,468**	**$ 533,584**	**$ 589,326**	**$ 575,786**	**$ 538,066**	**$ 692,164**	**$ 592,487**	**$ 592,487**	**$ 1,200,702**	**$ 718,646**	**$ 7,223,099**
Expenditures															
Certificated Salaries	$ 3,526,469	$ 58,757	$ 361,313	$ 307,748	$ 308,411	$ 308,411	$ 308,411	$ 308,411	$ 308,411	$ 308,411	$ 308,411	$ 308,411	$ 271,267	$ 60,097	$ 3,526,469
Classified Salaries	836,225	40,797	50,796	65,555	77,229	77,229	77,229	77,229	77,229	77,229	77,229	77,229	38,614	22,633	836,225
Employee Benefits	1,463,390	67,002	128,306	120,777	127,008	127,008	127,008	127,008	127,008	127,008	127,008	127,008	112,568	18,675	1,463,390
Books and Supplies	418,311	111,551	56,025	68,457	8,838	6,628	4,971	3,728	2,796	2,097	2,097	2,097	2,097	146,928	418,311
Other Services and Operating	905,215	174,266	108,799	125,102	54,417	89,759	67,319	50,490	37,867	37,867	37,867	37,867	37,867	45,727	905,215
Total Expenditures	**$ 7,149,611**	**$ 452,372**	**$ 705,239**	**$ 687,639**	**$ 575,902**	**$ 609,035**	**$ 584,938**	**$ 566,865**	**$ 553,311**	**$ 552,612**	**$ 552,612**	**$ 552,612**	**$ 462,414**	**$ 294,060**	**$ 7,149,611**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 4,490	-	-	-	-	-	-	-	-	-	-	-	-	$ 4,490
Accounts Receivable	557,760	421,373	30,746	2,064	34,554	69,022	-	-	-	-	-	-	-	718,646
Prepaid Expenditures	40,140	(54,676)	(349,412)	39,353	(278)	-	-	-	-	-	-	-	-	405,152
Other Current Assets	104,689	-	-	-	-	-	-	-	-	-	-	-	41,339	63,350
Liabilities														
Accounts Payable	86,022	(38,388)	57,386	2,149	(59,814)	-	-	-	-	-	-	-	(47,354)	294,060
Due To Grantor Governments	13,606	(515)	-	(13,091)	-	-	-	-	-	-	-	-	-	-
Current Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	536,258	-	-	-	-	-	-	-	-	-	-	-	(291,012)	245,245
Other Current Liabilities	113,389	-	-	-	-	-	-	-	-	-	-	-	(43,843)	69,546
Net Increases/Decreases		**$ 327,794**	**$ (261,280)**	**$ 30,474**	**$ (25,537)**	**$ 69,022**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (340,869)**	
		$ 3,126,492	**$ 2,438,937**	**$ 2,106,150**	**$ 2,085,178**	**$ 2,078,750**	**$ 2,083,138**	**$ 2,092,059**	**$ 2,076,814**	**$ 2,216,366**	**$ 2,256,241**	**$ 2,296,117**	**$ 2,693,536**	**ENDING CASH**
Days Cash on Hand		***160***	***125***	***108***	***106***	***106***	***106***	***107***	***106***	***113***	***115***	***117***	***138***	

FIRST INTERIM BUDGET

2025-2026

California Pacific Charter Schools
SAN DIEGO

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2025, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

2025-26 First Interim Budget Financial Highlights

The financial performance of all three California Pacific Charter Schools (CalPac) - San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO) remains strong, with positive monthly cash balances and healthy reserves. CPC-SO shows lower days of cash on hand early in the year due to timing of cash receipts and a one-time prepaid expense, but cash levels stabilize in later months, maintaining adequate liquidity throughout the fiscal year.

- CPC-SD: Projected surplus of $117,656, with an ending fund balance $2,101,002, representing a healthy 39.66% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-LA: Projected surplus of $73,488, with an ending fund balance $3,256,913, representing a healthy 45.55% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-SO: Projected surplus of $36,682, with an ending fund balance $1,025,254, representing a healthy 28.48% of annual expenditures. This is a decrease from the Adopted Budget.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment projections 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The attendance ratio percentage is management’s estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis but also includes any students who did not complete a full year at CalPac. As such, not every student will equal 1 FTE, and their inclusion contributes to the overall ADA ratio.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	328	343	352	357
Total Charter ADA	309.35	312.80	320.20	324.74
Attendance Ratio	94.31%	91.20%	91.20%	91.20%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	429	461	471	480
Total Charter ADA	404.10	405.56	415.30	421.27
Attendance Ratio	94.20%	87.97%	87.97%	87.97%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	246	238	242	246
Total Charter ADA	221.55	216.18	221.51	224.78
Attendance Ratio	89.89%	90.83%	90.83%	90.83%

2025-26 First Interim Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a Cost-of-living adjustment (COLA) of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 First Interim Budget:

	CPC-SD	**CPC-LA**	**CPC-SO**
Federal Special Education	$48,265	$65,423	$33,817
Title I	85,771	116,550	46,891
Title II	11,290	15,308	6,684
Title IV	10,000	10,000	10,000

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025-26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools were approved for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *Literacy Screenings Professional Development* – New funding source allocated to support literacy initiatives, with expenditures directed toward Amira Learning software.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.
- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* - New funding source. Funds expended for discretionary purposes, including, but not limited to, all of the following:
    - Providing standards-aligned professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, including strategies to support literacy for English learners.
    - Providing standards-aligned professional development for teachers on the Mathematics Framework for California Public Schools.
    - Developing and expanding teacher recruitment and retention strategies.
    - Expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education.
    - Addressing rising costs.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Other State Revenue – 2025-26 First Interim Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	121,150	166,090	80,251
EEF	41,442	39,403	45,173
LREBG	35,667	167,843	59,333
Literacy Screenings	2,049	1,389	973
Lottery - Non-Prop 20	59,432	77,056	41,074
Lottery - Prop 20	25,650	33,256	17,727
Mandated Cost Reimbursements	11,050	14,624	7,217
Prop 28 (AMS)	45,410	62,188	29,931
State Special Education	286,454	352,952	232,572
SSPDBG	8,700	11,792	6,095
UPK	30,654	35,856	29,552

Local Revenue –

- Interest revenue is projected at $18,000 for CPC-SD and $5,000 for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. This program is reimbursement-based. Estimates are based on historical trends from the prior year and may be higher than these initial predictions of $16,000 for CPC-SD, $12,500 for CPC-LA, and $12,400 for CPC-SO.

2025-26 First Interim Budget Expenditures

Key Changes to Salaries and Benefits –

- Additional Positions added for 2025-26 First Interim Budget:
  - 1 - Education Specialist
  - 1 - Online Teachers
- Instructional Aides: Decrease reflects the departure of a Special Education Instructional Assistant.
- Other Employee Benefits: Increase is primarily due to a reclassification of expenses. Cash-in-Lieu payments, previously recorded under salaries, are now correctly budgeted within benefits.

Key Changes to Books and Supplies –

- Textbooks and Core Curricula Materials: Decrease reflects Bright Thinker actual expenditures being lower than originally budgeted.
- Materials and Supplies: Decrease reflects 1st Day Schools actual expenses being lower than budgeted.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- Noncapitalized Equipment: Includes computers and technology accessories, based on individual school needs. Decreases are due to sufficient existing computers and accessories for staff and students.

Key Changes to Services and Other Operating Expenditures –

- Subagreements for Services: Includes special education vendors serving high needs areas including but not limited to OT, Behavior Support, and NPS/Residential placements. These agreements have been carefully reviewed and updated in collaboration with the Special Education department to ensure appropriate support for students with higher-cost needs. CPC-SD and CPC-SO reflect increases related to the provision of high-needs services, while CPC-LA experienced a decrease in services, as determined by student IEPs.
- Travel and Conferences: The Special Education Retreat will now be held virtually, therefore reducing these expenditures.
- Operating Expenditures:
  - Professional Services: Decrease reflects Charter Technology Services actual expenses being lower than originally budgeted.
  - Legal: Budget adjustments reflect each school's specific needs. Expenses for CPC-LA and CPC-SD decreased, while CPC-SO shows an increase due to a one-time legal matter that has since been resolved.

Per-pupil spending rates for the 2025-26 First Interim Budget are as follows:

- CPC-SD: $15,443 per pupil
- CPC-LA: $15,509 per pupil
- CPC-SO: $15,125 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $190
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $130K, CPC-LA: $169K, CPC-SO: $83K
  - 2027–28: CPC-SD: $133K, CPC-LA: $174K, CPC-SO: $86K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $46K for CPC-SD, $64K for CPC-LA, $31K for CPC-SO; for 2027-28, these are estimated at $47K for CPC-SD, $65K for CPC-LA, $31K for CPC-SO.
- LREBG funds for 2026-27 total approximately $107K for CPC-SD, $112K for CPC-LA, $55K for CPC-SO; for 2027-28 these are approximately $115K for CPC-SD, $74K for CPC-LA, $28K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 1 Teacher
  - 2027–28: 1 Teacher and 1 Administrator
- To address high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a “per student” pricing model have been increased proportionally to the expected change in enrollment.

2025-26 First Interim Budget Reserves

Reserves (or “Fund Balance”) are critical in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,101,002	$2,247,747	$2,359,341
Components of EFB			
Assigned for Special Education (3%)	$158,913	$166,542	$175,555
Assigned for Legal (4%)	$211,884	$222,057	$234,074
Assigned for Economic Uncertainty (5%)	$264,855	$277,571	$292,592
Cashflow Reserve	$1,465,350	$1,581,577	$1,657,120

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,256,913	$3,406,243	$3,491,901
Components of EFB			
Assigned for Special Education (4%)	$285,984	$289,039	$303,631
Assigned for Legal (4%)	$285,984	$289,039	$303,631
Assigned for Economic Uncertainty (5%)	$357,481	$361,299	$379,539
Cashflow Reserve	$2,327,464	$2,466,866	$2,505,100

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,025,254	$1,096,633	$1,153,140
Components of EFB			
Assigned for Special Education (4%)	$143,988	$144,542	$151,018
Assigned for Legal (4%)	$143,988	$144,542	$151,018
Assigned for Economic Uncertainty (5%)	$179,984	$180,677	$188,772
Cashflow Reserve	$557,294	$626,872	$662,332

2025-26 First Interim Budget Cash Flow

Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Cash flow continues to be strong for two of the three schools (CPC-LA and CPC-SD), with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. CPC-SO also maintains positive cash balances throughout the year; however, it experiences several early-year months with lower days of cash on hand. Beginning in November, cash levels stabilize, with all subsequent months projected at no fewer than 69 days of cash on hand. These temporary dips are driven largely by timing factors, including a significant apportionment deposit expected in November and the impact of a one-time $150,000 prepaid expense for a three-year contract recorded early in the year. Additionally, expenses are typically higher at the start of the school year, further reducing early-year cash balances. Despite these timing-related fluctuations, overall liquidity remains adequate.

While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$1,804,508	$2,693,536	$749,331
Days of Cash on Hand	124	138	76

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 First Interim Budget
Enrollment & ADA

California Pacific Charter - San Diego (#1758)	CPC-SD 2025-26		CPC-SD 2026-27		CPC-SD 2027-28	
Attendance Ratio:	91.20%		91.20%		91.20%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	19	17.48	19	17.48	19	17.48
Kinder	32	29.44	33	30.18	34	30.63
Grade 1	19	17.48	20	17.92	20	18.19
Grade 2	14	11.96	13	12.26	14	12.44
Grade 3	18	15.64	18	16.03	18	16.27
Grade 4	17	15.64	18	16.03	18	16.27
Grade 5	23	21.16	24	21.69	24	22.02
Grade 6	16	14.72	17	15.09	17	15.32
Grade 7	26	24.84	28	25.46	28	25.84
Grade 8	24	22.08	25	22.63	25	22.97
Grade 9	25	23.00	26	23.58	26	23.93
Grade 10	36	32.20	36	33.01	37	33.51
Grade 11	43	38.64	43	39.61	44	40.20
Grade 12	31	28.52	32	29.23	33	29.67
TOTAL	343	312.80	352	320.20	357	324.74

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	102	92.00	103	93.87	105	95.01
Total 4-6 Enrollment	56	51.52	59	52.81	59	53.61
Total 7-8 Enrollment	50	46.92	53	48.09	53	48.81
Total 9-12 Enrollment	135	122.36	137	125.43	140	127.31
Total Enrollment/ADA	343	312.80	352	320.20	357	324.74

Unduplicated Pupil Percentage	65.89%	226	65.89%	232	65.89%	235
Percentage of ELL/LEP students	5.36%	18	5.36%	19	5.36%	19
Percentage of SPED Student	23.21%	80	23.21%	82	23.21%	83



2025-26 First Interim Budget
Budget Summary

California Pacific Charter - San Diego (#1758)	Adopted Budget 2025-26	Year to Date 10/31/2025	First Interim Budget 2025-26	$ Change	% Change
Enrollment	**328**		**343**	**15**	**4.57%**
Average Daily Attendance	**309.35**		**312.80**	**3.45**	**1.12%**
REVENUES					
General Purpose Revenue	4,412,165	1,128,424	4,445,928	33,763	0.77%
Federal Revenue	138,679	26,766	155,326	16,647	12.00%
Other State Revenue	719,600	130,023	779,504	59,904	8.32%
Other Local Revenue	15,000	22,536	34,000	19,000	126.67%
TOTAL REVENUES	**5,285,444**	**1,307,750**	**5,414,758**	**129,314**	**2.45%**
EXPENDITURES					
Certificated Salaries	2,531,107	765,340	2,586,190	55,082	2.18%
Classified Salaries	638,825	171,927	613,231	(25,594)	-4.01%
Employee Benefits	995,585	320,261	1,068,237	72,652	7.30%
Books and Supplies Expenditures	343,745	169,616	307,007	(36,739)	-10.69%
Other Services and Operating Expenditures	685,240	415,834	721,654	36,413	5.31%
Depreciation and Amortization	-	-	784	784	-
TOTAL EXPENDITURES	**5,194,504**	**1,842,978**	**5,297,102**	**102,599**	**1.98%**
NET INCREASE / (DECREASE)	**90,940**	**(535,229)**	**117,656**	**26,716**	**29.38%**
BEGINNING BALANCE, RESERVES	**1,983,346**	**1,983,346**	**1,983,346**	**-**	**-**
NET INCREASE / (DECREASE)	**90,940**	**(535,229)**	**117,656**	**26,716**	**29.38%**
ENDING BALANCE	**2,074,286**	**1,448,118**	**2,101,002**	**26,716**	**1.29%**
ENDING BALANCE AS % OF EXPENDITURES	**39.93%**	**78.57%**	**39.66%**	**-0.27%**	

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

2025-26 First Interim Budget
Multi-Year Projection

California Pacific Charter - San Diego (#1758)	2025-26	2026-27	2027-28
Enrollment	**343**	**352**	**357**
Average Daily Attendance	**312.80**	**320.20**	**324.74**
REVENUES			
8011 LCFF General Entitlement	4,198,603	4,489,325	4,688,624
8012 EPA Entitlement	62,560	64,040	64,948
8096 In-Lieu-Of Property Taxes	184,765	189,136	191,818
Total General Purpose Revenue	**4,445,928**	**4,742,501**	**4,945,390**
8181 Federal IDEA SpEd Revenue	44,751	51,888	54,709
8182 SpEd - Discretionary Grants	3,514	3,956	4,050
8290 Other Federal Revenue	107,061	109,357	110,766
Total Federal Revenue	**155,326**	**165,201**	**169,525**
8311 AB602 State SpEd Revenue	263,684	305,795	323,735
8550 Mandated Cost Reimbursements	11,050	10,994	11,655
8560 State Lottery Revenue	85,082	87,094	88,330
8590 Other State Revenue	419,688	355,575	393,803
Total Other State Revenue	**779,504**	**759,458**	**817,523**
8660 Interest Income	18,000	15,000	15,000
8699 Other Revenue	16,000	16,000	16,000
Total Other Local Revenue	**34,000**	**31,000**	**31,000**
TOTAL REVENUES	**5,414,758**	**5,698,160**	**5,963,438**
EXPENDITURES			
1000s Certificated Salaries	2,586,190	2,780,574	2,922,021
2000s Classified Salaries	613,231	659,323	692,863
3000s Employee Benefits	1,068,237	1,148,528	1,206,954
4000s Books and Supplies Expenditures	307,007	327,738	333,492
5000s Other Services and Operating Expenditures	721,654	634,467	695,731
6000s Depreciation and Amortization	784	784	784
TOTAL EXPENDITURES	**5,297,102**	**5,551,414**	**5,851,844**
NET INCREASE / (DECREASE)	**117,656**	**146,746**	**111,594**
BEGINNING BALANCE, RESERVES	**1,983,346**	**2,101,002**	**2,247,747**
NET INCREASE / (DECREASE)	**117,656**	**146,746**	**111,594**
ENDING BALANCE	**2,101,002**	**2,247,747**	**2,359,341**
ENDING BALANCE AS % OF EXPENDITURES	**39.66%**	**40.49%**	**40.32%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - San Diego

2025-26 First Interim Budget

Monthly Cash Forecast

	BUDGET	July Actuals	August Actuals	September Actuals	October Actuals	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**2,286,263**	**2,223,721**	**1,793,977**	**1,725,237**	**1,723,137**	**1,745,541**	**1,743,128**	**1,721,505**	**1,779,008**	**1,912,322**	**1,992,033**	**2,150,435**		
Revenues															
General Purpose Revenue	$ 4,445,928	$ 186,523	$ 186,523	$ 419,636	$ 335,742	$ 358,016	$ 373,656	$ 358,016	$ 439,099	$ 454,739	$ 439,099	$ 439,099	$ -	$ 455,782	$ 4,445,928
Federal Revenue	155,326	-	-	24,266	2,500	-	34,708	-	-	38,832	-	-	30,889	24,132	155,326
Other State Revenue	779,504	7,795	3,991	30,633	87,604	28,289	28,289	60,609	35,258	56,528	35,258	35,258	291,112	78,879	779,504
Other Local Revenue	34,000	6,810	5,112	4,238	6,376	1,433	1,433	1,433	1,433	1,433	1,433	1,433	1,433	-	34,000
Total Revenues	**$ 5,414,758**	**$ 201,128**	**$ 195,626**	**$ 478,773**	**$ 432,223**	**$ 387,738**	**$ 438,086**	**$ 420,058**	**$ 475,789**	**$ 551,531**	**$ 475,789**	**$ 475,789**	**$ 323,434**	**$ 558,793**	**$ 5,414,758**
Expenditures															
Certificated Salaries	$ 2,586,190	$ 43,280	$ 270,210	$ 225,681	$ 226,168	$ 226,168	$ 226,168	$ 226,168	$ 226,168	$ 226,168	$ 226,168	$ 169,626	$ 127,219	$ 166,997	$ 2,586,190
Classified Salaries	613,231	29,918	37,301	48,074	56,634	56,634	56,634	56,634	56,634	56,634	56,634	42,476	31,857	27,165	613,231
Employee Benefits	1,068,237	49,175	97,200	88,570	85,316	88,570	85,658	88,570	87,599	87,276	87,815	87,563	87,551	47,375	1,068,237
Books and Supplies	307,007	75,691	32,422	55,054	6,450	1,701	8,922	22,972	12,381	21,512	5,491	2,745	686	60,979	307,007
Other Services and Operating	721,654	163,367	115,704	108,101	28,662	84,156	63,117	47,338	35,503	26,627	19,971	14,978	11,233	2,898	721,654
Depreciation and Amortization	784	-	-	-	-	-	-	-					784	-	784
Total Expenditures	**$ 5,297,102**	**$ 361,431**	**$ 552,837**	**$ 525,480**	**$ 403,230**	**$ 457,229**	**$ 440,499**	**$ 441,682**	**$ 418,286**	**$ 418,217**	**$ 396,078**	**$ 317,388**	**$ 259,331**	**$ 305,414**	**$ 5,297,102**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 3,445	-	-	-	-	-	-	-	-	-	-	-	-	$ 3,445
Accounts Receivable	480,694	344,797	21,183	472	22,346	91,896	-	-	-	-	-	-	-	558,793
Prepaid Expenditures	29,614	(126,943)	(244,553)	(8,717)	6,792	-	-	-	-	-	-	-	-	403,035
Other Current Assets	74,812	-	-	-	-	-	-	-	-	-	-	-	28,236	46,575
Liabilities														
Accounts Payable	211,289	(120,092)	162,802	(13,788)	(60,231)	-	-	-	-	-	-	-	(179,979)	305,414
Due To Grantor Governments	84,084	-	(11,966)	-	-	-	-	-	-	-	-	-	(72,118)	-
Current Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	424,095	-	-	-	-	-	-	-	-	-	-	-	(157,054)	267,041
Other Current Liabilities	75,299	-	-	-	-	-	-	-	-	-	-	-	(29,115)	46,184
Net Increases/Decreases		**$ 97,761**	**$ (72,534)**	**$ (22,033)**	**$ (31,093)**	**$ 91,896**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (410,030)**	
		$ 2,223,721	**$ 1,793,977**	**$ 1,725,237**	**$ 1,723,137**	**$ 1,745,541**	**$ 1,743,128**	**$ 1,721,505**	**$ 1,779,008**	**$ 1,912,322**	**$ 1,992,033**	**$ 2,150,435**	**$ 1,804,508**	**ENDING CASH**
Days Cash on Hand		***153***	***124***	***119***	***119***	***120***	***120***	***119***	***123***	***132***	***137***	***148***	***124***	

FIRST INTERIM BUDGET

2025-2026

California Pacific Charter Schools
SONOMA

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

On or before December 15th, charter schools are required to submit a first interim budget to their chartering authority and the County Office of Education (COE). This budget is a snapshot of the school's estimated revenues and expenditures through October 31, 2025, based on historical data and the most recent information available at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

2025-26 First Interim Budget Financial Highlights

The financial performance of all three California Pacific Charter Schools (CalPac) - San Diego (CPC-SD), Los Angeles (CPC-LA), and Sonoma (CPC-SO) remains strong, with positive monthly cash balances and healthy reserves. CPC-SO shows lower days of cash on hand early in the year due to timing of cash receipts and a one-time prepaid expense, but cash levels stabilize in later months, maintaining adequate liquidity throughout the fiscal year.

- CPC-SD: Projected surplus of $117,656, with an ending fund balance $2,101,002, representing a healthy 39.66% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-LA: Projected surplus of $73,488, with an ending fund balance $3,256,913, representing a healthy 45.55% of annual expenditures. This is an increase from the Adopted Budget.
- CPC-SO: Projected surplus of $36,682, with an ending fund balance $1,025,254, representing a healthy 28.48% of annual expenditures. This is a decrease from the Adopted Budget.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, significantly changes the revenue apportionment. By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are projecting robust enrollment projections 2025-26, resulting from exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. Enrollment and ADA increases vary by school based on local demand in that area. Management has prepared the budget for each school with conservative enrollment and ADA estimates, grounded in both historical trends and real-time data.

The attendance ratio percentage is management’s estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis but also includes any students who did not complete a full year at CalPac. As such, not every student will equal 1 FTE, and their inclusion contributes to the overall ADA ratio.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-SD				
Enrollment	328	343	352	357
Total Charter ADA	309.35	312.80	320.20	324.74
Attendance Ratio	94.31%	91.20%	91.20%	91.20%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter-LA				
Enrollment	429	461	471	480
Total Charter ADA	404.10	405.56	415.30	421.27
Attendance Ratio	94.20%	87.97%	87.97%	87.97%

	2025-26 Adopted	**2025-26 FIB**	2026-27 Projected	2027-28 Projected
California Pacific Charter - Sonoma				
Enrollment	246	238	242	246
Total Charter ADA	221.55	216.18	221.51	224.78
Attendance Ratio	89.89%	90.83%	90.83%	90.83%

2025-26 First Interim Budget Revenue

General Purpose Entitlement - LCFF Revenue – is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator using a Cost-of-living adjustment (COLA) of 2.30%.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect current allocation schedules.
- Federal Special Education revenues have been updated to reflect current allocation schedules.

Federal Revenue – 2025-26 First Interim Budget:

	CPC-SD	**CPC-LA**	**CPC-SO**
Federal Special Education	$48,265	$65,423	$33,817
Title I	85,771	116,550	46,891
Title II	11,290	15,308	6,684
Title IV	10,000	10,000	10,000

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

State Revenue –

- *A-G Access Grant & A-G Learning Loss Mitigation Grant* – Revenue reflects the remaining balances of these one-time grants. All three schools are on track to fully expend the funds by the 2025-26 deadline.
- *Arts & Music Block Grant (AMIM)* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Career Technical Education Incentive Grant (CTEIG)* – All three schools were approved for 2025-26 CTEIG funding. This grant requires a 2:1 local-to-state funding match ($2 local for every $1 state).
- *Educator Effectiveness Funds (EEF) Grant* – Revenue represents the remaining available funds for these one-time monies. All three schools are on track to fully expend these funds by the 2025-26 deadline.
- *Learning Recovery Block Grant (LREBG)* – Revenue represents planned expenditures for 2025–26. The schools will ensure alignment with needs assessment and program requirements. All three schools are on track to fully expend funds by the 2027-28 deadline.
- *Literacy Screenings Professional Development* – New funding source allocated to support literacy initiatives, with expenditures directed toward Amira Learning software.
- *California State Lottery* – Budgeted at $191 per ADA for Non-Proposition 20 and $82 per ADA for Proposition 20, in line with current state estimates.
- *Mandated Block Grant (MBG)* – Funded at $20.52 per ADA for grades K–8 and $57.04 per ADA for grades 9–12, per the latest state rates.
- *Proposition 28—Arts & Music in Schools (AMS)* – Revenues have been updated based on the most recent state allocations. The 2025–26 budget includes carryover from prior-year funds. These funds are ongoing and may be expended over a three-year period.
- *State Special Education Revenue* – Budgeted based on the latest state apportionment schedules.
- *Student Support and Professional Development Discretionary Block Grant (SSPDBG)* - New funding source. Funds expended for discretionary purposes, including, but not limited to, all of the following:
    - Providing standards-aligned professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, including strategies to support literacy for English learners.
    - Providing standards-aligned professional development for teachers on the Mathematics Framework for California Public Schools.
    - Developing and expanding teacher recruitment and retention strategies.
    - Expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education.
    - Addressing rising costs.
- *Universal Prekindergarten (UPK) Planning & Implementation Grant* – Revenue reflects the remaining balance of this one-time funding. All three schools are on track to fully expend these funds by the 2025–26 deadline.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Other State Revenue – 2025-26 First Interim Budget:

	CPC-SD	CPC-LA	CPC-SO
A-G Access Grant	$13,955	$14,075	$6,624
A-G Learning Loss Mitigation Grant	5,540	5,587	2,483
AMIM	92,353	112,916	57,660
CTEIG	121,150	166,090	80,251
EEF	41,442	39,403	45,173
LREBG	35,667	167,843	59,333
Literacy Screenings	2,049	1,389	973
Lottery - Non-Prop 20	59,432	77,056	41,074
Lottery - Prop 20	25,650	33,256	17,727
Mandated Cost Reimbursements	11,050	14,624	7,217
Prop 28 (AMS)	45,410	62,188	29,931
State Special Education	286,454	352,952	232,572
SSPDBG	8,700	11,792	6,095
UPK	30,654	35,856	29,552

Local Revenue –

- Interest revenue is projected at $18,000 for CPC-SD and $5,000 for CPC-SO.
- All three schools have been approved to participate in the DHCS Medi-Cal Billing program. This program is reimbursement-based. Estimates are based on historical trends from the prior year and may be higher than these initial predictions of $16,000 for CPC-SD, $12,500 for CPC-LA, and $12,400 for CPC-SO.

2025-26 First Interim Budget Expenditures

Key Changes to Salaries and Benefits –

- Additional Positions added for 2025-26 First Interim Budget:
  - 1 - Education Specialist
  - 1 - Online Teachers
- Instructional Aides: Decrease reflects the departure of a Special Education Instructional Assistant.
- Other Employee Benefits: Increase is primarily due to a reclassification of expenses. Cash-in-Lieu payments, previously recorded under salaries, are now correctly budgeted within benefits.

Key Changes to Books and Supplies –

- Textbooks and Core Curricula Materials: Decrease reflects Bright Thinker actual expenditures being lower than originally budgeted.
- Materials and Supplies: Decrease reflects 1st Day Schools actual expenses being lower than budgeted.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- Noncapitalized Equipment: Includes computers and technology accessories, based on individual school needs. Decreases are due to sufficient existing computers and accessories for staff and students.

Key Changes to Services and Other Operating Expenditures –

- Subagreements for Services: Includes special education vendors serving high needs areas including but not limited to OT, Behavior Support, and NPS/Residential placements. These agreements have been carefully reviewed and updated in collaboration with the Special Education department to ensure appropriate support for students with higher-cost needs. CPC-SD and CPC-SO reflect increases related to the provision of high-needs services, while CPC-LA experienced a decrease in services, as determined by student IEPs.
- Travel and Conferences: The Special Education Retreat will now be held virtually, therefore reducing these expenditures.
- Operating Expenditures:
  - Professional Services: Decrease reflects Charter Technology Services actual expenses being lower than originally budgeted.
  - Legal: Budget adjustments reflect each school's specific needs. Expenses for CPC-LA and CPC-SD decreased, while CPC-SO shows an increase due to a one-time legal matter that has since been resolved.

Per-pupil spending rates for the 2025-26 First Interim Budget are as follows:

- CPC-SD: $15,443 per pupil
- CPC-LA: $15,509 per pupil
- CPC-SO: $15,125 per pupil

Multi-Year Projection Assumptions

A multi-year projection has been prepared to show that California Pacific Charter Schools has a sound financial plan to ensure fiscal solvency in the current year and the next two years. This report shows the projected revenues and expenditures for the current year and the next two years.

2026-27 and 2027-28 Key Assumptions:

- The LCFF COLA projections for 2026-27 and 2027-28, as derived from the latest Dartboard projections, are 3.02% and 3.42%, respectively. Management acknowledges the inherent uncertainty of these projections and has conducted internal scenario planning, including analyses based on a zero COLA. Based on current projections, the school anticipates maintaining a balanced budget for the next two fiscal years. Management will continue closely monitoring the official Statutory COLA as it becomes available.



California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

- 2026-27 and 2027-28 include modest ADA increases of approximately 1% to 3% across all three schools. These assumptions are considered reasonable and attainable, based on historical trends and prior-year enrollment and attendance data.
- MBG Rates (per ADA):
  - 2026–27: $21.14 (Grades K–8), $58.76 (Grades 9–12)
  - 2027–28: $21.86 (Grades K–8), $60.77 (Grades 9–12)
- California State Lottery Revenue (per ADA):
  - Non-Proposition 20: $190
  - Proposition 20: $82

  These rates are assumed to remain flat for both years.
- CTEIG – CalPac plans to continue submitting annual CTEIG applications.

  Estimated grant requests:
  - 2026–27: CPC-SD: $130K, CPC-LA: $169K, CPC-SO: $83K
  - 2027–28: CPC-SD: $133K, CPC-LA: $174K, CPC-SO: $86K

  Funding is subject to state approval and requires a 2:1 local-to-state match.
- Prop 28 (AMS) funds for 2026-27 have been estimated at $46K for CPC-SD, $64K for CPC-LA, $31K for CPC-SO; for 2027-28, these are estimated at $47K for CPC-SD, $65K for CPC-LA, $31K for CPC-SO.
- LREBG funds for 2026-27 total approximately $107K for CPC-SD, $112K for CPC-LA, $55K for CPC-SO; for 2027-28 these are approximately $115K for CPC-SD, $74K for CPC-LA, $28K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- Staffing Step Advancement factors:
  - Certificated staff - 2.5%
  - Classified staff - 3.0%
- Projected New Staff Hires:
  - 2026–27: 1 Teacher
  - 2027–28: 1 Teacher and 1 Administrator
- To address high inflation, management has decided to include a 6% increase in vendor contract renewals for both projected years.
- Vendors with a “per student” pricing model have been increased proportionally to the expected change in enrollment.

2025-26 First Interim Budget Reserves

Reserves (or “Fund Balance”) are critical in ensuring each School's financial stability. These reserves are allocated to cover potential expenses related to Special Education, legal matters, economic uncertainties, and cash flow needs.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

California Pacific Charter - San Diego
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$2,101,002	$2,247,747	$2,359,341
Components of EFB			
Assigned for Special Education (3%)	$158,913	$166,542	$175,555
Assigned for Legal (4%)	$211,884	$222,057	$234,074
Assigned for Economic Uncertainty (5%)	$264,855	$277,571	$292,592
Cashflow Reserve	$1,465,350	$1,581,577	$1,657,120

California Pacific Charter - Los Angeles
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$3,256,913	$3,406,243	$3,491,901
Components of EFB			
Assigned for Special Education (4%)	$285,984	$289,039	$303,631
Assigned for Legal (4%)	$285,984	$289,039	$303,631
Assigned for Economic Uncertainty (5%)	$357,481	$361,299	$379,539
Cashflow Reserve	$2,327,464	$2,466,866	$2,505,100

California Pacific Charter - Sonoma
Summary of Ending Fund Balance

	2025-26	2026-27	2027-28
Ending Fund Balance (EFB)	$1,025,254	$1,096,633	$1,153,140
Components of EFB			
Assigned for Special Education (4%)	$143,988	$144,542	$151,018
Assigned for Legal (4%)	$143,988	$144,542	$151,018
Assigned for Economic Uncertainty (5%)	$179,984	$180,677	$188,772
Cashflow Reserve	$557,294	$626,872	$662,332

2025-26 First Interim Budget Cash Flow

Days of Cash on Hand, a key liquidity measure, indicates the number of days a school can operate using existing reserves without additional revenue. A healthy level for charter schools generally exceeds 90 days, providing a strong buffer against unforeseen financial challenges.

California Pacific Charter Schools

2025-26 FIRST INTERIM BUDGET NARRATIVE

Cash flow continues to be strong for two of the three schools (CPC-LA and CPC-SD), with positive monthly cash balances projected throughout the 2025-26 fiscal year, as detailed on the Monthly Cash Forecast. CPC-SO also maintains positive cash balances throughout the year; however, it experiences several early-year months with lower days of cash on hand. Beginning in November, cash levels stabilize, with all subsequent months projected at no fewer than 69 days of cash on hand. These temporary dips are driven largely by timing factors, including a significant apportionment deposit expected in November and the impact of a one-time $150,000 prepaid expense for a three-year contract recorded early in the year. Additionally, expenses are typically higher at the start of the school year, further reducing early-year cash balances. Despite these timing-related fluctuations, overall liquidity remains adequate.

While the 2025-26 California State Enacted Budget includes cash deferrals, delaying apportionments from June to July 2026, close cash flow monitoring ensures each school maintains sufficient liquidity to meet its financial obligations. No external borrowing is currently anticipated.

2025-26 First Interim Budget Cash Flow

	CPC-SD	CPC-LA	CPC-SO
Ending Cash Balance as of June 30, 2026	$1,804,508	$2,693,536	$749,331
Days of Cash on Hand	124	138	76



2025-26 First Interim Budget
Enrollment & ADA

California Pacific Charter - Sonoma (#2037)	CPC-SO		CPC-SO		CPC-SO	
	2025-26		2026-27		2027-28	
Attendance Ratio:	90.83%		90.83%		90.83%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	3	3.60	4	3.60	4	3.60
Kinder	9	8.10	9	8.30	9	8.42
Grade 1	11	9.90	11	10.15	11	10.30
Grade 2	3	3.60	4	3.69	4	3.75
Grade 3	12	11.70	13	11.99	13	12.17
Grade 4	14	14.40	16	14.76	16	14.98
Grade 5	10	9.00	10	9.23	10	9.37
Grade 6	17	17.60	20	18.04	20	18.31
Grade 7	11	11.44	13	11.73	13	11.91
Grade 8	22	20.24	23	20.75	23	21.06
Grade 9	33	27.88	31	28.58	32	29.01
Grade 10	37	31.16	35	31.94	36	32.42
Grade 11	33	28.70	32	29.42	33	29.86
Grade 12	23	18.86	21	19.33	22	19.62
TOTAL	238	216.18	242	221.51	246	224.78

	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	38	36.90	41	37.73	41	38.24
Total 4-6 Enrollment	41	41.00	46	42.03	46	42.66
Total 7-8 Enrollment	33	31.68	36	32.48	36	32.97
Total 9-12 Enrollment	126	106.60	119	109.27	123	110.91
Total Enrollment/ADA	238	216.18	242	221.51	246	224.78

Unduplicated Pupil Percentage	55.88%	133	55.88%	135	55.88%	137
Percentage of ELL/LEP students	1.32%	3	1.32%	3	1.32%	3
Percentage of SPED Student	19.74%	47	19.74%	48	19.74%	49



2025-26 First Interim Budget
Budget Summary

California Pacific Charter - Sonoma (#2037)	Adopted Budget 2025-26	Year to Date 10/31/2025	First Interim Budget 2025-26	$ Change	% Change
Enrollment	**246**		**238**	**(8)**	**-3.44%**
Average Daily Attendance	**221.55**		**216.18**	**(5.37)**	**-2.42%**
REVENUES					
General Purpose Revenue	2,942,419	309,495	2,904,914	(37,505)	-1.27%
Federal Revenue	91,747	-	97,392	5,645	6.15%
Other State Revenue	564,795	38,683	616,664	51,869	9.18%
Other Local Revenue	2,000	5,435	17,400	15,400	770.00%
TOTAL REVENUES	**3,600,961**	**353,613**	**3,636,370**	**35,409**	**0.98%**
EXPENDITURES					
Certificated Salaries	1,687,405	517,025	1,724,267	36,862	2.18%
Classified Salaries	425,883	114,680	408,821	(17,063)	-4.01%
Employee Benefits	663,724	215,800	714,441	50,717	7.64%
Books and Supplies Expenditures	229,876	115,161	197,859	(32,018)	-13.93%
Other Services and Operating Expenditures	531,053	273,742	554,301	23,249	4.38%
Depreciation and Amortization	-	-	-	-	-
TOTAL EXPENDITURES	**3,537,941**	**1,236,408**	**3,599,688**	**61,747**	**1.75%**
NET INCREASE / (DECREASE)	**63,020**	**(882,795)**	**36,682**	**(26,338)**	**-41.79%**
BEGINNING BALANCE, RESERVES	**988,572**	**988,572**	**988,572**	**-**	**-**
NET INCREASE / (DECREASE)	**63,020**	**(882,795)**	**36,682**	**(26,338)**	**-41.79%**
ENDING BALANCE	**1,051,592**	**105,777**	**1,025,254**	**(26,338)**	**-2.50%**
ENDING BALANCE AS % OF EXPENDITURES	**29.72%**	**8.56%**	**28.48%**	**-1.24%**	



2025-26 First Interim Budget
Multi-Year Projection

California Pacific Charter - Sonoma (#2037)	2025-26	2026-27	2027-28
Enrollment	**238**	**242**	**246**
Average Daily Attendance	**216.18**	**221.51**	**224.78**
REVENUES			
8011 LCFF General Entitlement	1,889,359	1,946,029	2,022,788
8012 EPA Entitlement	43,236	44,302	44,956
8096 In-Lieu-Of Property Taxes	972,319	1,042,309	1,099,511
Total General Purpose Revenue	**2,904,914**	**3,032,640**	**3,167,255**
8181 Federal IDEA SpEd Revenue	31,355	35,861	37,847
8182 SpEd - Discretionary Grants	2,462	2,734	2,801
8290 Other Federal Revenue	63,575	64,896	65,706
Total Federal Revenue	**97,392**	**103,491**	**106,354**
8311 AB602 State SpEd Revenue	216,618	247,240	261,771
8550 Mandated Cost Reimbursements	7,217	8,633	9,152
8560 State Lottery Revenue	58,801	60,251	61,140
8590 Other State Revenue	334,028	218,267	211,875
Total Other State Revenue	**616,664**	**534,391**	**543,938**
8660 Interest Income	5,000	2,000	2,000
8699 Other Revenue	12,400	12,400	12,400
Total Other Local Revenue	**17,400**	**14,400**	**14,400**
TOTAL REVENUES	**3,636,370**	**3,684,922**	**3,831,947**
EXPENDITURES			
1000s Certificated Salaries	1,724,267	1,797,810	1,873,236
2000s Classified Salaries	408,821	426,258	444,141
3000s Employee Benefits	714,441	744,913	776,165
4000s Books and Supplies Expenditures	197,859	204,360	208,123
5000s Other Services and Operating Expenditures	554,301	440,202	473,775
6000s Depreciation and Amortization	-	-	-
TOTAL EXPENDITURES	**3,599,688**	**3,613,543**	**3,775,440**
NET INCREASE / (DECREASE)	**36,682**	**71,379**	**56,508**
BEGINNING BALANCE, RESERVES	**988,572**	**1,025,254**	**1,096,633**
NET INCREASE / (DECREASE)	**36,682**	**71,379**	**56,508**
ENDING BALANCE	**1,025,254**	**1,096,633**	**1,153,140**
ENDING BALANCE AS % OF EXPENDITURES	**28.48%**	**30.35%**	**30.54%**

CalPac
CALIFORNIA PACIFIC CHARTER SCHOOLS

California Pacific Charter - Sonoma

2025-26 First Interim Budget

Monthly Cash Forecast

	BUDGET	July Actuals	August Actuals	September Actuals	October Actuals	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		**877,719**	**586,393**	**105,498**	**303,406**	**238,174**	**720,084**	**677,292**	**811,082**	**855,263**	**951,451**	**999,392**	**946,292**		
Revenues															
General Purpose Revenue	$ 2,904,914	$ -	$ -	$ 309,495	$ -	$ 482,450	$ 235,772	$ 384,679	$ 297,380	$ 308,189	$ 297,380	$ 196,339	$ -	$ 393,228	$ 2,904,914
Federal Revenue	97,392	-	-	-	-	16,080	7,947	-	-	24,348	-	-	11,633	37,384	97,392
Other State Revenue	616,664	-	-	23,863	14,820	17,514	17,514	39,431	34,256	48,956	34,256	34,256	306,065	45,735	616,664
Other Local Revenue	17,400	-	25	-	5,410	1,496	1,496	1,496	1,496	1,496	1,496	1,496	1,496	-	17,400
Total Revenues	**$ 3,636,370**	**$ -**	**$ 25**	**$ 333,358**	**$ 20,230**	**$ 517,539**	**$ 262,729**	**$ 425,606**	**$ 333,132**	**$ 382,989**	**$ 333,132**	**$ 232,090**	**$ 319,194**	**$ 476,347**	**$ 3,636,370**
Expenditures															
Certificated Salaries	$ 1,724,267	$ 29,093	$ 186,699	$ 150,454	$ 150,779	$ 150,779	$ 150,779	$ 150,779	$ 150,779	$ 150,779	$ 150,779	$ 150,779	$ 114,951	$ 36,841	$ 1,724,267
Classified Salaries	408,821	19,945	24,930	32,049	37,756	37,756	37,756	37,756	37,756	37,756	37,756	37,756	14,740	15,111	408,821
Employee Benefits	714,441	32,832	61,741	59,061	62,166	62,166	62,166	62,166	62,166	62,166	62,166	62,166	47,629	15,848	714,441
Books and Supplies	197,859	52,484	21,931	36,148	4,598	20,373	15,280	11,460	8,595	6,446	4,835	4,835	4,835	6,040	197,859
Other Services and Operating	554,301	90,554	77,748	77,383	28,057	52,720	39,540	29,655	29,655	29,655	29,655	29,655	29,655	10,368	554,301
Total Expenditures	**$ 3,599,688**	**$ 224,909**	**$ 373,048**	**$ 355,096**	**$ 283,356**	**$ 323,794**	**$ 305,520**	**$ 291,815**	**$ 288,950**	**$ 286,802**	**$ 285,190**	**$ 285,190**	**$ 211,810**	**$ 84,208**	**$ 3,599,688**

BALANCE SHEET ITEMS

	Beginning Balance													Ending Balance
Assets														
Cash with Fiscal Agents	$ 1,475	-	-	-	-	-	-	-	-	-	-	-	-	$ 1,475
Accounts Receivable	624,606	4,891	19,252	204,595	153,419	242,449	-	-	-	-	-	-	-	476,347
Prepaid Expenditures	21,012	(27,582)	(170,798)	21,453	(136)	-	-	-	-	-	-	-		198,074
Other Current Assets	34,126	-	-	-	-	-	-	-	-	-	-	-	13,475	20,650
Liabilities														
Accounts Payable	70,874	(43,727)	43,674	2,417	44,610	-	-	-	-	-	-	-	-	84,208
Due To Grantor Governments	109,070	-	-	(8,820)	-	-	-	-	-	-	-	-	(100,250)	-
Current Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	272,910	-	-	-	-	45,716	-	-	-	-	-	-	(203,278)	115,347
Other Current Liabilities	36,961	-	-	-	-	-	-	-	-	-	-	-	(14,291)	22,670
Net Increases/Decreases		**$ (66,417)**	**$ (107,873)**	**$ 219,646**	**$ 197,893**	**$ 288,164**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (304,344)**	
		$ 586,393	**$ 105,498**	**$ 303,406**	**$ 238,174**	**$ 720,084**	**$ 677,292**	**$ 811,082**	**$ 855,263**	**$ 951,451**	**$ 999,392**	**$ 946,292**	**$ 749,331**	**ENDING CASH**
Days Cash on Hand		***59***	***11***	***31***	***24***	***73***	***69***	***82***	***87***	***96***	***101***	***96***	***76***	

Coversheet

Approval of 2025-26 School Plan for Student Achievement (SPSA)

Section:	X. Education/Student Services
Item:	A. Approval of 2025-26 School Plan for Student Achievement (SPSA)
Purpose:	Vote
Submitted by:	Dr. Ericka Zemmer
Related Material:	2025-26 SPSA Presentation.pdf 2025 SPSA CPC - Los Angeles.pdf 2025 SPSA CPC - San Diego.pdf 2025 SPSA CPC - Sonoma.pdf

BACKGROUND:

The School Plan for Student Achievement (SPSA) is a comprehensive document required for schools receiving state and federal funding through programs such as Title I. It outlines goals, strategies, and specific actions aimed at improving student outcomes and closing achievement gaps. The SPSA is developed collaboratively by school staff, parents, and stakeholders, ensuring alignment with the Local Control and Accountability Plan (LCAP) and state priorities. Presenting the SPSA to the board for review and approval is a critical step in ensuring compliance with legal requirements and securing necessary funding. This process also provides transparency and an opportunity for the board to provide input on the school's planned initiatives for the upcoming academic year

RECOMMENDATION:

It is recommended that the Board approve the 2025-26 School Plan for Student Achievement (SPSA) for California Pacific Charter Schools—Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751)—as presented.

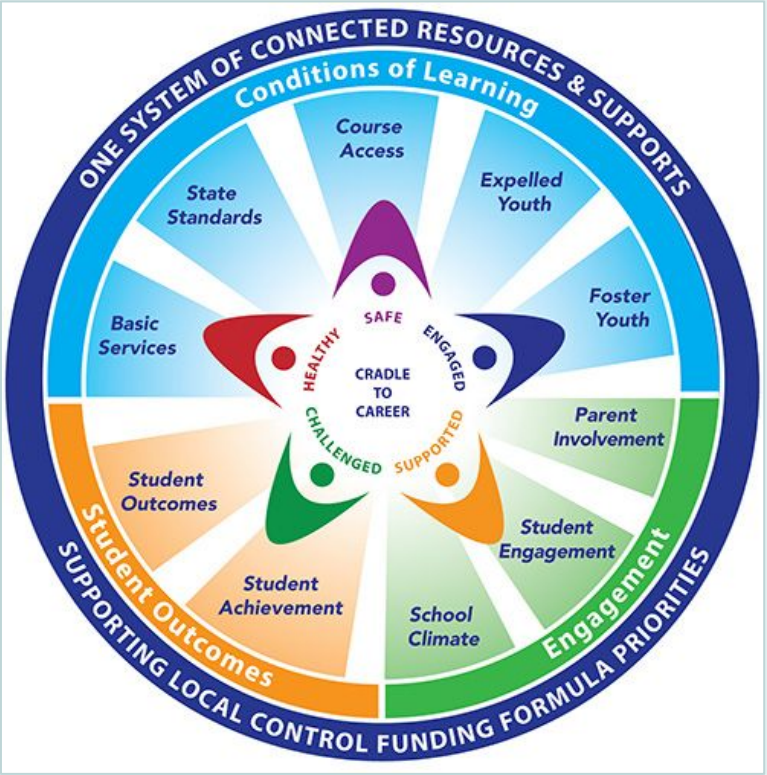


2025-2026
School Plan for Student Achievement
(SPSA)

California Pacific Charter Schools

LCFF Priorities/Whole Child Resource Map

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



LCFF Resources by Priority

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

Categorical Funding

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

Title I funds:

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

The Learning Recovery Emergency Block Grant:

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

Career Technical Education Incentive Grant (CTEIG):

- 5 teachers
- 50% salary and benefits for a college and career counselor
- Educational platforms eg: Pathful and Edgenuity (CTE courses)
- 25-26 Added CTE Hospitality & Tourism

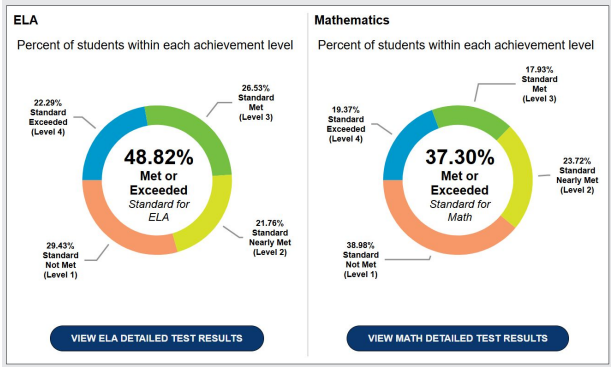
Goal 1- Student Outcomes

Metrics

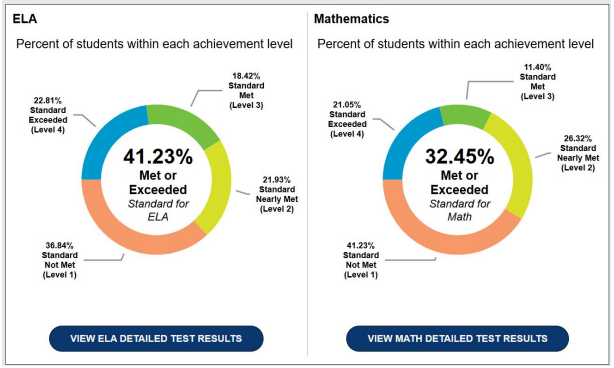
- CAASPP ELA
- CAASPP Math
- Participation in Local Assessment
- Growth Metrics on Local Assessment
- Course Completion Rates
- College and Career Readiness
- English Learner Progress

2025 CAASPP Overview

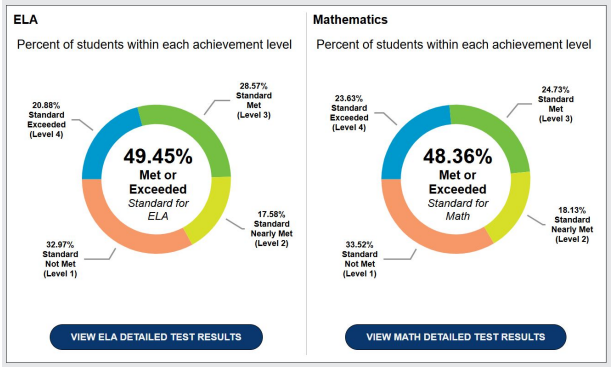
State of CA



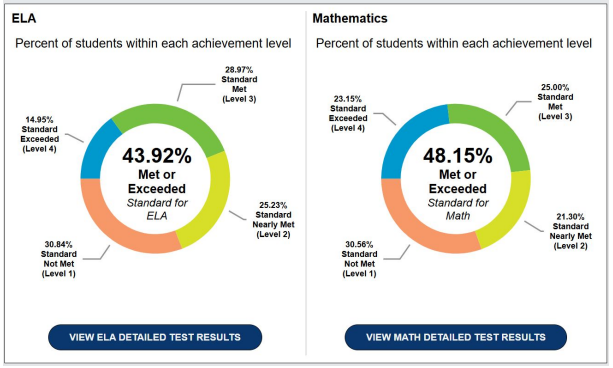
CPC- San Diego



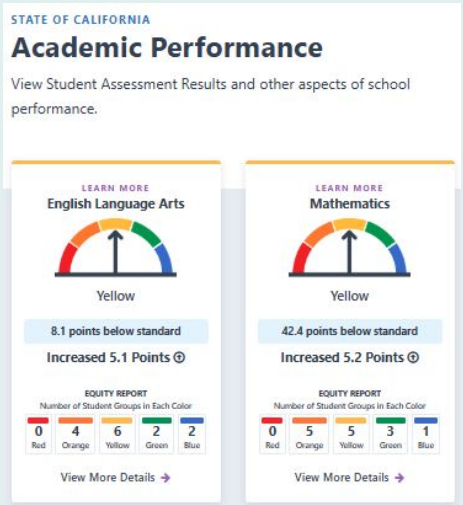
CPC- Los Angeles

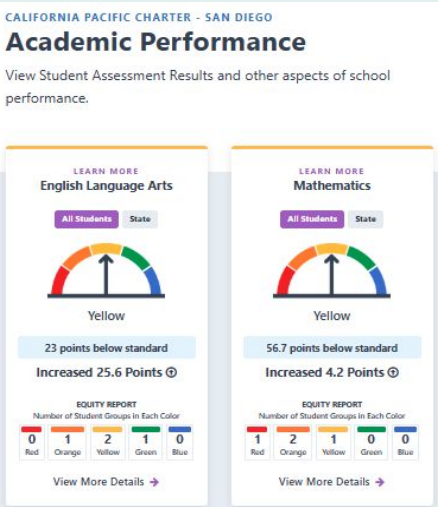


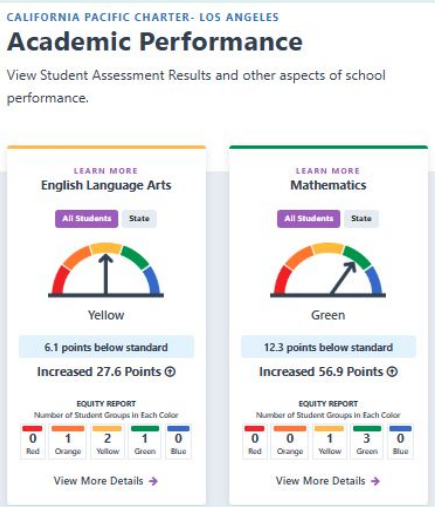
CPC- Sonoma

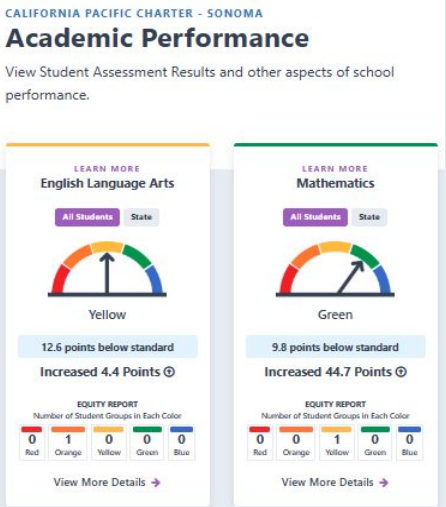


2025 State Assessment Data









ELA- increased 25.6 points

MATH- increased 4.2 points

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

ELA- increased 27.6 points

MATH- increased 56.9 points

ELA- increased 12.6 points

MATH- increased 44.7 points

2025 Science Assessment Data

State of CA

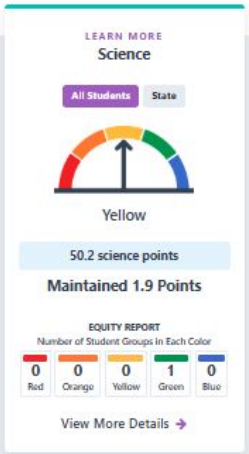
Yellow (maintained)

52.6 science points

CALIFORNIA PACIFIC CHARTER - SAN DIEGO

Informational Purposes

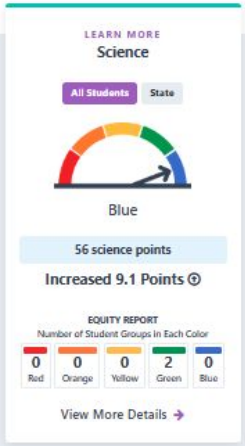
Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



CALIFORNIA PACIFIC CHARTER- LOS ANGELES

Informational Purposes

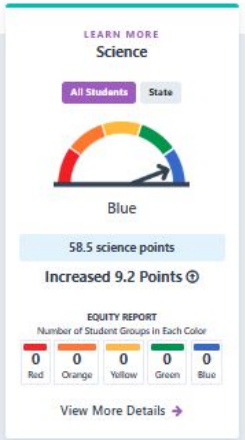
Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



CALIFORNIA PACIFIC CHARTER - SONOMA

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



Fall 2024

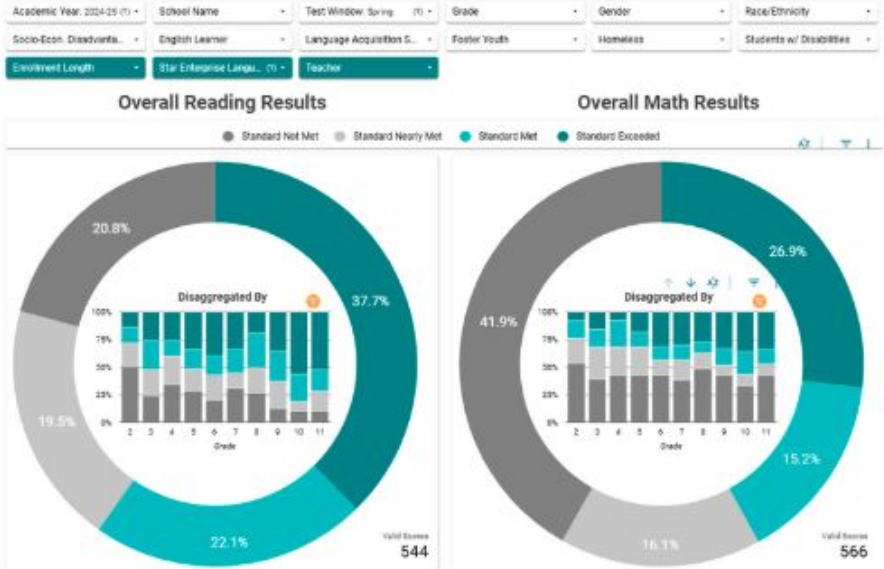
Overall: Reading & Math Results



ELA: 51% meet or exceed the standard
MATH: 34% meet or exceed the standard

Spring 2025

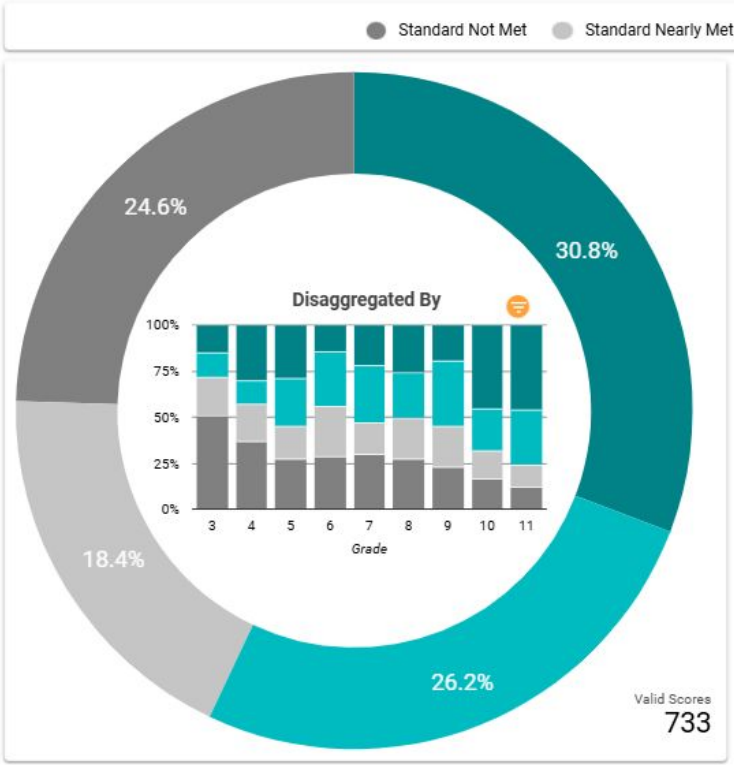
Overall: Reading & Math Results



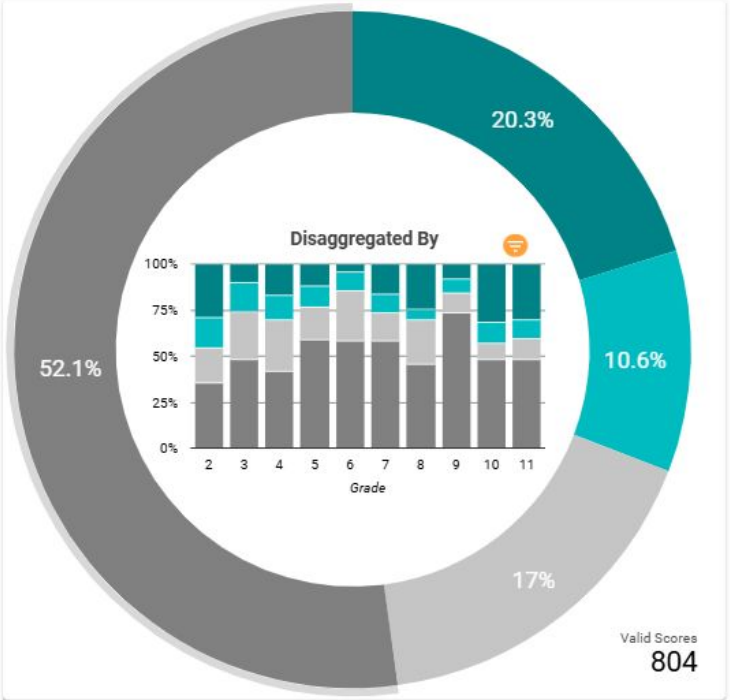
ELA: 59.8% meet or exceed the standard (+8.8%)
MATH: 42.1% meet or exceed the standard (+8.1%)

FALL 2025

Overall Reading Results



Overall Math Results



ELA: 57% met or exceeded the standard

MATH: 30.9% met or exceeded the standard

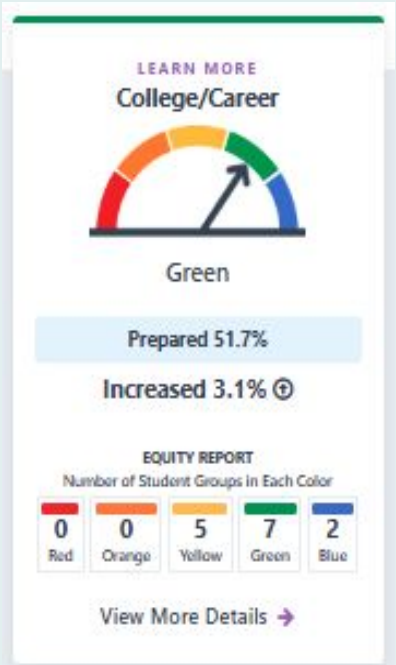
S25 Completion Rates

Change from S24

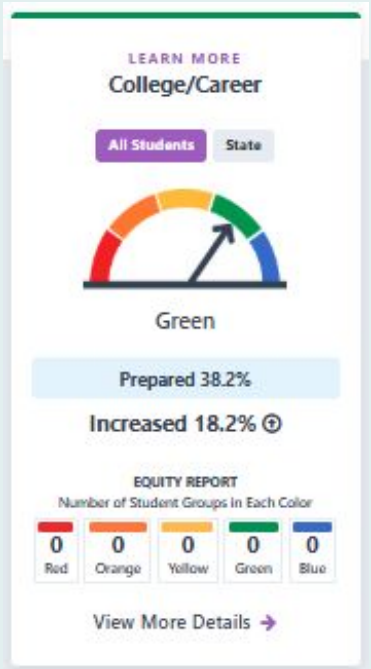
	Elementary School	Middle School	High School
2025 Passed with 60%+	96.7% (+3.7%)	93.4% (+4.7%)	96.2% (+1.7%)
2025 Passed with 70%+	93.3% (maintained)	88.5% (-1.5%)	83.3% (maintained)

2025 College & Career

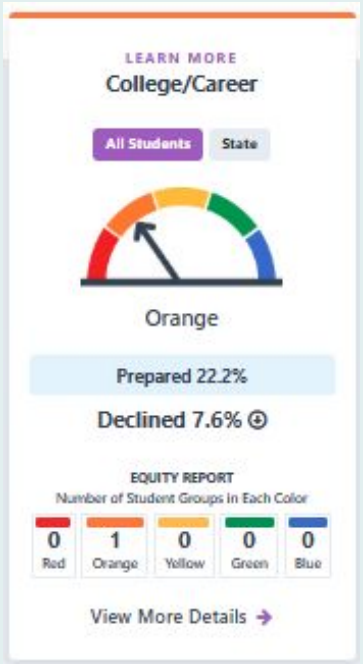
State of CA



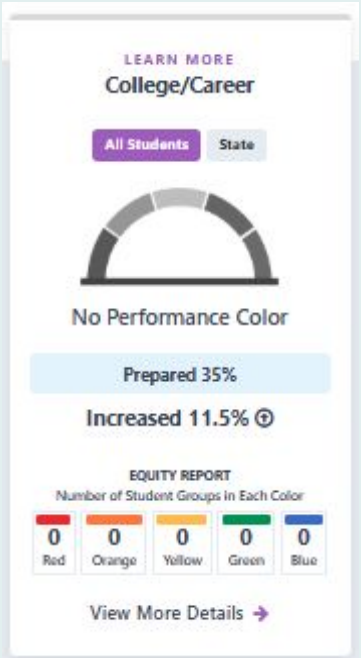
San Diego



Los Angeles

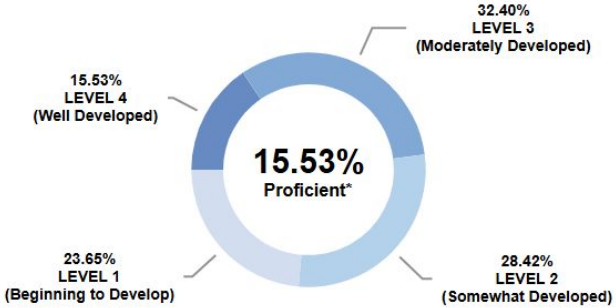


Sonoma

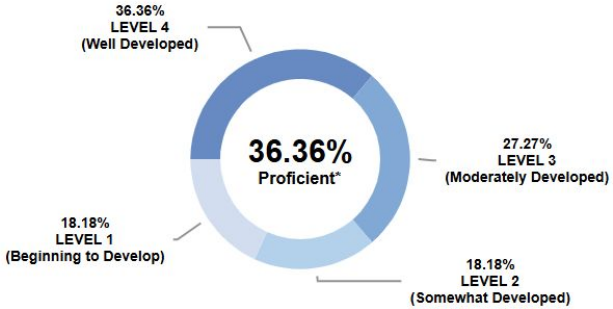


2025 ELPAC Performance

State of CA



CPC- San Diego

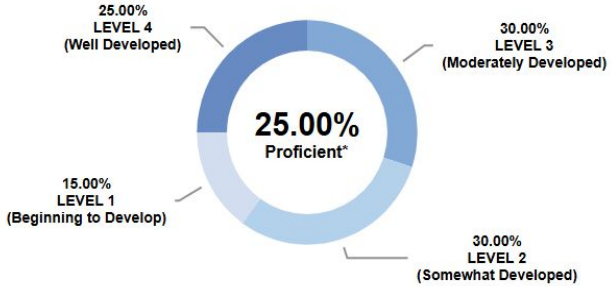


CPC- Sonoma

No Data Displayed

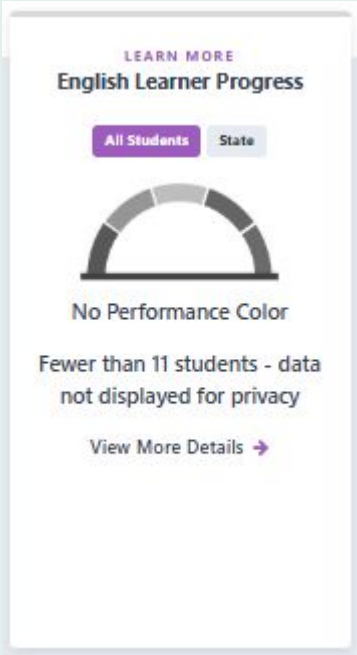
< 11 Students

CPC- Los Angeles

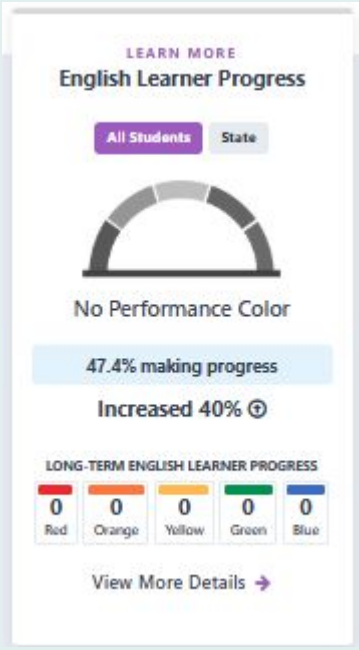


2025 EL Progress

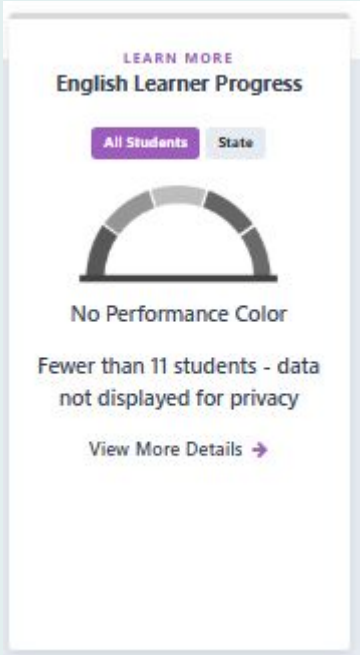
San Diego



Los Angeles



Sonoma



Goal 2- Conditions of Learning

Metrics

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

Implementation of State Standards- Reflection Tool

1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:
ELA- 5 Full Implementation and Sustainability
ELD- 5 Full Implementation and Sustainability
Mathematics- 5 Full Implementation and Sustainability
NGSS Science- 5 Full Implementation and Sustainability
History-Social Science- 4 Full Implementation and Sustainability

2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
ELA- 5 Full Implementation and Sustainability
ELD- 5 Full Implementation and Sustainability
Mathematics- 5 Full Implementation and Sustainability
NGSS Science- 5 Full Implementation and Sustainability
History-Social Science- 4 Full Implementation and Sustainability

3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
ELA- 5 Full Implementation
ELD- 5 Full Implementation
Mathematics- 5 Full Implementation
NGSS Science- 4 Full Implementation
History-Social Science- 4 Full Implementation

4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students:
CTE- 4 Full implementation
Health Education- 5 Full Implementation and Sustainability
Physical Education- 5 Full Implementation and Sustainability
VPA- 5 Full Implementation and Sustainability
World Language- 5 Full Implementation and Sustainability

5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)
-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability)
-Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability)
-Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)

Goal 3- Engagement

Metrics

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

Education Partner Engagement Students

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

Education Partner Engagement Parents

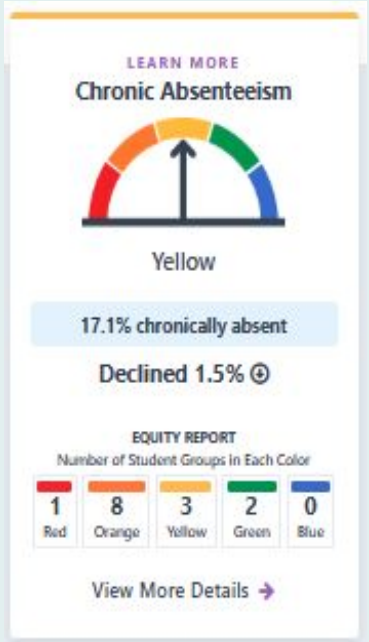
- High rate of participation (55, 71, 37)
- 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.
- 97.2% of parents indicate that they feel their input is valued.
- 98.6% of parents are satisfied with their child's school.
- The Virtual Learning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

School Safety Plan

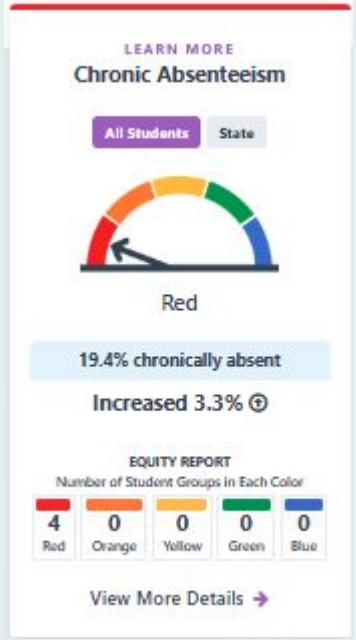
The Comprehensive School Safety Plan was developed in conjunction with the School Site Council and adopted at the January 2025 School Site Council meetings or all 3 schools.

2025 Chronic Absenteeism

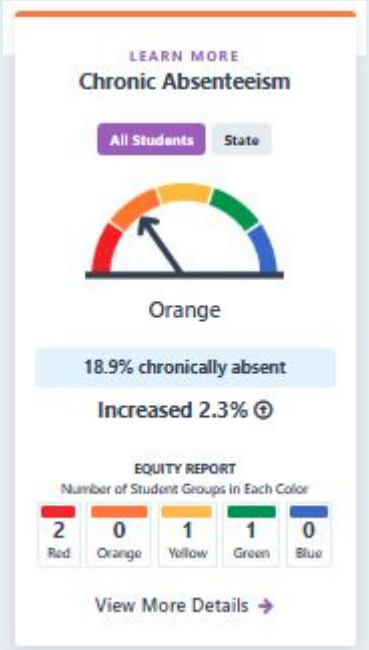
State of CA



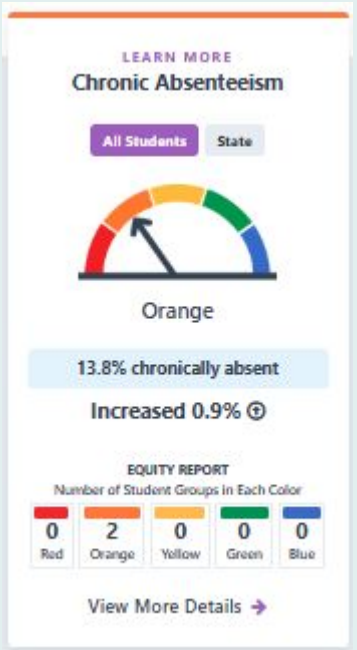
San Diego



Los Angeles



Sonoma

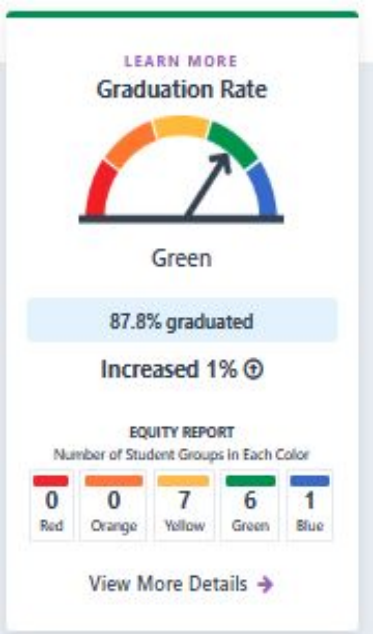


Hispanic, SED, SWD, White

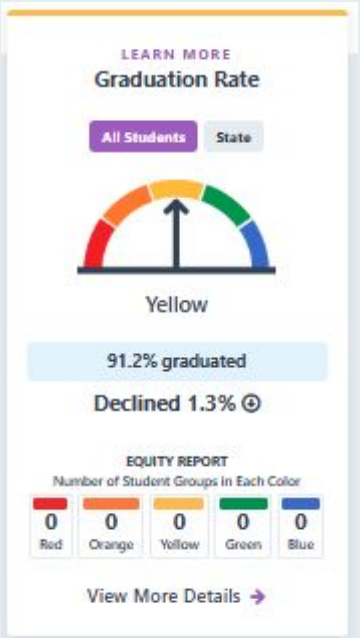
SED, SWD

2025 Graduation Rates

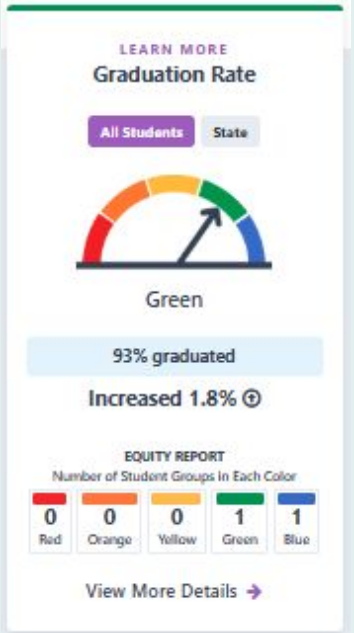
State of CA



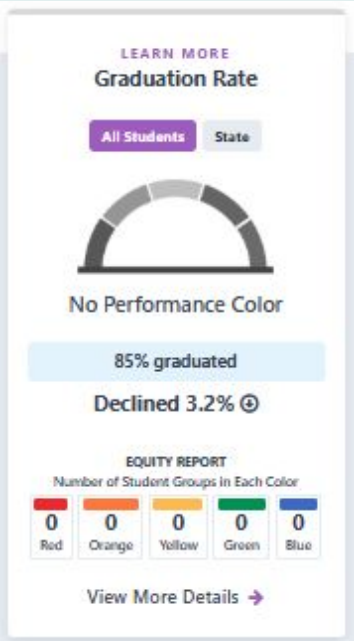
San Diego



Los Angeles

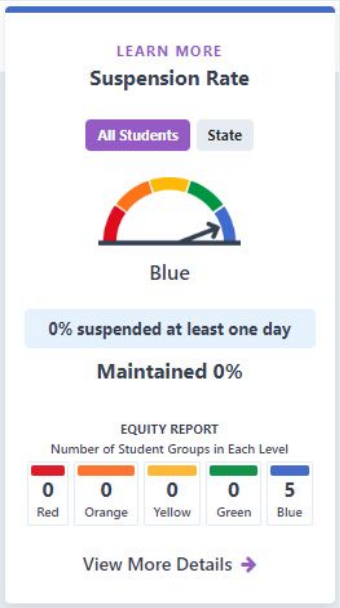


Sonoma

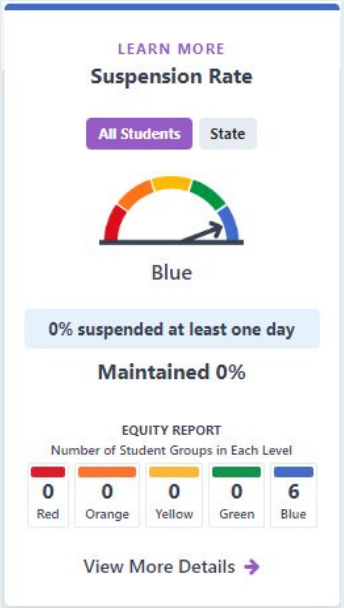


Suspensions & Expulsions

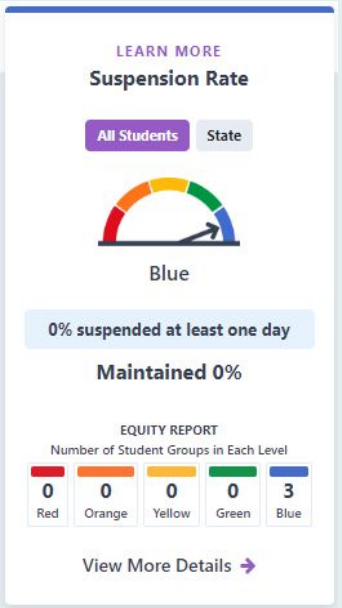
San Diego



Los Angeles



Sonoma



2025 Stability Rates

CPC- SD- 64.8% (+3.1)	**CPC- LA- 67.7% (+3.2)**	**CPC- SO- 70.4% (+15.1%)**
District- 54.9%	District- 53.5%	District- 77.1%
County- 90.5%	County- 90.7%	County- 92.7%
State- 91.5%	State- 91.5%	State- 91.5%

2025 Goals Reflection & Summary

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



Thank You

cal-pacs.org

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - Los Angeles	19-75309-0132654	October 22, 2025	December 9, 2025

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

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

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

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

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

Schoolwide Program

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

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Education partner surveys were distributed in Spring 2025.
Virtual staff meeting to review School Plan for Student Achievement was held on October 20, 2025.
Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on October 22, 2025.
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 9, 2025.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CPC-LA in the state indicator area of Chronic Absenteeism and College/Career is overall in the "Orange" performance category.

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

N/A

Other Needs

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

In the area of CAASPP ELA, one student group has pupil outcomes lower than all students. Students with Disabilities (SWD) are in the Orange performance category.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	0.28%	0.23%	0.24%	1	1	1
African American	9.12%	11.21%	10.17%	32	48	43
Asian	2.85%	3.04%	1.65%	10	13	7
Filipino	1.14%	1.40%	1.65%	4	6	7
Hispanic/Latino	53.85%	52.80%	52.25%	189	226	221
Pacific Islander	0%	%	0.24%	0		1
White	23.65%	23.60%	25.77%	83	101	109
Two or More Races	5.98%	5.37%	6.86%	21	23	29
Not Reported	3.13%	2.34%	1.18%	11	10	5
			Total Enrollment	351	428	423

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			12
Kindergarten	10	28	13
Grade 1	20	17	26
Grade 2	11	30	20
Grade3	16	18	30
Grade 4	17	17	19
Grade 5	14	21	22
Grade 6	17	29	23
Grade 7	28	30	22
Grade 8	35	30	21
Grade 9	31	37	44
Grade 10	31	56	42
Grade 11	57	49	69
Grade 12	64	59	60
Total Enrollment	351	428	423

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	13	35	26	3.7%	8.2%	6.1%
Fluent English Proficient (FEP)	49	46	48	14.0%	10.7%	11.3%

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-LA makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 24-25 SY. CPCS wll make a concentrated effort to ensure communication with families is presented in the home language in order to improve school to home communication.
3. CPC-LA continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18	13	28	17	13	28	17	13	27	94.4	100	100
Grade 4	14	16	15	13	16	15	13	16	15	92.9	100	100
Grade 5	17	19	17	17	19	17	17	19	17	100.0	100	100
Grade 6	16	24	20	15	24	20	15	23	20	93.8	100	100
Grade 7	29	18	23	27	18	23	27	18	23	93.1	100	100
Grade 8	40	35	19	40	33	18	40	33	18	100.0	94.3	94.7
Grade 11	69	51	62	68	49	62	68	49	62	98.6	96.1	100
All Grades	203	176	184	197	172	183	197	171	182	97.0	97.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2416.	2470.	2415.	23.53	30.77	22.22	17.65	38.46	14.81	23.53	23.08	33.33	35.29	7.69	29.63
Grade 4	2412.	2455.	2463.	15.38	18.75	13.33	7.69	31.25	40.00	30.77	12.50	26.67	46.15	37.50	20.00
Grade 5	2453.	2466.	2500.	17.65	21.05	35.29	23.53	26.32	23.53	11.76	15.79	0.00	47.06	36.84	41.18
Grade 6	2433.	2477.	2495.	0.00	13.04	15.00	20.00	21.74	15.00	6.67	26.09	25.00	73.33	39.13	45.00
Grade 7	2506.	2506.	2531.	11.11	11.11	21.74	33.33	11.11	30.43	22.22	33.33	17.39	33.33	44.44	30.43
Grade 8	2523.	2554.	2522.	5.00	18.18	11.11	25.00	30.30	27.78	30.00	18.18	11.11	40.00	33.33	50.00
Grade 11	2530.	2511.	2594.	11.76	6.12	22.58	23.53	16.33	37.10	22.06	36.73	12.90	42.65	40.82	27.42
All Grades	N/A	N/A	N/A	11.17	14.62	20.88	23.35	23.39	28.57	22.34	25.73	17.58	43.15	36.26	32.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	12.50	18.18	*	52.50	57.58	*	35.00	24.24	*
Grade 11	17.65	4.08	38.71	55.88	61.22	37.10	26.47	34.69	24.19
All Grades	13.71	13.45	26.92	55.33	59.06	48.35	30.96	27.49	24.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.00	18.18	*	42.50	39.39	*	47.50	42.42	*
Grade 11	13.24	10.42	20.97	48.53	56.25	50.00	38.24	33.33	29.03
All Grades	10.15	15.29	17.03	46.19	47.06	53.85	43.65	37.65	29.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.00	15.15	*	82.50	63.64	*	7.50	21.21	*
Grade 11	8.82	4.08	14.52	69.12	73.47	70.97	22.06	22.45	14.52
All Grades	9.14	8.19	13.74	71.57	71.35	69.78	19.29	20.47	16.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.00	33.33	*	77.50	57.58	*	12.50	9.09	*
Grade 11	8.82	10.20	20.97	72.06	51.02	66.13	19.12	38.78	12.90
All Grades	8.12	18.13	17.58	69.54	57.89	60.44	22.34	23.98	21.98

Conclusions based on this data:

1. CPC-LA met the goal of having a participation rate of over 95%.
2. CPC-LA has made considerable improvement in the area of ELA. There was an increase of 27.6 points for a score of 6.1 points below the standard. CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18	13	28	17	13	28	17	13	27	94.4	100	100
Grade 4	14	16	15	13	16	15	13	16	15	92.9	100	100
Grade 5	17	19	17	17	19	17	17	19	17	100.0	100	100
Grade 6	16	24	20	16	23	20	16	23	20	100.0	95.8	100
Grade 7	29	18	23	28	18	23	28	18	23	96.6	100	100
Grade 8	40	35	19	40	33	18	40	33	18	100.0	94.3	94.7
Grade 11	69	51	62	68	49	62	68	49	62	98.6	96.1	100
All Grades	203	176	184	199	171	183	199	171	182	98.0	97.2	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2438.	2414.	11.76	23.08	11.11	29.41	30.77	33.33	11.76	30.77	14.81	47.06	15.38	40.74
Grade 4	2429.	2458.	2456.	7.69	6.25	0.00	15.38	25.00	20.00	23.08	37.50	66.67	53.85	31.25	13.33
Grade 5	2431.	2457.	2499.	17.65	21.05	35.29	5.88	0.00	5.88	23.53	26.32	23.53	52.94	52.63	35.29
Grade 6	2412.	2462.	2531.	0.00	8.70	35.00	12.50	13.04	20.00	25.00	30.43	5.00	62.50	47.83	40.00
Grade 7	2504.	2518.	2552.	10.71	11.11	26.09	21.43	5.56	26.09	25.00	61.11	17.39	42.86	22.22	30.43
Grade 8	2505.	2539.	2516.	12.50	18.18	22.22	12.50	15.15	5.56	22.50	30.30	16.67	52.50	36.36	55.56
Grade 11	2480.	2494.	2630.	4.41	6.12	27.42	5.88	14.29	33.87	23.53	20.41	11.29	66.18	59.18	27.42
All Grades	N/A	N/A	N/A	8.54	12.28	23.63	12.56	14.04	24.73	22.61	30.99	18.13	56.28	42.69	33.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	17.50	18.18	*	37.50	48.48	*	45.00	33.33	*
Grade 11	5.88	6.12	41.94	33.82	36.73	33.87	60.29	57.14	24.19
All Grades	10.10	13.45	29.12	35.35	43.27	40.11	54.55	43.27	30.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	12.50	18.18	*	52.50	48.48	*	35.00	33.33	*
Grade 11	4.41	6.12	30.65	54.41	59.18	46.77	41.18	34.69	22.58
All Grades	8.54	12.87	23.63	49.75	51.46	50.00	41.71	35.67	26.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	10.00	12.12	*	42.50	66.67	*	47.50	21.21	*
Grade 11	7.35	4.08	27.42	52.94	55.10	56.45	39.71	40.82	16.13
All Grades	7.04	7.60	20.88	51.26	61.40	58.24	41.71	30.99	20.88

Conclusions based on this data:

1. Overall, CPC-LA met the goal of 95% participation rate.
2. CPC-LA has made considerable growth in the area of Math. There was an increase of 56.9 points for a total of 12.3 points below the standard.

3. CPC-LA will use internal assessments and academic intervention to continue to support student academic achievement in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	0
6		*	*		*	*		*	*		4	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	4	
9		*	*		*	*		*	*		*	4
10	*	*	*	*	*	*	*	*	*	*	5	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	27	20

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	0.00	25.00	46.15	44.44	30.00	23.08	29.63	30.00	15.38	25.93	15.00	13	27	20

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.85	29.63	55.00	30.77	33.33	25.00	0.00	11.11	5.00	15.38	25.93	15.00	13	27	20

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	15.38	14.81	30.00	53.85	51.85	30.00	30.77	33.33	40.00	13	27	20

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	7.41	10.00	61.54	55.56	65.00	15.38	37.04	25.00	13	27	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	57.69	75.00	7.69	19.23	10.00	15.38	23.08	15.00	13	26	20

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.70	5.00	38.46	40.74	40.00	61.54	55.56	55.00	13	27	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	3.70	5.00	61.54	74.07	70.00	30.77	22.22	25.00	13	27	20

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
423	**70.7%**	**6.1%**	**0.2%**
Total Number of Students enrolled in California Pacific Charter - Los Angeles.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	6.1%
Foster Youth	1	0.2%
Homeless	10	2.4%
Socioeconomically Disadvantaged	299	70.7%
Students with Disabilities	83	19.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	10.2%
American Indian	1	0.2%
Asian	7	1.7%
Filipino	7	1.7%
Hispanic	221	52.2%
Two or More Races	29	6.9%
Pacific Islander	1	0.2%
White	109	25.8%

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth; however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our

school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 or AB1806 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at-promise students.

2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Green	**Suspension Rate**  Blue
Mathematics  Green	**Chronic Absenteeism**  Orange	
English Learner Progress  No Performance Color		
College/Career  Orange		

Conclusions based on this data:

1. Graduation rates have consitently increased from prior years and the school has exited from CSI as a result.
2. Chronic Absenteeism rates have increased. The school will utilize its robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS acknowledges the need for growth in the area of College and Career. School goals, established programs, and allocation of resources demonstrate CPCS's commitment to ongoing improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
6.1 points below standard	72.2 points below standard	
Increased 27.6 points	Increased 29.1 points	
177 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	26.7 points below standard
	2 Students	Increased 22.4 points
		127 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
53.2 points below standard	28.2 points below standard	0 Students
Maintained -0.6 points	Increased 33.8 points	
41 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	22.2 points below standard
4 Students	3 Students	Increased 19.2 points
		100 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	1.8 points above standard
7 Students		Increased 23.9 points
		44 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
12.3 points below standard	15.8 points below standard	
Increased 56.9 points	Increased 126 points	
176 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	25 points below standard
	2 Students	Increased 60.1 points
		126 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
35.1 points below standard	65.6 points below standard	0 Students
Increased 55.1 points	Increased 23.7 points	
40 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.8 points below standard
4 Students	3 Students	Increased 68.9 points
		99 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	3.4 points below standard
7 Students		Increased 49.7 points
		44 Students

Conclusions based on this data:

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of students to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee groups.
2. Socioeconomically disadvantaged students increased 60.1 points. This student group has pupil outcomes that are slightly lower than all students. This is an identified area of need and will be addressed through the academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, Math Paths in Middle School addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with Disabilities (SWD) have lower pupil outcomes than all students. This remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
56 points above standard	51.3 points above standard	
5 9.1 points	0	
98 Students	11 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	51.5 points above standard
	1 Student	5 6.8 points
		72 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
44 points above standard	Fewer than 11 students - No Data for Privacy	0 Students
2 -2.1 points	7 Students	
23 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.6 points above standard
2 Students	2 Students	5 8.6 points
		55 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	56.3 points above standard
4 Students		5 11.4 points
		27 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
47.4% making progress.	making progress.
Number Students: 19 Students	Number Students: 8 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.8%	36.8%	0%	47.4%

Conclusions based on this data:

1. CPC-LA has no performance color in the area of EL Progress due to having less than 30 students.
2. The school willl continue to offer integrated and designated supports to English Learners to ensure English language development, growth, and progress.
3. Due to having at least 11, students in this group, the school has data that 47.4% of ELs are making progress. Additional data from the caaspp.org website indicated that 25% of students are scoring proficient on the ELPAC, which is higher than the state's proficiency of 15.5%.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange Prepared 22.2% Declined 7.6% 54 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 Orange Prepared 23.3% Declined 3.4% 43 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Prepared 7.1%	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.2%	6 Students	
14 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Prepared 27.6%
		Increased 7.6%
		29 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 17.6%
2 Students		Declined 15.7%
		17 Students

Conclusions based on this data:

1. This is an identified area of need for growth. CPCS has made efforts to grow and expand our CTE Pathways and has encouraged students to become Pathway completers. The number of students participating in CTE pathways has increased ieach school year.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
18.9% Chronically Absent	21.4% Chronically Absent	
Increased 2.3	Declined 16.1	
222 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	24.1% Chronically Absent
	8 Students	Increased 3.1
		170 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
26% Chronically Absent	42.3% Chronically Absent	0 Students
Increased 1.5	Increased 32.9	
50 Students	26 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.5% Chronically Absent
3 Students	4 Students	Declined 0.6
		124 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
13% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.8% Chronically Absent
Increased 4.7	1 Student	Declined 10.2
23 Students		41 Students

Conclusions based on this data:

1. CPC-LA increased chronic absenteeism by 2.3% and is in teh Orange performance color. 2 studet groups are in the RED performance color: SED and SWD. The school will utilize its robust attendance policy and tiered engagement system to address student attendance.
2. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	
93% graduated	Fewer than 11 students - No Data for Privacy	
Increased 1.8%	3 Students	
57 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	93.5% graduated
	5 Students	Increased 2.4%
		46 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
92.9% graduated	Fewer than 11 students - No Data for Privacy	0 Students
Increased 6.2%	6 Students	
14 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Blue
0 Students	0 Students	96.7% graduated
		Increased 3.3%
		30 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	88.9% graduated
2 Students		Declined 4.4%
		18 Students

Conclusions based on this data:

1. CPC-LA has a graduation rate of 93%, an increase of 1.8% and is in the GREEN performance color.
2. The socioeconomically disadvantaged student group is in the GREEN performance color and the Hispanic student group is in the blue performance color.
3. CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	
0% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
493 Students	31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0% suspended at least one day
1 Student	Maintained 0%	Maintained 0%
	15 Students	360 Students

Students with Disabilities	African American	American Indian
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	1 Student
103 Students	52 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	7 Students	Maintained 0%
11 Students		271 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
43 Students		107 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned with LCAP Goal 1.

Identified Need

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

Based on a review of the CA Dashboard, areas of need are identified as College and Career Readiness and Mathematics. College/Career Readiness (Low): 17.9% of students are prepared for college and career, which is in the low category and indicates a need for stronger career guidance and programs ensuring students graduate college and career prepared. Mathematics Performance (Orange): The performance in mathematics scores 90.2 points below the standard and a decline of 8.4 points from the previous year. Additionally, 2 student groups (SED, SWD) are in the Red performance band. This suggests a continued need for enhanced math instruction and intervention programs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	All Students: (YELLOW) 6.1 points below standard (increase of 27.6 points)	Decrease distance from the standard by at least 3 points each year
CAASPP Math	All Students: (GREEN) 12.3 points below standard increased 56.9 points	Decrease distance from the standard by at least 3 points each year
Percent Participation in local diagnostic assessment	Met or Exceeded 95% participation	Maintain
Growth Metrics on local diagnostic assessment- ELA	Renaissance STAR Spring 2025 ELA ALL STUDENTS: 59.8% met or exceeded the standard Standard Exceeded- 37.7% Standard Met- 22.1% Standard Nearly Met- 19.5% Standard Not met- 20.8% White- 53% met or exceeded	Increase performance outcomes by 2% each year

	Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students SED- 41% met or exceeded EL- 6% met or exceeded SWD- 38% met or exceeded Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	
Growth Metrics on local diagnostic assessment- Math	Renaissance STAR Spring 2025 MATH ALL STUDENTS: 42.1% met or exceeded the standard Standard Exceeded- 26.9% Standard Met- 15.2% Standard Nearly Met- 16.1% Standard Not met- 41.9% White- 30% met or exceeded Hispanic- 31% met or exceeded African American- 27% met or exceeded Asian- 67% met or exceeded the standard Two or more- not enough students SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%	Increase performance outcomes by 2% each year
Course Completion Rates	Completion Rates (compared to SPRING 2024) SPRING 2025 Elementary School	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

	96.7% completion at grade of 60% or higher (3.7% increase) 93.3% completion at grade of 70% or higher (maintained) Middle School 93.4% completion at grade of 60% or higher (4.% increase) 88.5% completion at grade of 70% or higher (11% increase) High School 96.2% completion at grade of 60% or higher (1.7% increase) 83.3% completion at grade of 70% or higher (maintained)	
College and Career Indicators	All Students (54 students) ORANGE 22.2% Prepared (7.6% decrease)	Increase performance outcomes by 2% each year
ELPAC/ EL Progress	ELPAC 2024-25 19 Students 25% Proficient Level 1- (15.4%) Level 2- (30 %) Level 3- (30 %) Level 4- (25 %) 47.4 % of English Learners are making progress. (An increase of 40%). STATE OF CA 15.53% proficient Level 1- 23.65% Level 2- 28.42% Level 3- 32.4% Level 4- 15.53%	RFEP rate at or exceeding the state average

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	All Students	85,792 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	Professional development and ongoing training and discussions on the creation and use of rubrics,	All students	65,775 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.		1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	Enlgish Learners and Low Income Pupils	486,323.73 LCFF 1000-1999: Certificated Personnel Salaries 161,570.11 Title I 1000-1999: Certificated Personnel Salaries 69,347.25 Special Education 2000-2999: Classified Personnel Salaries 2,571.75 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 4,576.55 LCFF 4000-4999: Books And Supplies 7,385.05 LCFF 5000-5999: Services And Other Operating Expenditures
1.4	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	English Learners	55,221.03 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	All Students	250,784.28 Other 1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 14,358.11 Other 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Other State Revenue - CTEIG 6,821.65 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.6	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Low Income Pupils	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budgeted expenditures and estimated actuals.

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

No changes will be made to goal 1.

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with LCAP Goal 2.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability	Maintain

	2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability)	

	-Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	Maintain

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	All students	2,037,936.60 LCFF 1000-1999: Certificated Personnel Salaries 74,877.57 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 955,548.97 Special Education 1000-1999: Certificated Personnel Salaries 55,249.85 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 1,237.50 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways	All Students	72,300.38 LCFF 1000-1999: Certificated Personnel Salaries 89,472.80 LCFF 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		251,531.03 LCFF 4000-4999: Books And Supplies 2,279.25 LCFF 5000-5999: Services And Other Operating Expenditures 75,579.65 Other 4000-4999: Books And Supplies Other State - UPK & LREBG 3,233.25 Special Education 4000-4999: Books And Supplies
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	80,000.00 LCFF 4000-4999: Books And Supplies Computers 58,869.40 LCFF 5000-5999: Services And Other Operating Expenditures 9,000.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet) 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	7,020.00 LCFF 1000-1999: Certificated Personnel Salaries ALL PD content area (exclude Admin PD) 3,825.00 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies 18,316.02 LCFF 5000-5999: Services And Other Operating Expenditures 7,470.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 53,172.01 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) Other revenue - Educator Effectiveness and UPK
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	138,000.00 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 2.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 3.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Education Partner Surveys (input and perceptions)	Participants 71 parent responses. 236 student responses. Survey Results 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education. 97.2% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 98.1% of students report that they feel safe at school. 96.8% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input May 2025.	maintain
Overall Satisfaction Rate (parents and students)	Overall Satisfaction Rate Survey Results 98.6% of parents are satisfied with their child's school. 98.7% of students express an overall satisfaction with their school.	maintain
School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.	maintain
Chronic Absenteeism Rate	2023-24 (RED)	maintain or decline by 1% each year

	CPC-LA had a chronic absenteeism rate of 16.6%, which is a 7.7% increase over 2022-23.	
Drop Out Rate	Dropout Rate (DATAQUEST) 7.4% (maintained)	maintain or decrease by 1% each year
Graduation Rate (4-yr cohort)	2024-25 ALL- (57 students) 93% graduated GREEN (1.8% increase over 2023-24) STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED Blue- Hispanic	maintain or increase by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-LA 67.7% (increase of 3.2%) District 53.5% LA County 90.7% Statewide 91.5%	increase by 2% each year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	6,975.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 2,425.92 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 63,551.79 LCFF 5000-5999: Services And Other Operating Expenditures DROPBOX

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls RingCentral AT&T YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	All Students	10,225.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 62,229.75 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low-Income	126,574.92 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 267,925.86 Special Education 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA Director of Special Education - AKRIDGE, EVANGELINE 30,859.23 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 1,518.75 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	English Learners, Foster Youth, Low-Income	181,280.15 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 7,355.48 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	317,606.26 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 3.

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

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

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

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

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

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

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

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

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

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

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

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

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

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

Expenditures by Goal

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

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Amy Robinson	Classroom Teacher
Jasee Rana	Classroom Teacher
Michelle Ignacio	Classroom Teacher
Daisy Carlos	Other School Staff
Maria Ortiz-Flores	Parent or Community Member
Adesola Shokunbi	Parent or Community Member
Alicia De Lira	Parent or Community Member
Koa Salinas	Secondary Student
Anthony Flores	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2025.

Attested:



Principal, Ericka Zemmer on October 22, 2025



SSC Chairperson, Daisy Carlos on October 22, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - San Diego	37-75416-0132472	October 22, 2025	December 9, 2025

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

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

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

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

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

Schoolwide Program

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

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Education partner surveys were distributed in Spring 2025.

Virtual staff meeting to review School Plan for Student Achievement was held on October 20, 2025.
Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on October 22, 2025.
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 9, 2025.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CPC-SD in the state indicator area of Chronic Absenteeism is overall in the RED performance category.

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

N/A

Other Needs

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

Although CPC-SD is in the Yellow, Green, and Blue performance areas in all other Dashboard performance areas, we recognize that some student groups have lower pupil outcomes as compared to their peers. For example, Students with Disabilities are in the Orange performance band in ELA. Also, in Math, Students with Disabilities are in the RED performance area, and Hispanic and White students are in the Orange performance band in Math.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.63%	1.07%	1.94%	4	3	6
African American	6.53%	6.79%	9.35%	16	19	29
Asian	3.67%	3.21%	3.55%	9	9	11
Filipino	2.04%	0.36%	0.65%	5	1	2
Hispanic/Latino	37.96%	40.00%	45.48%	93	112	141
Pacific Islander	1.63%	1.07%	1.29%	4	3	4
White	35.92%	36.43%	28.71%	88	102	89
Two or More Races	9.8%	9.29%	8.39%	24	26	26
Not Reported	0.82%	1.79%	0.65%	2	5	2
			Total Enrollment	245	280	310

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			8
Kindergarten	11	12	14
Grade 1	9	10	10
Grade 2	5	13	16
Grade3	9	9	15
Grade 4	6	6	14
Grade 5	8	12	19
Grade 6	19	13	9
Grade 7	18	22	15
Grade 8	16	17	21
Grade 9	13	26	26
Grade 10	39	30	45
Grade 11	44	65	41
Grade 12	48	42	57
Total Enrollment	245	280	310

Conclusions based on this data:

1. CPC-SD continues to see managable growth. The school goal is to continue to grow slowly while increasing the school's stability rate.
2. CPC-SD is a school with diverse learners. White and Hispanic student groups comprise around 75% of enrolled students, CPC-SD enrolls approximately 7% African American students and 3% Asian students.
3. The majority of CPC-SD's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. Therefore, improving the school's college and career readiness is a concentrated school initiative.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	11	15	17	4.5%	5.4%	5.5%
Fluent English Proficient (FEP)	31	36	39	12.7%	12.9%	12.6%

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SD makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings. The number of EL students is not high enough to require an ELAC for the 24-25 SY, however support will continue for families whose first language is a language other than English.
3. CPC-SD continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7	8	13	7	8	13	7	8	13	100.0	100	100
Grade 4	9	7	14	8	7	14	8	7	14	88.9	100	100
Grade 5	8	11	12	8	11	12	8	11	12	100.0	100	100
Grade 6	19	10	11	19	10	10	19	10	10	100.0	100	90.9
Grade 7	19	23	13	19	23	13	19	23	13	100.0	100	100
Grade 8	19	13	16	18	13	16	18	13	16	94.7	100	100
Grade 11	56	54	36	55	53	36	55	53	36	98.2	98.1	100
All Grades	137	126	115	134	125	114	134	125	114	97.8	99.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	2420.	*	*	23.08	*	*	23.08	*	*	15.38	*	*	38.46
Grade 4	*	*	2390.	*	*	21.43	*	*	0.00	*	*	14.29	*	*	64.29
Grade 5	*	2449.	2496.	*	18.18	25.00	*	0.00	25.00	*	54.55	25.00	*	27.27	25.00
Grade 6	2438.	*	*	5.26	*	*	15.79	*	*	10.53	*	*	68.42	*	*
Grade 7	2485.	2483.	2532.	0.00	4.35	23.08	31.58	17.39	23.08	26.32	39.13	15.38	42.11	39.13	38.46
Grade 8	2538.	2510.	2549.	5.56	7.69	18.75	38.89	23.08	12.50	33.33	23.08	37.50	22.22	46.15	31.25
Grade 11	2554.	2552.	2563.	16.36	11.32	22.22	25.45	28.30	22.22	25.45	26.42	25.00	32.73	33.96	30.56
All Grades	N/A	N/A	N/A	9.70	10.40	22.81	25.37	20.00	18.42	22.39	32.00	21.93	42.54	37.60	36.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	23.64	20.75	27.78	52.73	56.60	50.00	23.64	22.64	22.22
All Grades	13.43	16.94	23.68	58.21	57.26	50.88	28.36	25.81	25.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	14.55	15.09	8.57	47.27	52.83	65.71	38.18	32.08	25.71
All Grades	8.96	10.40	14.16	49.25	49.60	53.10	41.79	40.00	32.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	16.36	16.98	22.22	72.73	62.26	61.11	10.91	20.75	16.67
All Grades	11.19	11.20	14.04	71.64	64.00	69.30	17.16	24.80	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	10.91	16.98	22.22	72.73	60.38	52.78	16.36	22.64	25.00
All Grades	13.43	13.60	17.54	63.43	58.40	53.51	23.13	28.00	28.95

Conclusions based on this data:

1. CPC-SD met the goal of having a participation rate of over 95%.
2. CPC-SD saw an increase of 25.6 points on CAASPP ELA from 2024 to 2025 and is 23 points below the standard.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7	8	13	7	8	13	7	8	13	100.0	100	100
Grade 4	9	7	14	8	7	14	8	7	14	88.9	100	100
Grade 5	8	11	12	8	11	12	8	11	12	100.0	100	100
Grade 6	19	10	11	19	9	10	19	9	10	100.0	90	90.9
Grade 7	19	23	13	19	23	13	19	23	13	100.0	100	100
Grade 8	19	13	16	18	13	16	18	13	16	94.7	100	100
Grade 11	56	54	36	55	53	36	55	53	36	98.2	98.1	100
All Grades	137	126	115	134	124	114	134	124	114	97.8	98.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	2425.	*	*	23.08	*	*	15.38	*	*	46.15	*	*	15.38
Grade 4	*	*	2415.	*	*	21.43	*	*	0.00	*	*	21.43	*	*	57.14
Grade 5	*	2469.	2451.	*	18.18	16.67	*	9.09	8.33	*	27.27	25.00	*	45.45	50.00
Grade 6	2446.	*	*	5.26	*	*	21.05	*	*	15.79	*	*	57.89	*	*
Grade 7	2471.	2470.	2549.	0.00	0.00	38.46	15.79	21.74	0.00	26.32	30.43	30.77	57.89	47.83	30.77
Grade 8	2471.	2494.	2481.	11.11	7.69	6.25	5.56	7.69	6.25	22.22	38.46	37.50	61.11	46.15	50.00
Grade 11	2494.	2565.	2569.	1.82	9.43	22.22	18.18	26.42	16.67	18.18	22.64	13.89	61.82	41.51	47.22
All Grades	N/A	N/A	N/A	3.73	9.68	21.05	17.16	23.39	11.40	20.90	22.58	26.32	58.21	44.35	41.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.27	15.09	25.00	27.27	45.28	22.22	65.45	39.62	52.78
All Grades	8.21	12.10	21.93	32.84	42.74	25.44	58.96	45.16	52.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.27	15.09	22.22	58.18	71.70	52.78	34.55	13.21	25.00
All Grades	8.21	12.90	18.42	47.76	58.06	50.00	44.03	29.03	31.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.27	16.98	11.11	43.64	54.72	55.56	49.09	28.30	33.33
All Grades	6.72	11.29	16.67	45.52	55.65	48.25	47.76	33.06	35.09

Conclusions based on this data:

1. Overall, CPC-SD met the goal of 95% participation rate.
2. Student academic performance in the area of Math continues to be an identified area of need. CPC-SD saw an increase of 4.2 points in CAASPP Math. However, acknowledges that some student groups continue to need support. Students with diabilities decreased by 14 points and are in the RED performance band.

3. CPC-SD will use internal assessments and academic intervention to continue to support student academic achievement in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	4	*	*
12	*	*		*	*		*	*		*	*	
All Grades										11	12	11

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	16.67	36.36	27.27	33.33	27.27	27.27	25.00	18.18	9.09	25.00	18.18	11	12	11

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	63.64	41.67	54.55	27.27	16.67	18.18	9.09	16.67	18.18	0.00	25.00	9.09	11	12	11

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	0.00	18.18	27.27	16.67	36.36	18.18	41.67	36.36	36.36	41.67	9.09	11	12	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	9.09	33.33	27.27	81.82	33.33	54.55	9.09	33.33	18.18	11	12	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	81.82	50.00	72.73	18.18	40.00	18.18	0.00	10.00	9.09	11	10	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	27.27	8.33	36.36	36.36	25.00	36.36	36.36	66.67	27.27	11	12	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*		*	*		*	*		*	*		*
3		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	18.18	0.00	18.18	72.73	83.33	72.73	9.09	16.67	9.09	11	12	11

Conclusions based on this data:

1. Students will continue to receive both integrated and desigated ELD supports, with a focus on improving writing skills.

2. CPCS's K-8 ELD coordinators will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners in making progrtess and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners in making progress and to increase reclassification rates.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
310	**68.1%**	**5.5%**	**0.3%**
Total Number of Students enrolled in California Pacific Charter - San Diego.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	5.5%
Foster Youth	1	0.3%
Homeless	3	1%
Socioeconomically Disadvantaged	211	68.1%
Students with Disabilities	74	23.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	9.4%
American Indian	6	1.9%
Asian	11	3.5%
Filipino	2	0.6%
Hispanic	141	45.5%
Two or More Races	26	8.4%
Pacific Islander	4	1.3%
White	89	28.7%

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth; however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster youth liaison attended training so that

our school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 or AB1806 form to determine whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements, in an effort to graduate with their 4-year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at-promise students.

2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow	**Chronic Absenteeism**  Red	
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1. Graduation rates have consistently increased from prior years, and the school has exited from CSI as a result.
2. Chronic Absenteeism rates have increased and are in the RED performance band. The school will rely on its robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS acknowledges the need for growth in student outcomes on CAASPP Math and ELA, as well as in the area of College/Career. School goals, established programs & interventions, and allocation of resources demonstrate CPCS's commitment for ongoing improvement in these areas.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
23 points below standard	20.7 points below standard	
Increased 25.6 points	Increased 43.2 points	
112 Students	11 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	30 points below standard
	2 Students	Increased 27.4 points
		74 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
91.1 points below standard	32.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 28.9 points	13 Students	3 Students
41 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.3 points below standard
2 Students	1 Student	Increased 20.4 points
		50 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.6 points below standard
9 Students	3 Students	Increased 28.2 points
		31 Students

Conclusions based on this data:

1. Overall, CPC-SD saw an increase on CAASPP ELA by 25.6 points.
2. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and culture of test readiness school initiatives.
3. Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. This remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
56.7 points below standard	21.9 points below standard	
Increased 4.2 points	Increased 13.4 points	
112 Students	11 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	59.2 points below standard
	2 Students	Increased 17.6 points
		74 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
121.9 points below standard	57 points below standard	Fewer than 11 students - No Data for Privacy
Declined 14.1 points	13 Students	3 Students
41 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	74.7 points below standard
2 Students	1 Student	Declined 15.9 points
		50 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.1 points below standard
9 Students	3 Students	Maintained 2.7 points
		31 Students

Conclusions based on this data:

1. Overall, CPC-SD saw an increase in CAASPP Math by 4.2 points. Some student groups have pupil outcomes below the outcomes for all students.
2. Hispanic students are performing below the standard at a rate higher than their grade level peers.This is an identified area of need and will be addressed through academic intervention programs, academic tutoring, individual student tutoring by highly qualified teachers and tutors, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with disabilities are in the RED performance band. This is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
50.2 points above standard	Fewer than 11 students - No Data for Privacy	
3 1.9 points	5 Students	
70 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	52.3 points above standard
	2 Students	5 6 points
		46 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
40.4 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 -4.3 points	7 Students	3 Students
23 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	51 points above standard
		5 8.8 points
		32 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	51 points above standard
6 Students		2 -3.7 points
		22 Students

Conclusions based on this data:

1. CPC-SD has maintained in the area of Science, earning 50.2 science points.
2. Socioeconomically Disadvantaged (SED) students have higher outcomes than all students, earning a score of 52.3 points and are in the GREEN performance band.
3. Students with Disabilities (SWD) have lower pupil outcomes than all students with a score of 40 science points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 9 Students	Number Students: 4 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. CPC-SD has no performance color in the area of EL Progress due to having less than 30 students.
2. Additionally, due to having fewer than 11 students, no data is displayed.
3. Based on data from the caaspp.org website, 36.4% of EL students were proficient on the ELPAC, which is higher than the state at 15.3% proficient. Additionally, according to the CA Dashboard, 100% of students maintained their ELPI Levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow Prepared 38.2% Increased 18.2% 55 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Orange Prepared 28.6% Increased 10.7% 35 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 17.6%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
17 Students	2 Students	1 Student

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 35%
4 Students		Increased 23.9%
		20 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 47.6%
7 Students		Increased 14.3%
		21 Students

Conclusions based on this data:

1. CPC-SD is GREEN in College/Career with 38.2% of students prepared. This is an increase of 18.2%. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 25-26SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	
19.4% Chronically Absent	41.7% Chronically Absent	
Increased 3.3	Increased 23.5	
155 Students	12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	23.7% Chronically Absent
1 Student	2 Students	Increased 2.1
		114 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.1% Chronically Absent	4.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 14.6	Declined 12.1	3 Students
44 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	20.9% Chronically Absent
7 Students	2 Students	Increased 9
		67 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
28.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	22.2% Chronically Absent
Increased 1.9	4 Students	Increased 4.3
14 Students		36 Students

Conclusions based on this data:

1. CPC-SD is in the RED performance band in Chronic Abseteeism. The school will utilize its robust attendance policy and Tiered Engagement systems to address needs in this area.
2. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 No Performance Color	
91.2% graduated	Fewer than 11 students - No Data for Privacy	
Declined 1.3%	5 Students	
57 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	94.6% graduated
5 Students	3 Students	Increased 1.7%
		37 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
70.6% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
17 Students	2 Students	1 Student

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	100% graduated
4 Students		Increased 5.6%
		21 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	95.5% graduated
7 Students		Increased 2.1%
		22 Students

Conclusions based on this data:

1. CPCS-SD has, for the last three years had a graduation rate above 90%. This has allowed for CPC-SD to exit CSI.
2. CPC-SD is in the YELLOW performance color due to a slight decline of 1.5%, but still maintains a high graduation rate, overall and is above the state average of 87.8%.
3. CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
0% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
366 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
2 Students	7 Students	Maintained 0%
		257 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	6 Students
88 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
13 Students		168 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
38 Students		104 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Outcomes
Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on a review of the CA Dashboard, areas of need are identified as CAASPP ELA and Math. Dashboard data suggests a continued need for enhanced instruction and intervention programs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2025 All Students: (YELLOW) 23 points below standard (increase of 25.6 points)	Decrease distance from the standard by at least 3 points each year
CAASPP Math	2025 All Students: (YELLOW) 56.7 points below standard increased 4.2 points	Decrease distance from the standard by at least 3 points each year
Meet 95% participation on local assessment.	Met 95% student participation	Maintain
Growth Metrics on local diagnostic assessment- ELA	Renaissance STAR Spring 2025 ELA ALL STUDENTS: 59.8% met or exceeded the standard Standard Exceeded- 37.7% Standard Met- 22.1% Standard Nearly Met- 19.5% Standard Not met- 20.8% White- 53% met or exceeded	Increase performance outcomes by 2% each year

	Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students SED- 41% met or exceeded EL- 6% met or exceeded SWD- 38% met or exceeded Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 57% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	
Growth Metrics on local diagnostic assessment- Math	Renaissance STAR Spring 2025 MATH ALL STUDENTS: 42.1% met or exceeded the standard Standard Exceeded- 26.9% Standard Met- 15.2% Standard Nearly Met- 16.1% Standard Not met- 41.9% White- 30% met or exceeded Hispanic- 31% met or exceeded African American- 27% met or exceeded Asian- 67% met or exceeded the standard Two or more- not enough students SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%	Increase performance outcomes by 2% each year
Course Completion Rates	Completion Rates (compared to SPRING 2024) SPRING 2025 Elementary School	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

	96.7% completion at grade of 60% or higher (3.7% increase) 93.3% completion at grade of 70% or higher (maintained) Middle School 93.4% completion at grade of 60% or higher (4.% increase) 88.5% completion at grade of 70% or higher (11% increase) High School 96.2% completion at grade of 60% or higher (1.7% increase) 83.3% completion at grade of 70% or higher (maintained)	
College and Career Indicators	All students- GREEN 38.2% prepared (18.2% increase)	Increase performance outcomes by 2% each year
ELPAC/ EL Progress	ELPAC 2024-25 36.4% Proficient Level 1- 18.2 % Level 2- 18.2 % Level 3- 27.3 % Level 4- 36.4 % STATE OF CA 15.53% proficient Level 1- 23.65% Level 2- 28.42% Level 3- 32.4% Level 4- 15.53%	RFEP rate at or exceeding the state average

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	All students	62,914.09 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for	All students	48,235.15 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students struggling to meet grade level proficiency will be planned and provided.		
1.3	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	Enlgish Learners and Low Income Pupils	288,304.10 LCFF 1000-1999: Certificated Personnel Salaries 101,105.71 Title I 1000-1999: Certificated Personnel Salaries 17,379.04 Title I 2000-2999: Classified Personnel Salaries 3,356.13 LCFF 4000-4999: Books And Supplies 5,682.37 LCFF 5000-5999: Services And Other Operating Expenditures 1,885.95 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 50,854.69 Special Education 2000-2999: Classified Personnel Salaries
1.4	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	English Learners	40,495.42 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	All Students	183,908.47 Other 1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 10,529.28

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 5,002.55 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.6	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Low Income Pupils	
1.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 1.

Action 1.1 – Academic Performance Monitoring: This action was effective in identifying gaps and targeting instruction, evidenced by the substantial 46.5-point improvement in CAASPP Math and maintained progress in Renaissance STAR Math. However, ELA performance (both CAASPP and STAR) declined slightly, suggesting a need to deepen data use and instructional follow-through in literacy.

Action 1.2 – Professional Development: Teacher training supported the notable math gains and improved course completion rates, particularly the 6% increase in high school students earning 70% or higher. However, declines in CAASPP ELA and Renaissance STAR ELA suggest that ELA-focused PD may need refinement or greater alignment with student needs.

Action 1.3 – Academic Support for Student Groups: Intervention services helped improve performance in some subgroups (e.g., ELs improving from 0% to 26.6% on STAR Math). Still, results were inconsistent—SWD saw decreases in both STAR ELA and Math—indicating a need to continue supports for these populations.

Action 1.4 – EL Progress Monitoring and Support: This action was effective, with 45.5% of English Learners progressing at least one ELPI level—surpassing the state average. However, EL proficiency rates on both CAASPP and STAR ELA remain low, signaling a need for strengthened designated and integrated ELD instruction.

Action 1.5 – Comprehensive CTE Program: Career readiness efforts had mixed success. While 100% of CTE participants completed their pathways and 93% were enrolled in A-G courses, the overall College and Career Indicator dropped 22.9%. This suggests that while CTE programs are running effectively, broader readiness strategies may need expansion or realignment.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Conditions of Learning
Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/FWW).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability	Maintain

	2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability)	

	-Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	Maintain

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	All students	1,562,820.09 LCFF 1000-1999: Certificated Personnel Salaries Teachers Education Specialist Superintendent 54,910.22 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 40,516.56 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 623,442.02 Special Education 1000-1999: Certificated Personnel Salaries 77,293.92 Special Education 2000-2999: Classified Personnel Salaries 907.50 LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program	All Students	53,020.25 LCFF 1000-1999: Certificated Personnel Salaries 65,613.37 LCFF 2000-2999: Classified Personnel Salaries 184,533.62 LCFF 4000-4999: Books And Supplies 2,371.05 Special Education 4000-4999: Books And Supplies SpEd testing protocols & NCS Pearson, Inc. 55,425.05 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant & UPK 1,671.45 LCFF 5000-5999: Services And Other Operating Expenditures
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	56,000.00 LCFF 4000-4999: Books And Supplies Computers 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Computers 43,170.89 LCFF 5000-5999: Services And Other Operating Expenditures Alpha Vision 6,600.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet)
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	5,148.00 LCFF 1000-1999: Certificated Personnel Salaries 2,805.00 LCFF 4000-4999: Books And Supplies ALL PD content area (exclude Admin PD) 388.66 Other 4000-4999: Books And Supplies Other State Revenue - EEF 14,231.75 LCFF 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 51,173.32 Other 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD); Other State revenue - UPK & EEF 5,478.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD)
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	64,600.00 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 2.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Education Partner Surveys (input and perceptions)	Participants 55 parent responses. 163 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 100% of parents indicate that they feel their input is valued. 99.1% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 97.4% of students report that they feel safe at school. 94.8% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input in May of 2025. Overall Satisfaction Rate Survey Results 93.8% of parents are satisfied with their child's school. 97.8% of students express an overall satisfaction with their school.	maintain
School Safety Plan	The school safety plan was developed and adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.	maintain
Chronic Absenteeism Rate	2024-2025 (RED)	Maintain

	CPC-SD had a chronic absenteeism rate of 19.4%, which is a 3.3% increase from 2024-25. STUDENT GROUPS RED- SED, Hispanic, SWD, White ORANGE- no student groups YELLOW- no student groups GREEN- no student groups BLUE- no student groups	
Graduation Rate (4-yr cohort)	2024-2025 ALL- (57students) YELLOW 91.2% graduated (1.3% decline from the previous year)	maintain or decrease by 1% each year
Drop Out Rate	Dropout Rate (DATAQUEST) 3.6% (increase of 1%)	maintain or decrease by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-SD 64.8% (3.1% increase from the previous year) District 54.9% SD County 90.5% Statewide 91.5%	increase by 2% each year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	English Learners	5,115.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend 1,779.01 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 47,689.18 LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls RingCentral AT&T YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	All Students	7,725.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 45,595.14 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	All Students	
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low-Income	92,821.60 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 196,478.98 Special Education

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA Director of Special Education - AKRIDGE, EVANGELINE 22,630.10 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 1,113.75 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	English Learners, Foster Youth, Low-Income	132,938.79 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 5,394.02 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian
3.9	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	232,911.28 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			ROCHA, KELLY RODRIGUEZ, VIVIANN

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 3.

Action 3.1 – Education Partner Input: This action was highly effective, as reflected by 100% of parents indicating they feel their input is valued and appreciated. Student and staff feedback also validated that the school successfully implemented engagement practices and support systems.

Action 3.2 – Communication and Accessibility: The school's investment in communication platforms, translation tools, and multilingual outreach supported inclusivity and increased parent satisfaction (100%). This action helped improve access and engagement for families, particularly English learners and underserved populations.

Action 3.3 – School Safety Plan: The timely development and distribution of the school safety plan maintained high student perception of safety (97.4%) and supports ongoing community trust in school leadership and emergency preparedness.

Action 3.4 – School Climate: This action positively influenced school satisfaction, with strong results from students and parents alike, as well as a 6.1% increase in the stability rate, reflecting higher retention and improved student connection.

Action 3.5 – Professional Development (Cultural Competency): This action contributes to the high ratings in inclusiveness, teacher-student relationships, and school climate. Professional learning supported improvements in equitable practices and engagement.

Action 3.6 – Attendance Monitoring: Despite efforts through SARB and tiered supports, chronic absenteeism increased from 8.8% to 16.1% (ORANGE). This signals a need to reassess the effectiveness or timing of interventions, especially for high-risk groups like SED students who are in the RED performance band.

Action 3.7 – Mental Health Support: With a substantial investment in social-emotional supports and services (e.g., school psychologist, social worker, Care Solace), this action clearly contributed to student well-being. Indicators such as student connection, feelings of safety, and reduced dropout (down to 2.5%) suggest it is a high-impact investment.

Action 3.8 – Student Group Engagement: Supports for unduplicated pupils (ELs, Foster Youth, Low Income) through staff liaisons and guidance contributed to improved retention and overall connection. However, these efforts need to be bolstered to better address chronic absenteeism and graduation gaps in targeted groups.

Action 3.9 – Transcript Review and Evaluation: Proactive review of credits and personalized planning through the “Plan Your Path – Pick Your Plus” initiative helped students stay on track. This action likely helped maintain a graduation rate of 92.5% and reduced dropout, despite the slight decline from the previous year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$107,061.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$4,593,965.52
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$118,484.75
Title II Part A: Improving Teacher Quality	$5,478.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $133,962.75

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

State or Local Programs	Allocation ($)
LCFF	$3,065,788.42
Other	$355,429.84
Special Education	$1,038,784.51

Subtotal of state or local funds included for this school: $4,460,002.77

Total of federal, state, and/or local funds for this school: $4,593,965.52

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	3,065,788.42
Other	355,429.84
Special Education	1,038,784.51
Title I	118,484.75
Title II Part A: Improving Teacher Quality	5,478.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,437,264.23
2000-2999: Classified Personnel Salaries	521,592.62
4000-4999: Books And Supplies	336,798.75
5000-5999: Services And Other Operating Expenditures	298,309.92

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	2,291,812.49
2000-2999: Classified Personnel Salaries	LCFF	353,434.87
4000-4999: Books And Supplies	LCFF	256,198.76
5000-5999: Services And Other Operating Expenditures	LCFF	164,342.30
1000-1999: Certificated Personnel Salaries	Other	224,425.03
4000-4999: Books And Supplies	Other	68,228.94
5000-5999: Services And Other Operating Expenditures	Other	62,775.87

1000-1999: Certificated Personnel Salaries	Special Education	819,921.00
2000-2999: Classified Personnel Salaries	Special Education	150,778.71
4000-4999: Books And Supplies	Special Education	2,371.05
5000-5999: Services And Other Operating Expenditures	Special Education	65,713.75
1000-1999: Certificated Personnel Salaries	Title I	101,105.71
2000-2999: Classified Personnel Salaries	Title I	17,379.04
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,478.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	819,652.95
Goal 2	2,982,120.72
Goal 3	792,191.85

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Amy Robinson	Classroom Teacher
Jasee Rana	Classroom Teacher
Michelle Ignacio	Classroom Teacher
Daisy Carlos	Other School Staff
Erika Lozano	Parent or Community Member
Greg Johansen	Parent or Community Member
Vacant	Parent or Community Member
Isabella Johansen	Secondary Student
Jade Molina	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2025.

Attested:



Principal, Ericka Zemmer on October 22, 2025



SSC Chairperson, Daisy Carlos on October 22, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter-Sonoma	49-70722-039048	October 22, 2025	December 9, 2025

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

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

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

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

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

Schoolwide Program

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

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Education partner surveys were distributed in Spring 2025.

Virtual staff meeting to review School Plan for Student Achievement was held on October 20, 2025.
Virtual School Site Council Meeting (Parent Advisory Committee) held to develop, review, and approve School Plan for Student Achievement (SPSA) on October 22, 2025.
The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on December 9, 2025.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CPC-SO in the state indicator area of Chronic Absenteeism is overall in the Orange performance category.

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

N/A

Other Needs

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

The College and Career Readiness dashboard indicator does not have a performance band due to having less than 30 students in grade 12. Data indicates that 35% of graduates are graduating college and career prepared. This is an increase of 11.5%, however, continues to be an area of identified need.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.56%	0.66%	3.76%	2	1	8
African American	8.59%	8.55%	8.45%	11	13	18
Asian	3.91%	0.66%	1.88%	5	1	4
Filipino	3.13%	2.63%	4.69%	4	4	10
Hispanic/Latino	31.25%	35.53%	30.52%	40	54	65
Pacific Islander	0.78%	%	%	1		
White	34.38%	40.13%	34.74%	44	61	74
Two or More Races	16.41%	9.21%	15.02%	21	14	32
Not Reported	0%	2.63%	0.94%	0	4	2
			Total Enrollment	128	152	213

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			1
Kindergarten	4	4	12
Grade 1	5	5	4
Grade 2	6	5	12
Grade3	3	3	14
Grade 4	7	7	12
Grade 5	8	8	10
Grade 6	10	12	10
Grade 7	9	15	17
Grade 8	10	13	24
Grade 9	14	14	23
Grade 10	13	16	23
Grade 11	23	15	31
Grade 12	16	32	20
Total Enrollment	128	152	213

Conclusions based on this data:

1. CPC-SO continues to see managable growth. The school goal is to continue to grow slowly while improving the school's stability rate.
2. CPCS-SO is a school with diverse learners. White and Hispanic student groups comprise approximately 65% of the enrollment, CPC-SO enrolls approximately 9% African American students.
3. The majority of CPC-SO's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 11th grade. Therefore, state assessment oucomes and improving the school's college and career readiness are concentrated school initiatives.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	7	2	6	5.5%	1.3%	2.8%
Fluent English Proficient (FEP)	12	18	25	9.4%	11.8%	11.7%

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SO makes a concentrated effort to priovde supports and services to the EL population and their familes and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 25-26 SY. CPCS will make a concentrated effort to ensure that communication with families is presented in the home language to improve school-to-home communication.
3. CPC-SO continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	*	13	4	*	13	4	*	13	100.0		100
Grade 4	5	6	11	5	6	11	5	6	11	100.0	100	100
Grade 5	8	7	11	8	7	11	8	7	11	100.0	100	100
Grade 6	11	11	11	11	11	11	11	11	11	100.0	100	100
Grade 7	12	13	16	12	13	16	12	13	16	100.0	100	100
Grade 8	13	13	19	13	12	19	13	12	19	100.0	92.3	100
Grade 11	31	16	29	30	14	27	30	14	26	96.8	87.5	93.1
All Grades	84	68	110	83	65	108	83	65	107	98.8	95.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	2411.	*	*	23.08	*	*	15.38	*	*	38.46	*	*	23.08
Grade 4	*	*	2390.	*	*	0.00	*	*	27.27	*	*	9.09	*	*	63.64
Grade 5	*	*	2474.	*	*	9.09	*	*	36.36	*	*	9.09	*	*	45.45
Grade 6	2436.	2485.	2480.	0.00	18.18	9.09	9.09	9.09	27.27	36.36	27.27	9.09	54.55	45.45	54.55
Grade 7	2560.	2540.	2528.	16.67	0.00	12.50	50.00	46.15	18.75	16.67	30.77	43.75	16.67	23.08	25.00
Grade 8	2543.	2586.	2557.	15.38	25.00	10.53	23.08	33.33	36.84	23.08	25.00	26.32	38.46	16.67	26.32
Grade 11	2566.	2545.	2607.	20.00	21.43	26.92	26.67	21.43	34.62	23.33	28.57	26.92	30.00	28.57	11.54
All Grades	N/A	N/A	N/A	16.87	16.92	14.95	24.10	23.08	28.97	24.10	27.69	25.23	34.94	32.31	30.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	26.67	*	*	50.00	*	*	23.33	*	*
All Grades	18.07	18.46	15.89	56.63	61.54	60.75	25.30	20.00	23.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	23.33	*	*	46.67	*	*	30.00	*	*
All Grades	21.69	16.92	14.95	40.96	46.15	54.21	37.35	36.92	30.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	16.67	*	*	66.67	*	*	16.67	*	*
All Grades	12.05	15.38	14.02	69.88	70.77	71.96	18.07	13.85	14.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	20.00	*	*	60.00	*	*	20.00	*	*
All Grades	19.28	20.00	11.21	56.63	56.92	63.55	24.10	23.08	25.23

Conclusions based on this data:

1. CPC-SO met the goal of having a participation rate of over 95%.
2. Student academic performance in the area of ELA improved by 4.4 points and is at 12.6 points below the standard. Socioeconomically Disadvantaged students are in the Orange performance category. CPC-SO will use internal assessments and academic intervention to continue to support student academic achievement.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	*	13	4	*	13	4	*	13	100.0		100
Grade 4	5	6	11	5	6	11	5	6	11	100.0	100	100
Grade 5	8	7	11	8	7	11	8	7	11	100.0	100	100
Grade 6	11	11	11	11	11	11	11	11	11	100.0	100	100
Grade 7	12	13	16	12	13	16	12	13	16	100.0	100	100
Grade 8	13	13	19	13	12	19	13	12	19	100.0	92.3	100
Grade 11	31	16	29	30	14	27	30	14	27	96.8	87.5	93.1
All Grades	84	68	110	83	65	108	83	65	108	98.8	95.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	2452.	*	*	23.08	*	*	38.46	*	*	23.08	*	*	15.38
Grade 4	*	*	2430.	*	*	0.00	*	*	36.36	*	*	9.09	*	*	54.55
Grade 5	*	*	2471.	*	*	18.18	*	*	9.09	*	*	27.27	*	*	45.45
Grade 6	2473.	2490.	2478.	0.00	9.09	0.00	9.09	9.09	45.45	54.55	45.45	18.18	36.36	36.36	36.36
Grade 7	2553.	2500.	2552.	16.67	0.00	37.50	41.67	15.38	12.50	16.67	38.46	18.75	25.00	46.15	31.25
Grade 8	2498.	2573.	2591.	0.00	16.67	31.58	38.46	33.33	5.26	0.00	33.33	36.84	61.54	16.67	26.32
Grade 11	2532.	2531.	2644.	6.67	7.14	29.63	13.33	14.29	33.33	33.33	14.29	14.81	46.67	64.29	22.22
All Grades	N/A	N/A	N/A	4.82	7.69	23.15	22.89	18.46	25.00	30.12	29.23	21.30	42.17	44.62	30.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	10.00	*	*	40.00	*	*	50.00	*	*
All Grades	12.05	9.23	25.93	43.37	43.08	42.59	44.58	47.69	31.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	10.00	*	*	56.67	*	*	33.33	*	*
All Grades	4.82	10.77	18.52	56.63	60.00	58.33	38.55	29.23	23.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	6.67	*	*	60.00	*	*	33.33	*	*
All Grades	10.84	12.31	19.44	55.42	64.62	56.48	33.73	23.08	24.07

Conclusions based on this data:

1. Overall, CPC-SO met the goal of 95% participation rate.

2. Student academic performance in the area of Math improved 44.7 points to a total of only 9.8 points below the standard. CPC-SO is in the GREEN performance category. Socioeconomically Disadvantaged students are in the Yellow performance category.

3. CPC-SO will use internal assessments and academic intervention to continue to support student academic achievement in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades										4	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
213	**57.3%**	**2.8%**	**0.0%**
Total Number of Students enrolled in California Pacific Charter-Sonoma.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	2.8%
Foster Youth	0	0.0%
Homeless	3	1.4%
Socioeconomically Disadvantaged	122	57.3%
Students with Disabilities	40	18.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	8.5%
American Indian	8	3.8%
Asian	4	1.9%
Filipino	10	4.7%
Hispanic	65	30.5%
Two or More Races	32	15%
Pacific Islander	0	0.0%
White	74	34.7%

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth; however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training so that our

school can continue to support and serve students in this group. CPCS is prepared to mobilize resources and continues to use the AB167/216 or AB1806 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at-promise students.

2. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers in the area of Math. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a school-wide academic intervention program in an effort to close the achievement gap for these at promise youth. Goal setting meetings will be held with each student and their family to reveiw scores and establish a supportive growth plan for each students this academic school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  No Performance Color	**Suspension Rate**  Blue
Mathematics  Green	**Chronic Absenteeism**  Orange	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Graduation rates remain high and competative with the state average.
2. Chronic Absenteeism rates have increasd slightly but remain below the state average. This can be attributed to the school's robust attendance policy and Tiered Engagement systems to address needs in this area. CPC-SOmeets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPCS acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPCS's commitment to ongoing improvement in these areas.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
12.6 points below standard	Fewer than 11 students - No Data for Privacy	
Increased 4.4 points	8 Students	
98 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.2 points below standard
	1 Student	Declined 22 points
		53 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
92.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 1.4 points	6 Students	4 Students
24 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.8 points below standard
1 Student	6 Students	Declined 22.8 points
		29 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
1.4 points below standard	0 Students	2.8 points above standard
14 Students		Increased 32.2 points
		38 Students

Conclusions based on this data:

1. English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This is an identified area of need that will be addressed through the K-8 and high school ELD programs and test readiness school initiatives.
2. Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This student group improved from the previous year but remains an identified area of need that will be addressed through our academic intervention initiatives.
3. Students with disabilities and Hispanic students have pupil outcomes lower than those of all students. These student groups declined from the previous year, thus, remains an identified area of need that will be addressed through academic intervention and through the special education department and with related service providers.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
9.8 points below standard	Fewer than 11 students - No Data for Privacy	
Increased 44.7 points	8 Students	
98 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	44.1 points below standard
	1 Student	Increased 17.1 points
		53 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
73.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
24 Students	6 Students	4 Students

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47.1 points below standard
1 Student	6 Students	Declined 9.4 points
		29 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
20.7 points above standard	0 Students	15.2 points above standard
14 Students		Increased 88.4 points
		38 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students are performing below the standard at a rate higher than their grade level peers.This is an identified area of need and will be addressed through the academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers and tutors, Math Paths in Middle School addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
2. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This is an identified area of need that will be address through the IEP process with members of our special education department and with related service providers.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
58.5 points above standard	Fewer than 11 students - No Data for Privacy	
5 9.2 points	5 Students	
57 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	52.7 points above standard
		5 8 points
		29 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
54.1 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
0	4 Students	2 Students
12 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	54.9 points above standard
1 Student		0
		16 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	63.2 points above standard
9 Students		5 16.6 points
		24 Students

Conclusions based on this data:

1. CPC-SO has increased 9.2 points in the area of Science, earning 58.5 science points.
2. CPC-SO is in the BLUE performance category in Science and all student groups had high achievement outcomes in science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 3 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. CPCS does not have a statistically significant number of students to have a performance level.
2. The school willl continue to offer integrated and designated supports to English Learners to ensure English language development, growth, and progress.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	
Prepared 35%	Fewer than 11 students - No Data for Privacy	
Increased 11.5%	1 Student	
20 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 28.6%
	2 Students	Increased 6.3%
		14 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. CPC-SO students are graduating 35% College/Career prepared. This is an increase of 11.5%, however, continues to be an identified area of need for growth. CPCS has made efforts to grow and expand our CTE Pathways and has encouraged students to become Pathway completers. The number of students participating in CTE pathways has increased in the 25-26SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. CPCS has launched the "Pick Your Plus" initiative where school counselors, intervention teachers, homeroom teachers, and administrators meet with high school students to develop an individual path towards college and career readiness that can include A-G curriculum, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, Seal of Biliteracy pathways, and preparing 11th grade students for the CAASPP assessment.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
13.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	
Increased 0.9	3 Students	
130 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	20% Chronically Absent
	1 Student	Increased 5.5
		75 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
22.2% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 11.1	0	6 Students
27 Students	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.3% Chronically Absent
2 Students	6 Students	Declined 7.5
		41 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
16.7% Chronically Absent	0 Students	17.6% Chronically Absent
Increased 7.6		Increased 8.6
12 Students		51 Students

Conclusions based on this data:

1. CPC-SO has maintained Chronic Absenteeism and is at 13.8% Chronically absent. This is below the state average of 17.1%. The school has developed and implemented a robust attendance policy and tiered engagement system to address student attendance.
2. CPC-SO meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	
85% graduated	Fewer than 11 students - No Data for Privacy	
Declined 3.2%	1 Student	
20 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	78.6% graduated
	2 Students	Declined 14%
		14 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. CPC-SO maintains a high graduation rate (85%) that is competitive with the state average (87.8%).
2. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to continue to support a high graduation rate.
3. CPCS will continue to offer a rigorous courses and implement progress monitoring to ensure all students stay on track to graduate with their 4 year cohort.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	
Maintained 0%	7 Students	
243 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
	6 Students	Maintained 0%
		146 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	8 Students
57 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
4 Students	10 Students	Maintained 0%
		78 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
38 Students		87 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned with LCAP Goal 1.

Identified Need

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

Based on a review of the CA Dashboard, areas of need are identified as College and Career Readiness and CAASPP ELA and Mathematics. College/Career Readiness has no performance band due to having less than 30 students in grade 12, but local data shows that only 14.3% of students in grade 12 are prepared for college and career, which would be in the low performance category. This indicates a need for stronger career guidance and programs ensuring students graduate college and career prepared. Mathematics Performance (Orange): The performance in mathematics scores 76.3 points below the standard and a decline of 41 points from the previous year. Additionally, 1 student groups (SED) are in the Red performance band. This suggests a continued need for enhanced math instruction and intervention programs. CAASPP ELA performance (Orange) 27.1 points below the standard with a decline of 39.8 points.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA 2024-25 *Met or exceeded 95% particiation All Students: 98 students (YELLOW) 12.6 points below standard (increased 4.4 points) RED- no student groups ORANGE - SED YELLOW- no student groups GREEN - no student groups BLUE - no student groups	Decrease distance from the standard by at least 3 points each year
CAASPP Math	CAASPP MATH 2024-25 *Met or exceeded 95% participation All Students: 98 students (GREEN) 9.8 points below standard (increased 44.7 points) RED- no student groups	Decrease distance from the standard by at least 3 points each year

	ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups	
CAST (Science) (Grades 5, 8, & 11)	CAST Science 2024-25 (INFORMATIONAL PURPOSES ONLY) *Met or Exceeded 95% participation All Students: 58.5 science points (increase of 9.2 points) (BLUE)	
Percent Participation in local diagnostic assessments	Met or exceeded 95% participation	Maintain
Renaissance STAR ELA	Renaissance STAR Spring 2025 ELA ALL STUDENTS: 59.8% met or exceeded the standard Standard Exceeded- 37.7% Standard Met- 22.1% Standard Nearly Met- 19.5% Standard Not met- 20.8% White- 53% met or exceeded Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students SED- 41% met or exceeded EL- 6% met or exceeded SWD- 38% met or exceeded Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded-31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	Increase performance outcomes by 2% each year
Renaissance STAR MATH	Renaissance STAR Spring 2025 MATH ALL STUDENTS: 42.1% met or exceeded the standard Standard Exceeded- 26.9% Standard Met- 15.2% Standard Nearly Met- 16.1% Standard Not met- 41.9% White- 30% met or exceeded	Increase performance outcomes by 2% each year

	Hispanic- 31% met or exceeded African American- 27% met or exceeded Asian- 67% met or exceeded the standard Two or more- not enough students SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%	
Course Completion Rates	Completion Rates (compared to SPRING 2024) SPRING 2025 Elementary School 96.7% completion at grade of 60% or higher (3.7% increase) 93.3% completion at grade of 70% or higher (maintained) Middle School 93.4% completion at grade of 60% or higher (4.% increase) 88.5% completion at grade of 70% or higher (11% increase) High School 96.2% completion at grade of 60% or higher (1.7% increase) 83.3% completion at grade of 70% or higher (maintained) 96.7% completion at grade of 60% or higher (3.7% increase) 93.3% completion at grade of 70% or higher (maintained) Middle School 93.4% completion at grade of 60% or higher (4.% increase) 88.5% completion at grade of 70% or higher (11% increase) High School 96.2% completion at grade of 60% or higher	Incrementally increase courses passed with grade of 70% or higher by 2% annually.

	(1.7% increase) 83.3% completion at grade of 70% or higher (maintained)	
College and Career Readiness Indicators	No Dashboard Performance Color (<30 students in grade 12) 20 students 35% prepared (11.5% increase)	Incrementally increase by 2% each year
ELPAC/EL Progress	No Dashboard Performance Color (<11 students) Data not displayed	Meet or exceed the state in RFEP and ELPI

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	All students	41,942.73 LCFF 1000-1999: Certificated Personnel Salaries CHAMBERLAIN, GRETCHEN
1.2	Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	All Students	32,156.78 LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator - DODSON, KRISTI
1.3	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.	Enlgish Learners and Low Income Pupils	115,536.04 LCFF 1000-1999: Certificated Personnel Salaries 67,403.79 Title I 1000-1999: Certificated Personnel Salaries 11,586.03 Title I 2000-2999: Classified Personnel Salaries 33,903.10 Special Education 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2,237.42 LCFF 4000-4999: Books And Supplies 1,257.30 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant 4,121.58 LCFF 5000-5999: Services And Other Operating Expenditures
1.4	Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning.	All Students	26,996.95 LCFF 1000-1999: Certificated Personnel Salaries ELD Coordinators
1.5	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Low Income Pupils	122,605.66 Other 1000-1999: Certificated Personnel Salaries Other State Revenue - CTEIG 7,019.52 Other 4000-4999: Books And Supplies Other State Revenue - CTEIG 3,335.03 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - CTEIG
1.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No Changes will be made to Goal 1.

Action 1.1 – Academic Performance Monitoring: This action has proven effective, contributing to strong improvements in CAASPP ELA (+10.2 points) and Math (+21.8 points). Regular monitoring of performance metrics through state and local assessments has allowed staff to target supports more effectively and respond to student needs across multiple content areas.

Action 1.2 – Professional Development: Training on rubric use, data interpretation, and instructional strategies has likely supported instructional quality and may have contributed to the CAASPP gains. However, STAR Math saw a 7.6% decline in the percentage of students meeting/exceeding standards, suggesting PD may need deeper alignment to math instructional needs.

Action 1.3 – Academic Support for Student Groups: Targeted supports for low-income students, ELs, and SWDs produced mixed results. Notable growth occurred in CAASPP Math for SED students (moving from RED to YELLOW), but STAR scores for SWDs remained low (ELA: 33.3%, Math: 13.6%), indicating the need for continued differentiation and possibly more intensive supports for students with disabilities.

Action 1.4 – EL Progress: While ELPAC results show that 100% of tested ELs maintained their ELPI level, progress remains limited. However, targeted support and training for teachers and families are laying a foundation for improved long-term outcomes, as seen in the small population of ELs who reached 20% proficiency in STAR Math and ELA.

Action 1.5 – Comprehensive CTE Program: This action was highly effective in advancing college and career readiness. CCI increased by 9.2%, and 100% of CTE students earned a diploma. Additionally, there was a 17% increase in A-G completion and a small rise in EAP scores in both ELA and Math, demonstrating expanded opportunity and alignment with postsecondary goals.

Action 1.6 – Access to AP Exams: Although the number of AP participants remains small (3 students), the removal of financial barriers supports equity. Still, with 0% of AP students passing with a 3 or higher, greater focus is needed on preparing students to succeed in AP coursework—not just accessing it.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal aligns with LCAP Goal 2.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	100% fully credentialed teachers 100% appropriately assigned teachers	Maintain
Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are aligned to the recently adopted academic	Maintain

	standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 5 Full Implementation ELD- 5 Full Implementation Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) -Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered	

	(5 Full Implementation and sustainability)	
Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	Maintain
Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	Maintain

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	All Students	1,118,546.85 LCFF 1000-1999: Certificated Personnel Salaries Teachers Education Specialist Superintendent 415,627.99 Special Education 1000-1999: Certificated Personnel Salaries 27,011.04 Other 1000-1999: Certificated Personnel Salaries 6770 Prop 28 (AMS) & A-G Grant 36,606.81 LCFF 2000-2999: Classified Personnel Salaries Director Human Resources 51,529.26 Special Education 2000-2999: Classified Personnel Salaries 605 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning	All Students	35,346.83 LCFF 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program		43,742.25 LCFF 2000-2999: Classified Personnel Salaries 123,187.74 LCFF 4000-4999: Books And Supplies 1,580.70 Special Education 4000-4999: Books And Supplies SpEd testing protocols & NCS Pearson, Inc. 36,950.05 Other 4000-4999: Books And Supplies Other State Revenue - Learning Recovery Block Grant & UPK 1,114.30 LCFF 5000-5999: Services And Other Operating Expenditures
2.3	Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Low-income Students	34,000.00 LCFF 4000-4999: Books And Supplies Computers 10,000.00 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Computers 28,780.59 LCFF 5000-5999: Services And Other Operating Expenditures Alpha Vision 4,400.00 Other 5000-5999: Services And Other Operating Expenditures Learning Recovery Block Grant (Kajeet)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	All Students	3,432.00 LCFF 1000-1999: Certificated Personnel Salaries ALL PD content area (exclude Admin PD) 1,870.00 LCFF 4000-4999: Books And Supplies ALL PD content area (exclude Admin PD) 388.67 Other 4000-4999: Books And Supplies Other State Revenue - EEF 10,487.83 LCFF 5000-5999: Services And Other Operating Expenditures 3,652.00 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures ALL PD content area (exclude Admin PD) 49,693.34 Other 5000-5999: Services And Other Operating Expenditures Other State Revenue - UPK & EEF
2.5	The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	Students with Disabilities	76,400.00 Special Education 5000-5999: Services And Other Operating Expenditures 5100 - SpEd vendors

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budged expenditures and estimated actuals.

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

No changes will be made to Goal 2.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 3.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Education Partner Surveys (input and perceptions)	Participants 37 parent responses. 148 student responses. Survey Results 89.2% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.6% of parents indicate that they feel their input is valued. 96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99% of students agree that their teacher cares about their education and helps them succeed. 99% of students report that they feel safe at school. 94.9% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses 100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input in May of 2025.	maintain
Overall Satisfaction Rate (parents and students)	The school safety plan was developed by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.	maintain
School Safety Plan	The school safety plan was developed by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	maintain
Chronic Absenteeism Rate	2024-25 (RED)	maintain or decline by 1% each year

	CPC-SO had a chronic absenteeism rate of 13.8%, which is maintained from the previous year. RED- no student groups ORANGE- SED, White YELLOW- no student groups GREEN- no student groups BLUE- no student groups Attendance ADA was the result of an attendance percentage of 93.5%.	
Graduation Rate (4-yr cohort)	2024-25 No performance Color (<30 students) 20 Students 85% graduated (3.2% decrease from the previous year) Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups	maintain or increase by 1% each year
Drop Out Rate	Dropout Rates HS- increase of 0 students to 3 students for a total of 15% (increase of 15%). MS- 0% (maintained)	maintain or decrease by 1% each year
Expulsion Rate	0%	maintain
Suspension Rate	0%	maintain
Stability Rate	CPC-SO 70.4% (increase of 15.1%) District 77.1% SO County 92.7% Statewide 91.5%	increase by 2% each year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	All Students	
3.2	We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented	English Learners	3,410.00 LCFF 1000-1999: Certificated Personnel Salaries Bilingual Stipend

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.		1,186.01 LCFF 4000-4999: Books And Supplies Cengage Learning Inc. wordly, Inc 32,398.46 LCFF 5000-5999: Services And Other Operating Expenditures DROPBOX ParentSquare Inc. School Pathways, LLC Calendly Zoom Field Trips DialMyCalls RingCentral AT&T YAMM
3.3	The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	All Students	
3.4	The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	All Students	5,450.00 LCFF 4000-4999: Books And Supplies Canva Enome, Inc. (Goalbook) Graduation 32,930.10 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips GoGuardian Kahoot! ASA Mail - Postage Notable, Inc. (Kami) Parsec Education, Inc. Zoom
3.5	Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	All Students	
3.6	The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.7	The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Foster Youth, Low-Income	61,881.08 LCFF 1000-1999: Certificated Personnel Salaries Homeless Liasson - Tiffany Cozzi (PORTION) JONES, JOCELIN 130,986.00 Special Education 1000-1999: Certificated Personnel Salaries school social worker - SANDOVAL, YENI school psychologists - LAW, VICTORIA Special Education Program Specialist - STEVENS, ERIKA Director of Special Education - AKRIDGE, EVANGELINE 15,086.73 Special Education 2000-2999: Classified Personnel Salaries Occupational Therapist - DAVIS, JENNIFER 742.50 Special Education 5000-5999: Services And Other Operating Expenditures Care Solace
3.8	The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	English Learners, Foster Youth, Low-Income	88,625.86 LCFF 1000-1999: Certificated Personnel Salaries Included with 2.1 staffing PORTIONS OF: ACIN, FRANCES (included in 1.4) DIETZ-RINEBERG, ERIN MACHADO, MEGAN (included in 1.4) PHIPPS, TYLER (don't move to cover that others are portions) ZEMMER, ERICKA 3,596.01 LCFF 5000-5999: Services And Other Operating Expenditures GoGuardian

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.9	The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	All Students	155,274.17 LCFF 2000-2999: Classified Personnel Salaries Office Support Staff & Counselors: BYUS, JENNIFER 50% (included in 2.1) CARBONETTA, DANIELLE FAY-MASON, ROMY MORFIN, ALEXIS NISHIKAWA, DAISUKE ROCHA, KELLY RODRIGUEZ, VIVIANN

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No material differences between budgeted expenditures and estimated actuals.

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

No changes will be made to Goal 3.

Action 3.1 – Education Partner Input: Engagement through SSC, surveys, and parent-teacher meetings was effective, with strong stakeholder input metrics: 94.6% of parents felt their input was valued and 100% of staff confirmed consistent implementation of engagement actions.

Action 3.2 – Communication and Accessibility: Multilingual communication tools and timely outreach helped maintain inclusivity. However, a slight drop in overall parent satisfaction indicates a need to strengthen follow-up engagement and ensure families feel heard beyond initial contact.

Action 3.3 – School Safety Plan: Consistent development and dissemination of the plan supported strong student safety perceptions (99%), showing this action continues to sustain a sense of physical and emotional security.

Action 3.4 – School Climate: Investment in inclusive practices, SEL support, and staff-student relationships positively impacted student satisfaction (94.9%) and stability rate (increased 6.1%), indicating improved school connectedness.

Action 3.5 – Professional Development: Cultural competency and bias training contributed to strong climate results and the 100% staff agreement on actions promoting equity and student success.

Action 3.6 – Attendance Monitoring: Despite consistent monitoring structures (SARB, tiered reengagement), chronic absenteeism rose slightly (to 12.9%), indicating this area requires deeper early intervention, especially among SED students (YELLOW performance band).

Action 3.7 – Mental Health Support: This was a highly effective action, with Care Solace, counseling services, and SEL supports aligning with strong student indicators (e.g., 96.9% report access to support) and a 0% dropout rate for high school students in 2023-24.

Action 3.8 – Student Group Engagement: Support from the engagement coordinator, counselors, and admin helped maintain progress for unduplicated pupils, reflected in improved stability and reduced dropout. However, subgroup graduation rates remain a focus for improvement.

Action 3.9 – Transcript Review and Evaluation: Credit recovery and “Plan Your Path – Pick Your Plus” ensured proactive academic monitoring, likely helping students recover credits and reducing dropout from 9.5% to 0%. However, the graduation rate declined slightly (2.2%), signaling a need to track completion more closely for students at risk of falling behind.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$63,575.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,116,622.10
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$78,989.82
Title II Part A: Improving Teacher Quality	$3,652.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $92,641.82

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

State or Local Programs	Allocation ($)
LCFF	$2,045,463.39
Other	$252,660.61
Special Education	$725,856.28

Subtotal of state or local funds included for this school: $3,023,980.28

Total of federal, state, and/or local funds for this school: $3,116,622.10

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	2,045,463.39
Other	252,660.61
Special Education	725,856.28
Title I	78,989.82
Title II Part A: Improving Teacher Quality	3,652.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,291,509.60
2000-2999: Classified Personnel Salaries	347,728.35
4000-4999: Books And Supplies	225,127.41
5000-5999: Services And Other Operating Expenditures	252,256.74

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,527,875.12
2000-2999: Classified Personnel Salaries	LCFF	235,623.23
4000-4999: Books And Supplies	LCFF	167,931.17
5000-5999: Services And Other Operating Expenditures	LCFF	114,033.87
1000-1999: Certificated Personnel Salaries	Other	149,616.70
4000-4999: Books And Supplies	Other	45,615.54
5000-5999: Services And Other Operating Expenditures	Other	57,428.37

1000-1999: Certificated Personnel Salaries	Special Education	546,613.99
2000-2999: Classified Personnel Salaries	Special Education	100,519.09
4000-4999: Books And Supplies	Special Education	1,580.70
5000-5999: Services And Other Operating Expenditures	Special Education	77,142.50
1000-1999: Certificated Personnel Salaries	Title I	67,403.79
2000-2999: Classified Personnel Salaries	Title I	11,586.03
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,652.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	470,101.93
Goal 2	2,114,953.25
Goal 3	531,566.92

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Amy Robinson	Classroom Teacher
Jasee Rana	Classroom Teacher
Michelle Ignacio	Classroom Teacher
Daisy Carlos	Other School Staff
Jacqueline Macfadyen	Parent or Community Member
Nicole Diepenbrock	Parent or Community Member
MaryKatheryn Marion	Parent or Community Member
Myra Rodriguez	Secondary Student
Skye D Macfadyen	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2025.

Attested:



Principal, Ericka Zemmer on October 22, 2025



SSC Chairperson, Daisy Carlos on October 22, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Coversheet

Approval of Renaissance (Renewal)

Section: X. Education/Student Services
Item: B. Approval of Renaissance (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: Renaissance Renewal 26-27.pdf

BACKGROUND:

The proposed approval of funding for Renaissance's STAR Comprehensive Suite and Freckle interventions reflects CalPac's strategic commitment to enhancing academic achievement and fulfilling our charter renewal goals. Renaissance, a global leader in educational innovation since 1986, provides tools that empower teachers and deliver actionable insights through data. The STAR Suite, which includes robust progress monitoring, offers unparalleled precision in tracking student growth. Additionally, the Freckle platform supports differentiated instruction in ELA and Math, ensuring targeted interventions that align with CalPac's "Know Your Score" initiative. This investment, encompassing Lalilo for literacy and professional development for effective implementation, equips educators with the resources to cultivate measurable improvement in student outcomes, ultimately supporting CalPac's mission of achieving excellence in K-12 online education. Approval of this funding will directly contribute to data-driven strategies and sustained academic growth, locking in the best pricing for the 2026-2027 school year.

RECOMMENDATION:

It is recommended the Board approve the renewal contract with Renaissance for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-298197 v5

California Pacific Charter Schools - 8286404

Primary Contact
Christine Feher
Email - cfeher@cal-pacs.org
940 S Coast Dr Ste 185
Costa Mesa, CA 92626-1780

Billing Contact

Quote Summary	
School Count: 4	
Renaissance Products & Services Total	$63,488.10
Applied Discounts	**($10,233.79)**
Estimated Sales Tax	$0.00
Grand Total	**USD $53,254.31**

This quote includes: Nearpod, Services, Freckle and Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: 16-Dec-2025

Renaissance will issue an invoice for this Quote on the Requested Invoice Date indicated above. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the Requested Invoice Date. Customer agreed to pay the invoice within 30 days after the Requested Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	California Pacific Charter Schools
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 10-Nov-2025	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Alexis Mauren at alexis.mauren@renaissance.com. For any changes or additional information, please reach out by email or phone at (760) 424-5715. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

DRAFT

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United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

DRAFT

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Quote
Q-298197 v5

Quote Details

California Pacific Charter Schools

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Jul-2026 – 30-Jun-2027				
Bundle				
Renaissance Core Professional Learning Package	1	$4,025.00	$0.00	$4,025.00
Data Integration Services				
Custom Data Integration Maintenance	1	$6,000.00	($3,000.00)	$3,000.00
Remote Training Services				
60-minute Remote Session	2	$450.00	($900.00)	$0.00
		Quote Year 1 Subtotal	**($3,900.00)**	**$7,025.00**
		California Pacific Charter Schools Total	**($3,900.00)**	**$7,025.00**

California Pacific Charter - San Diego

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Jul-2026 – 30-Jun-2027				
Bundle				
Nearpod Instructional Suite Deluxe	240	$11.50	$0.00	$2,760.00
Individualized Skills Practice Bundle (ISP)	240	$16.22	($1,492.80)	$2,400.00
Freckle				
Freckle Math Student Subscription	240	$16.22	$0.00	$3,892.80
Star Assessments				
Star Comprehensive Suite with SAEBRS	240	$15.95	$0.00	$3,828.00
Platform				
Annual All Product Renaissance Platform	1	$750.00	$0.00	$750.00
Flocabulary				
Nearpod + Flocabulary Video Pack - 0-499	1	$1,000.00	($473.33)	$526.67
		Quote Year 1 Subtotal	**($1,966.13)**	**$14,157.47**
		California Pacific Charter - San Diego Total	**($1,966.13)**	**$14,157.47**

California Pacific Charter - Sonoma

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Jul-2026 – 30-Jun-2027				
Bundle				
Nearpod Instructional Suite Deluxe	175	$11.50	$0.00	$2,012.50
Individualized Skills Practice Bundle (ISP)	175	$16.22	($1,088.50)	$1,750.00

DRAFT

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Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-298197 v5

Freckle				
Freckle Math Student Subscription	175	$16.22	$0.00	$2,838.50
Star Assessments				
Star Comprehensive Suite with SAEBRS	175	$15.95	$0.00	$2,791.25
Platform				
Annual All Product Renaissance Platform	1	$750.00	$0.00	$750.00
Flocabulary				
Nearpod + Flocabulary Video Pack - 0-499	1	$1,000.00	($473.33)	$526.67
		Quote Year 1 Subtotal	**($1,561.83)**	**$10,668.92**
		California Pacific Charter - Sonoma Total	**($1,561.83)**	**$10,668.92**

California Pacific Charter- Los Angeles

Products & Services	Quantity	Unit Price	Discount	Total
Quote Year 1: 01-Jul-2026 – 30-Jun-2027				
Bundle				
Nearpod Instructional Suite Deluxe	375	$11.50	$0.00	$4,312.50
Individualized Skills Practice Bundle (ISP)	375	$16.22	($2,332.50)	$3,750.00
Freckle				
Freckle Math Student Subscription	375	$16.22	$0.00	$6,082.50
Star Assessments				
Star Comprehensive Suite with SAEBRS	375	$15.95	$0.00	$5,981.25
Platform				
Annual All Product Renaissance Platform	1	$750.00	$0.00	$750.00
Flocabulary				
Nearpod + Flocabulary Video Pack - 0-499	1	$1,000.00	($473.33)	$526.67
		Quote Year 1 Subtotal	**($2,805.83)**	**$21,402.92**
		California Pacific Charter- Los Angeles Total	**($2,805.83)**	**$21,402.92**

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