



California Pacific Charter Schools

Notice of Adjournment and Continued Regular Meeting to January 27, 2026

Continued from January 13, 2026 meeting adjourned for lack of quorum.

Published on January 23, 2026 at 2:13 PM PST

Date and Time

Tuesday January 27, 2026 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
19 Las Flores Dr, Chula Vista, CA 91910
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: 960-8464-1523

<https://cal-pacs-org.zoom.us/j/96084641523>

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

	Purpose	Presenter	Time
It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of January 27, 2026, as presented.			
Roll Call Vote: Kelly Wylie 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 December 9, 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.	First Reading of Regular Meeting of the Board of Directors Calendar for 2026-2027	Discuss	Christine Feher	5 m
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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.

	Purpose	Presenter	Time
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VII. Correspondence/Proposals/Reports**6:15 PM**

- | | | | | |
|-----------|--|---------|--------------|------|
| A. | CTE Program Highlights, School Community and Events Presentation | Discuss | Tyler Phipps | 20 m |
|-----------|--|---------|--------------|------|

Presented by T. Phipps, Assistant Director of High School Engagement

- | | | | | |
|-----------|--------------------------|---------|-----------------|-----|
| B. | CalPac School Highlights | Discuss | Christine Feher | 5 m |
|-----------|--------------------------|---------|-----------------|-----|

Presented by C. Feher, Superintendent

- | | | | | |
|-----------|--|---------|-----------------|-----|
| C. | First Interim Report Correspondence from Authorizers | Discuss | Christine Feher | 5 m |
|-----------|--|---------|-----------------|-----|

California Pacific Charter Schools has received a satisfactory review of the 2025-26 First Interim Report from Guerneville School District.

VIII. Consent**6:45 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 - December 2025
2. J.P. Morgan Statement - December 2025
3. Chase Ink Statement - December 2025
4. Approval of 2026 IRS Mileage Reimbursement Rate
5. Approval of New Legal Fee Structure with Young, Minney, and Corr LLP, Effective January 1, 2026

- | | | | | |
|-----------|--------------------------------------|--|-------------------|-----|
| B. | Consent - Education/Student Services | | Board Chairperson | 2 m |
|-----------|--------------------------------------|--|-------------------|-----|

1. Approval of 2026-27 Instructional Calendar

- | | | | | |
|-----------|------------------------------|------|-------------------|-----|
| C. | Consent - Personnel Services | Vote | Board Chairperson | 2 m |
|-----------|------------------------------|------|-------------------|-----|

1. Approval of Classified Personnel Report
2. Employee Handbook (Update)

Purpose	Presenter	Time
3. Approval of 2026-27 Certificated Employee Work Year Calendars		
4. Approval of 2026-27 Classified Employee Work Year Calendars		

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

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

IX.

Education/Student Services

6:51 PM

A.	Approval of 2025-26 School Accountability Report Card (SARC)	Vote	Gretchen Chamberlain	12 m
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It is recommended the Board approve the 2024-25 School Accountability Report Card (SARC) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None.

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

X.

Personnel Services

7:03 PM

A.	Approval of Professional Development Plan	Vote	Christine Feher	5 m
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It is recommended the Board approve the Professional Development Plan for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

	Purpose	Presenter	Time
Fiscal Impact: Up to \$155,000.00			
California Pacific Charter - Los Angeles (#1751)	\$72,500.00		
California Pacific Charter - San Diego (#1758)	\$72,500.00		
California Pacific Charter - Sonoma (#2037)	\$10,000.00		

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XI. Policy Development

7:08 PM

A. Approval of New Policy

Vote

Christine Feher

5 m

It is recommended the Board approve the proposed policy.

5000 Series - Student Services

5025 - CPCS Referral Protocols for Addressing Pupil Behavioral Health Policy

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XII. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under Public Comments/Recognition/Reports.

XIII. Adjourn to Closed Session

7:13 PM

	Purpose	Presenter	Time
A. The Board will consider and may act on any of the Closed Session matters.	Vote	Board Chairperson	5 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			

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

XIV. Closed Session 7:18 PM

A. Closed Session Agenda	Discuss	Board Chairperson	15 m
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1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

(Gov. Code Section 54957)

a. Superintendent, Performance Evaluation and Goals

XV. Reconvene Regular Meeting 7:33 PM

A. Report out any action taken in closed session.	Discuss	Board Chairperson	5 m
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XVI. Calendar

The next scheduled meeting will be held on February 10, 2026.

XVII. Comments 7:38 PM

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

XVIII. Closing Items 7:48 PM

A. Adjourn Meeting	Vote	Board Chairperson	2 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			

	Purpose	Presenter	Time
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 December 9, 2025

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board meeting that was held on December 9, 2025
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on December 9, 2025

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday December 9, 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: 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

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1126388

The agenda was approved with revised First Interim Budget documents.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

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

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-14-25.
W. Howard seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Board Governance

A. Reappointment of Member to Board of Directors: Dr. Shirley Peterson

T. Rogers made a motion to approve the reappointment of Member to Board of Directors: Dr. Shirley Peterson.
K. Wylie seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

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

T. Rogers made a motion to approve the Annual Organizational Structure of the Board of Directors - Board Chairperson.
S. Peterson seconded the motion.
Reappointment of Board Chairperson: Kelly Wylie
The board **VOTED** to approve the motion.

Roll Call

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

K. Wylie made a motion to approve the Annual Organizational Structure of the Board of Directors - Vice Board Chairperson.

T. Rogers seconded the motion.

Reappointment of Board Vice Chairperson: Dr. Shirley Peterson.

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

Roll Call

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

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

K. Wylie seconded the motion.

Reappointment of Board Clerk: Tanya Rogers

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

Roll Call

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

VI. Public Comments/Recognition/Reports

A. Public Comments

A public member thanked Dr. Peterson for her continued service to CalPac.

VII. Correspondence/Proposals/Reports

A. Sonoma Teacher of the Year Nominees

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

B. CalPac School Highlights

Presented by C. Feher, Superintendent.

C. California School Dashboard Update

Presented by G. Chamberlain, Director of Compliance & Accountability

VIII. Consent

A. Consent - Business/Financial Services

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

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
5. Employee Handbook (Update)

T. Rogers made a motion to approve all consent items listed.

S. Peterson seconded the motion.

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

Roll Call

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

IX. Business/Financial Services

A. Approval of 2025-26 First Interim Financial Report

T. Rogers made a motion to approve the 2025-26 First Interim Financial Report with amended documents.

K. Wylie seconded the motion.

Board Amendment: Revised documents reflected an updated Beginning Net Position Balance to align with 2024-25 audited actuals. This correction replaces the estimated balance previously included in the original First Interim Budget.

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

Roll Call

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

X. Education/Student Services

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

S. Peterson made a motion to approve the 2025-26 School Plan for Student Achievement (SPSA).

W. Howard seconded the motion.

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

Roll Call

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

B. Approval of Renaissance (Renewal)

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

W. Howard seconded the motion.

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

Roll Call

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

XI. Calendar

A. Next Scheduled Meeting

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

XII. Comments

A. Board Comments

The Board thanked S. Green and E. Zemmer for their presentations and expressed appreciation to all staff who prepared materials and reports. They also congratulated the

two Teacher of the Year nominees, recognizing the significance of that honor. The Board extended well wishes to the community for a restful and joyful holiday season, as well as for health and happiness in 2026, expressing gratitude for everyone’s dedication to CalPAC and enthusiasm for the year ahead.

B. Superintendent Comments

C. Feher urged everyone to slow down over the holidays to rest and enjoy family. She expressed gratitude to the CalPAC team, emphasizing that schoolwide gains stem from many individual student successes, such as advancing to a higher band or achieving proficiency. She noted the organization is leaning into what works, acknowledged the daily collective effort it takes, and said CalPAC is ready for the 2026 testing season.

XIII. Closing Items

A. Adjourn Meeting

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

Roll Call

K. Wylie Aye
W. Howard Aye
J. McFaul Absent
T. Rogers 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 7:47 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- Teacher of the Year Nominees Celebration.pdf
- 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
- 2025 Dashboard indicators Board Presentation.pdf

- 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
- 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
- 2025-26 SPSA Presentation.pdf
- 2025 SPSA CPC - Los Angeles.pdf
- 2025 SPSA CPC - San Diego.pdf
- 2025 SPSA CPC - Sonoma.pdf
- Renaissance Renewal 26-27.pdf

FOR MORE INFORMATION

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

Coversheet

First Reading of Regular Meeting of the Board of Directors Calendar for 2026-2027

Section:	V. Board Governance
Item:	A. First Reading of Regular Meeting of the Board of Directors Calendar for 2026-2027
Purpose:	Discuss
Submitted by:	
Related Material:	26-27 Board Meeting Calendar.pdf



2026-2027 Board Meeting Calendar

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

Date	Items
August 11, 2026	45-Day Budget Revise (<i>if required</i>) Share School Kick-Off plans & PD Focus of the year Employee Handbook and Annual Notices EL Master Plan Policies: Community Relations (1000s) & Instruction (6000s) <i>Study Session: Board Evaluation & Board Training (SB 827/707)</i>
September 8, 2026	Unaudited Actuals (25-26)
October 13, 2026	Local Student Performance/STAR Data Intervention/MTSS Fiscal Update
December 8, 2026	First Interim Financial Reports Board Organization Meeting Audit Report (Draft) SPSA/School Dashboard
January 12, 2027	CTE/Community/Student Council/Clubs Presentation SARC 2026-2027 Instructional Calendar Board Meeting Calendar- First Reading
February 9, 2027	Special Education Update Comprehensive School Safety Plan Midyear LCAP with Student Data
March 9, 2027	Second Interim Financial Reports
May 11, 2027	Human Resources & Business Services- Strategic Staffing Plan Teacher/Staff Appreciation Board Meeting Calendar- First Reading Policies: Business/Non-Instructional (3000s)
June 8, 2027	Year-End Recap & Highlights LCAP/Budget Public Hearing Property and Casualty Insurance Policies
June 15, 2027*	LCAP/Budget Approval Dashboard Local Indicators Board & CEO Evaluations

Coversheet

CTE Program Highlights, School Community and Events Presentation

Section: VII. Correspondence/Proposals/Reports
Item: A. CTE Program Highlights, School Community and Events Presentation
Purpose: Discuss
Submitted by:
Related Material:
CTE Program Highlights, School Community and Events Presentation 1.27.26.pdf

A large, stylized illustration of a yellow hand holding a yellow flower with a dark green stem and a single dark green leaf. The background is light beige with faint, larger-scale floral patterns.

CTE & STUDENT ACTIVITIES

2 0 2 5 - 2 0 2 6



Agenda

01 **Field Trips**

02 **WBL**

03 **Hospitality Pathway**

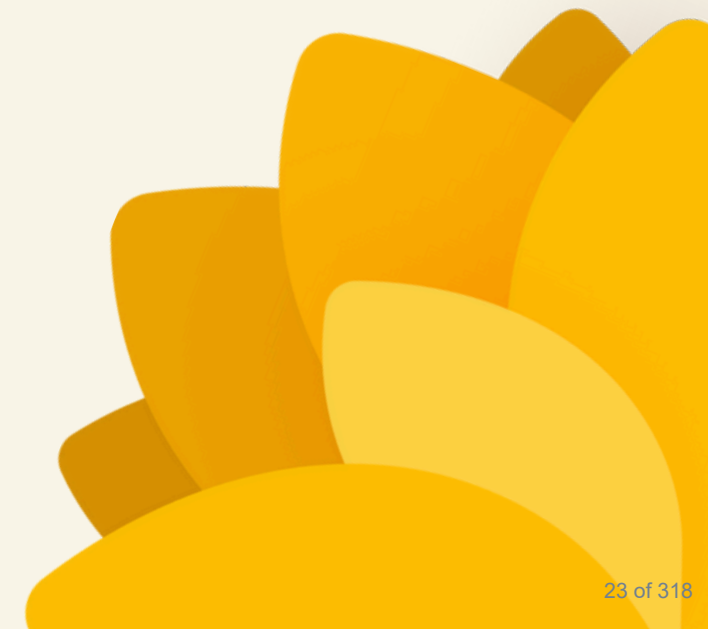
04 **Pre and Post Assessment Data**

05 **Clubs**



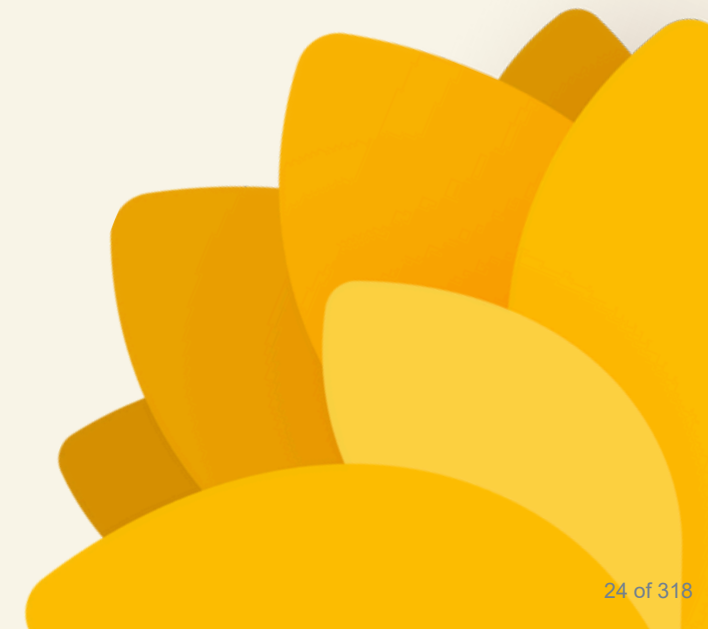


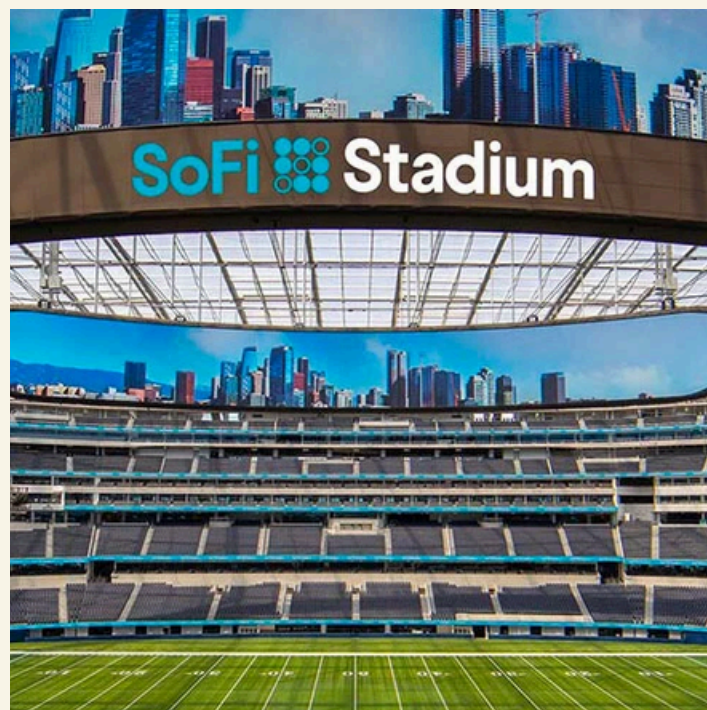
What's new in CTE?





Field Trips





Field Trips

01

Sofi

CalPac CTE students participated in an educational tour of SoFi Stadium focused on career exploration and real-world applications. Students learned about the wide range of careers involved in designing, building, and operating a state-of-the-art sports and entertainment venue, while exploring behind-the-scenes spaces such as team locker rooms and the field. The experience connected classroom learning to careers in sports, events, engineering, and facility management.

02

Photography Workshop

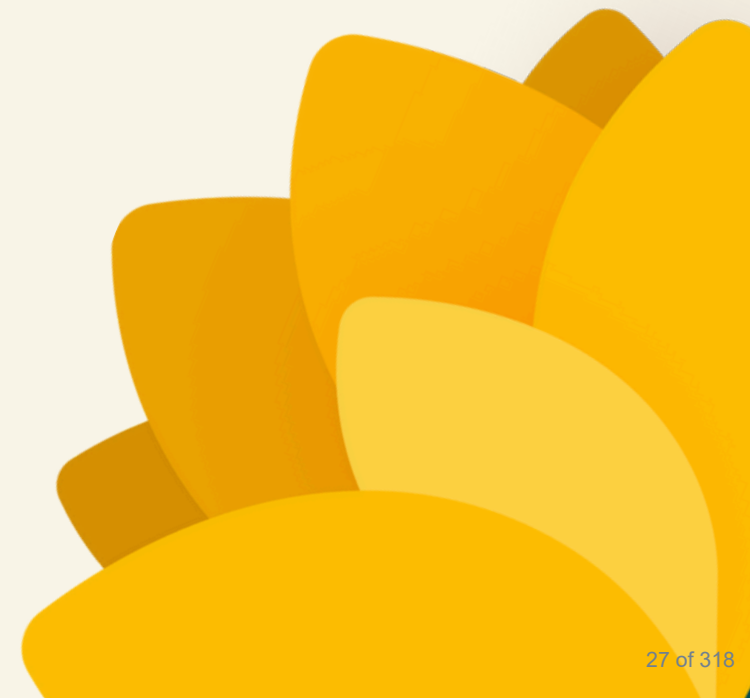
CalPac CTE students participated in a fully immersive, hands-on photography experience that explored both creative expression and career pathways in the field. They worked with professional photographers while learning to use industry-standard SLR cameras, lenses, and tools, and practiced techniques across portrait, documentary, nature, and product photography. Students left the experience with new technical skills and original photos to begin building their professional portfolios.



Photography Field Trip Video



WBL (Work-Based Learning)





25–26 Focus

CTE Anchor Standards in Communication, Leadership
& Teamwork, and Application.

WBL

Work-Based Learning (WBL) at CalPac integrates classroom learning with real-world, hands-on experiences to prepare students for college and careers.



Workbased Learning Tracking Sheet

Student Name		Pathway Teacher Name	
CTE Pathway		Current Company/Job Title (if working)	

Workbased Learning Hours

5-10 Hours Required Per Semester

Semester	Date	Hours Worked	Activity
1			
1	10/10	1	WBL Workshop #2
Total Hours Completed			

The undersigned agree and certify that the student has completed the hours indicated above.

Student Signature		Date	
Supervisor/Teacher Signature		Date	

Students can earn different badges for practicing different skills like leadership, communication, and teamwork.



Student Activities

[illegible]

Collaboration and Teamwork

Students work in small groups to complete a Trader Joe's job application for a fictional candidate.

Pair Share

Students work with a partner to practice interview skills in preparation for the Mock Interview competition.

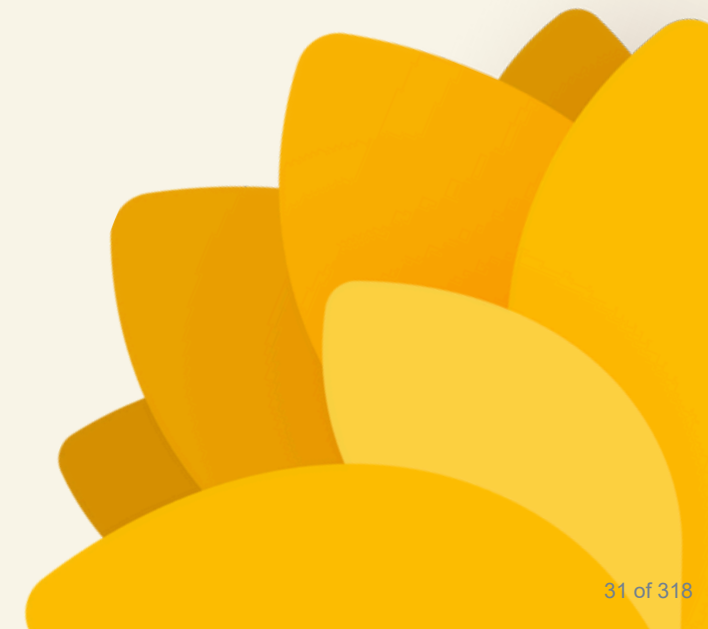
Presenting

Students practice speaking publicly by sharing their group's findings in response to higher-order teacher prompts.





New Hospitality Pathway





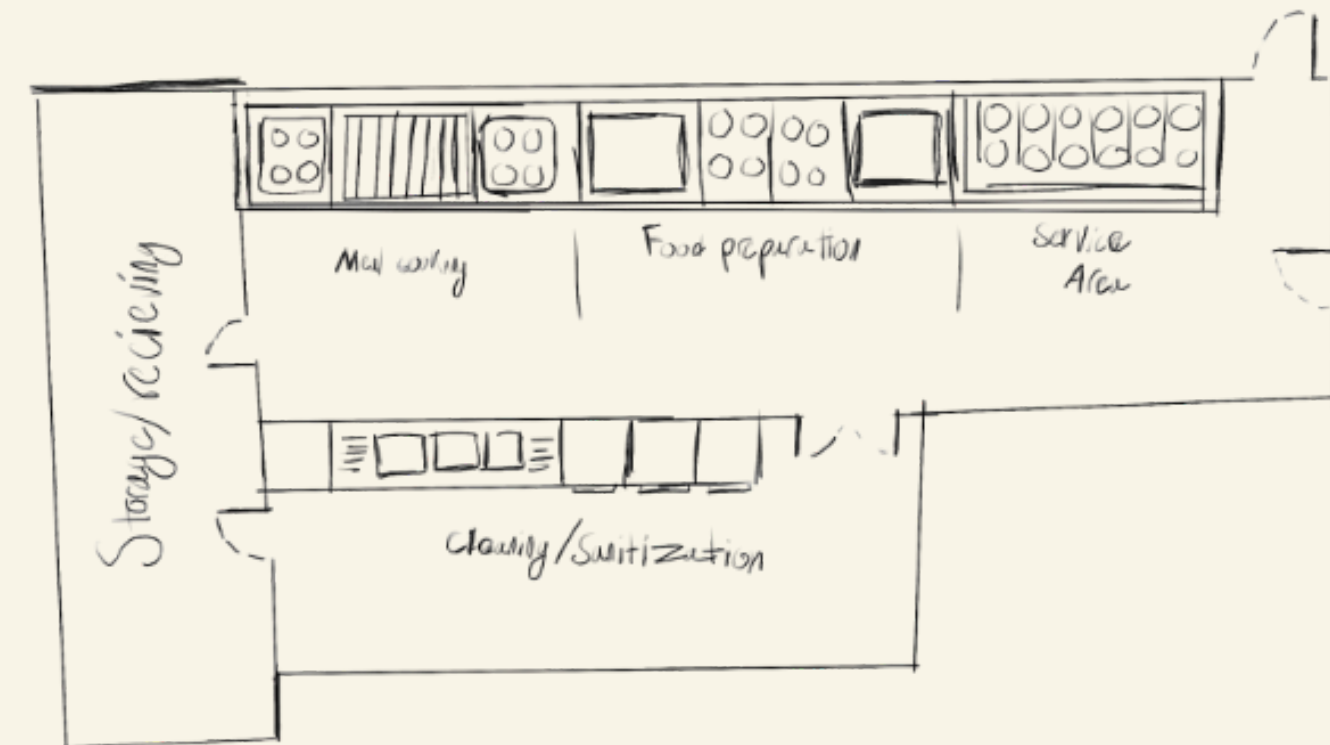
Hospitality Pathway

- At the conclusion of the first semester, all students enrolled will obtain their Food Handler's card. It's embedded in the curriculum and is earned as part of the required coursework
- Students have been actively engaged in our monthly Academy meetings and Academy projects. As part of one project, they created resumes, many students chose to tailor theirs to the Hospitality industry
- Students have created floor plan/kitchen flow diagrams to demonstrate their understanding of the importance of layout design in food service establishments
- Students created Dream Job Vision Boards, many highlighted Hospitality careers that were of interest

Floor Plan/Flow Diagram

There are two parts of this project. The drawn/sketched floor plan and your reflection. Here's a [great resource](#) to help with including considering industry standards.

Part 1 Upload your drawn floor plan separately or paste it here:





Data Informed Instruction



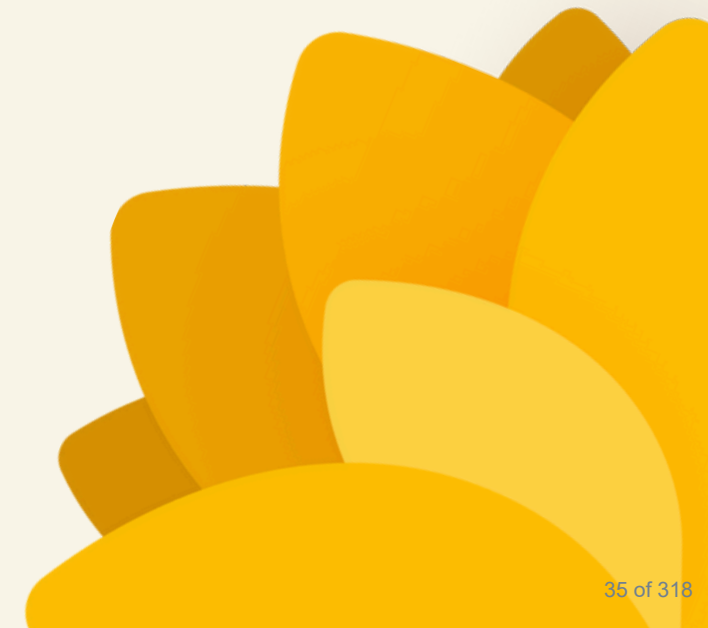
Data Informed Instruction

- Conducted a comprehensive pre-assessment to measure student skills aligned with the CTE Anchor Standards.
- Using a Likert scale, students self-evaluated their abilities in:
 - Applying academic and technical knowledge
 - Communicating effectively
 - Education and career planning
 - Using technology to complete tasks
 - Critical thinking and problem-solving
 - Health and financial literacy
 - Responsible citizenship
 - Integrity and leadership
 - Teamwork and respect for diversity
 - Creativity and innovation
 - Research and evaluation of reliable sources
 - Understanding the impact of decisions
- A post-assessment will be administered in May 2026 to measure student growth.
- Results will help us evaluate the effectiveness of our CTE instruction and the extent to which students are becoming college and career ready.
- Findings will inform instructional improvements and strengthen alignment across our CTE pathways to better meet student needs.





25-26 CalPac Clubs





25-26 Clubs

Origami Club — Mrs. Pulido

Entrepreneurship Club — Mr. Carrington

CSF/Leadership Club — Phipps

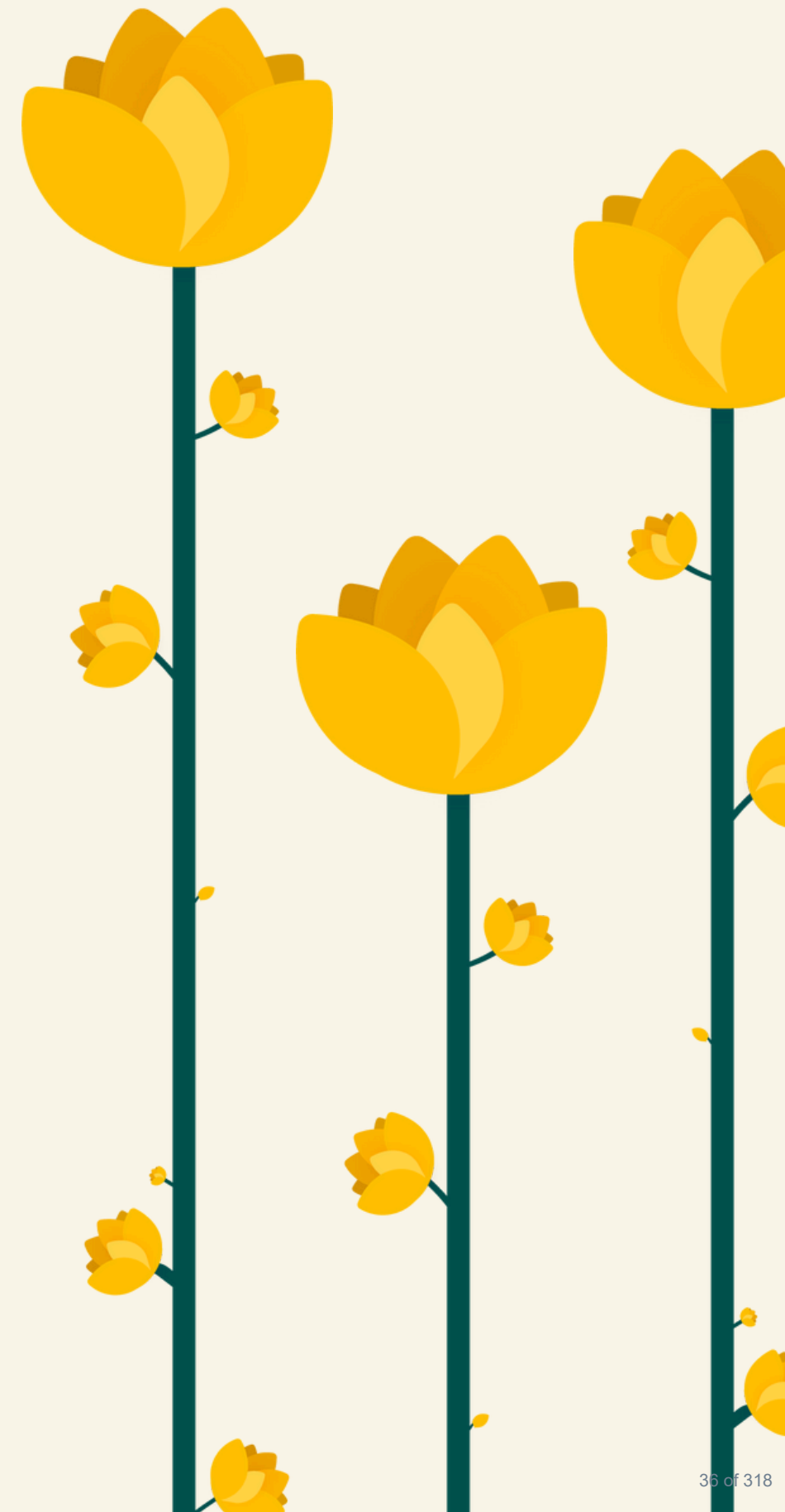
Book Club — Jenny Byus

Spanish Convo Club — Mrs. Rose and
Hemminger

Drawing/Art/Music Club — Mr. Speakman

LEGO Club — Mrs. Bayer

Fashion Club — Jenny Byus





Student Video/Clubs





Questions?

L E T ' S D I S C U S S !



Thank You



Coversheet

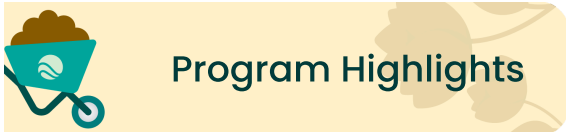
CalPac School Highlights

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

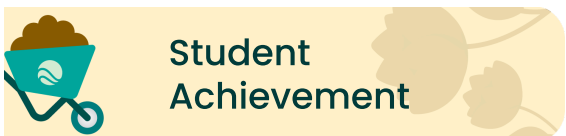


Current Enrollment

447



December at CPCS was full of momentum as we wrapped up 2025 and prepared for Winter Break. Our team focused on key priorities like submitting accurate P1 attendance reports and supporting students in creating personalized success plans to stay on track toward their goals. We also held enrollment lotteries to prepare for the months ahead, while classrooms emphasized reflection, goal setting, and strengthening positive routines as the semester drew to a close. With these tasks complete and the season in full swing, staff and students welcomed Winter Break as a well-earned opportunity to rest, recharge, and return ready for a strong start to the new year.





Los Angeles

DECEMBER 2025

First Semester Countdown

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Legoland Field Trip

Students dove into hands-on STEM fun at LEGOLAND. They built LEGO cars and raced them down the track, explored Miniland USA, and tested their engineering skills with LEGO Ferraris. A ride on Deep Sea Adventure added to the excitement, and we wrapped up with lunch and playtime at Castle Hill. It was a joyful, memorable day for everyone.

Parent Engagement Session

Families brought wonderful energy to our December session. Students challenged their learning coaches and explored how play-based activities make practicing skills at home fun and meaningful. Together, teams tackled a no-adhesive index card tower challenge, sparking creativity, teamwork, and problem-solving. Learning coaches shared glowing feedback, with many calling it their favorite session yet.

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Gate Program

Our GATE program kicked off before Thanksgiving break, and students are already diving into exciting, real-world problem-solving! Inspired by Shark Tank (at grades 3–6 level), students will identify a real problem they care about, research it deeply, and design a creative solution. Using choice boards to spark innovative thinking, students will build a mock-up of their idea and prepare a dynamic presentation to showcase their work. This project emphasizes creativity, critical





Los Angeles

DECEMBER 2025

thinking, collaboration, and student voice, encouraging learners to think boldly, take risks, and imagine how they can make a meaningful impact on the world.



Professional Development

28th Annual Quarles Employment Law Update

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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

Legoland Field Trip





Los Angeles

DECEMBER 2025





Los Angeles

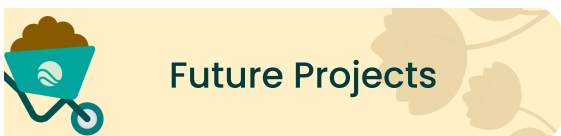
DECEMBER 2025



Music Enrichment Class

[Choir Class: "Eleanor Rigby"](#)

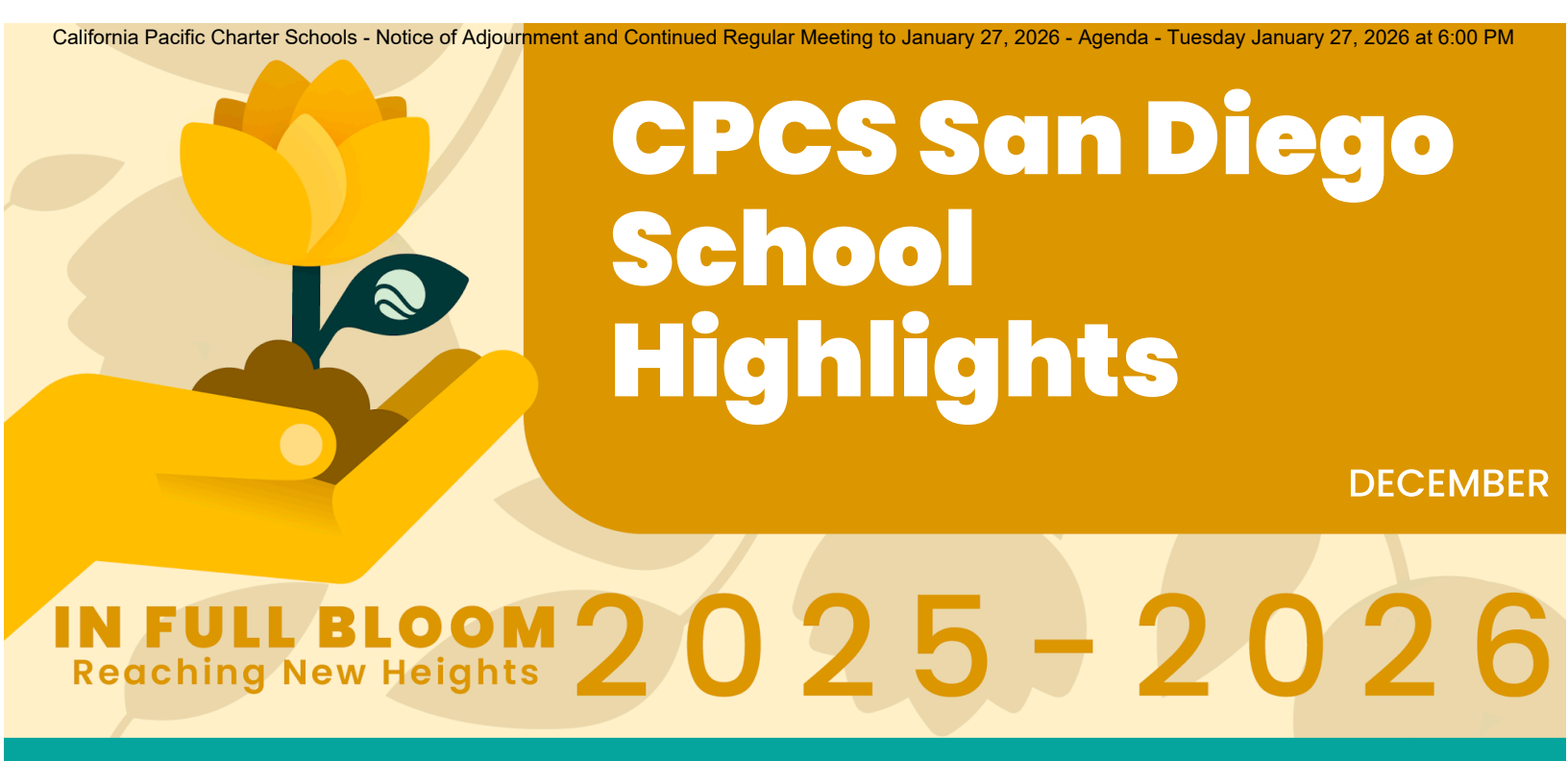
[Drumming Class: "Billie Jean"](#)



Future Projects

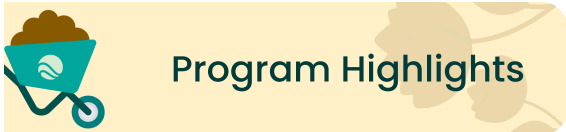
Photography Experience Field Trip
Sawdust Factory Field Trip
Charles Schulz Museum Field Trip
Grandparents/Grandfriends Day
School Site Council Meeting
Parent Engagement Session



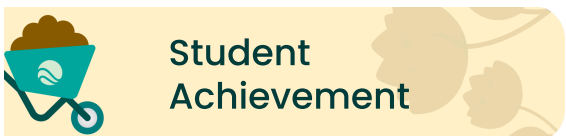


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320



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San Diego

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Pictures & Videos

Legoland Field Trip





San Diego

DECEMBER 2025





San Diego

DECEMBER 2025



Music Enrichment Class

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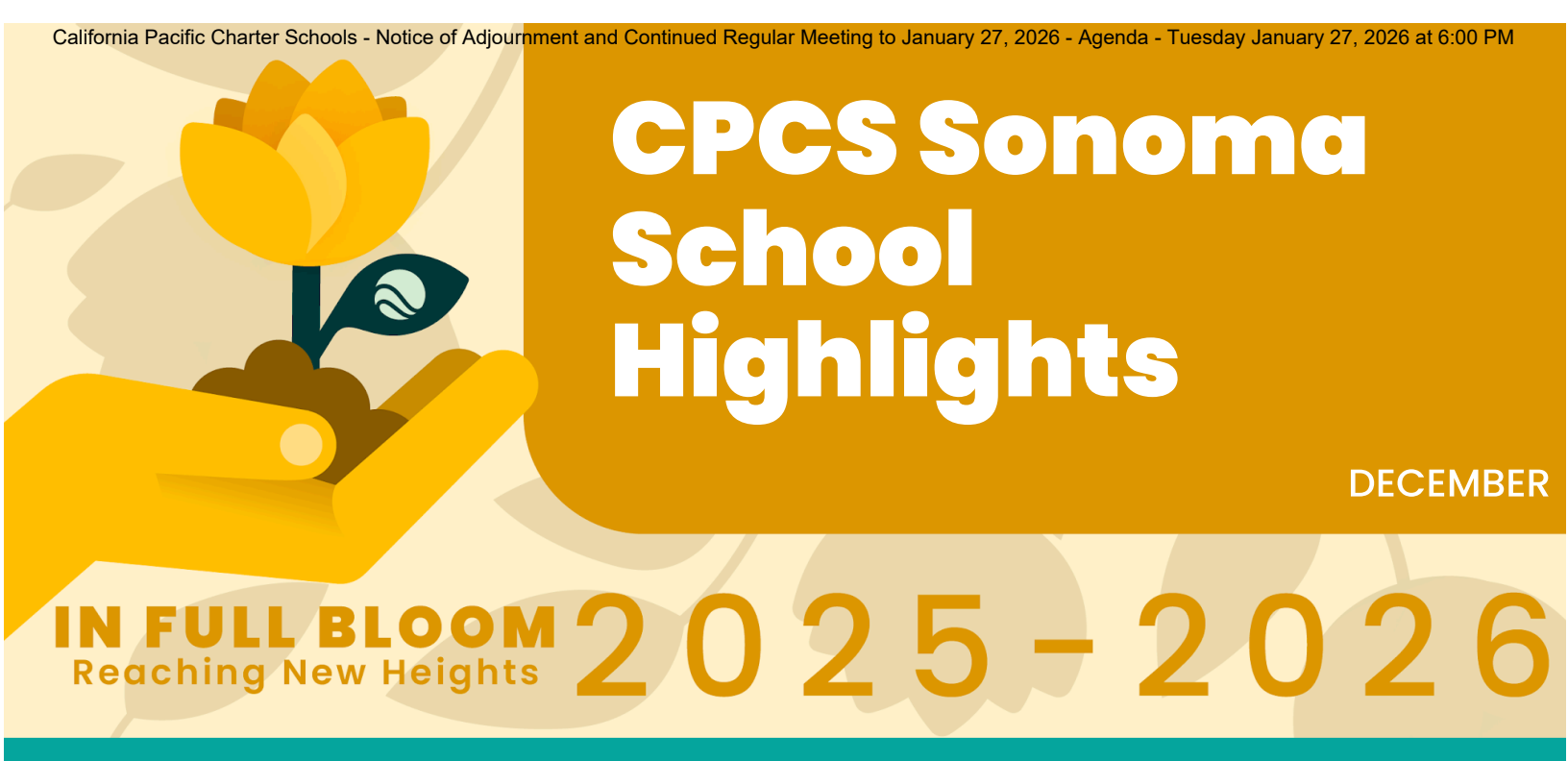
[Drumming Class: "Billie Jean"](#)



Future Projects

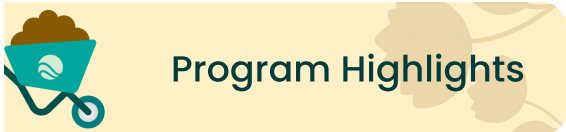
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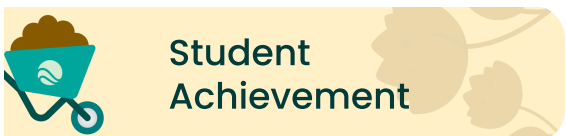


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Pictures & Videos

Music Enrichment Class

[Choir Class: “Eleanor Rigby”](#)

[Drumming Class: “Billie Jean”](#)



Future Projects

Photography Experience Field Trip
Sawdust Factory Field Trip





Sonoma

DECEMBER 2025

Charles Schulz Museum Field Trip
Grandparents/Grandfriends Day
School Site Council Meeting
Parent Engagement Session



Coversheet

First Interim Report Correspondence from Authorizers

Section:	VII. Correspondence/Proposals/Reports
Item:	C. First Interim Report Correspondence from Authorizers
Purpose:	Discuss
Submitted by:	
Related Material:	25-26 First Interim Letter - Guerneville SD.pdf



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

Date 1/5/2026

Christine Feher
Superintendent, California Pacific Charter Sonoma
940 South Coast Drive #185
Costa Mesa, CA 92626

Dear Christine:

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

Based on our review and analysis, we are satisfied that the first interim report approved by the charter school's board on December 9, 2025 accurately reflects the financial status of the school and is consistent with the state's Criteria and Standards. Projected ending fund balance for 2025-26 is \$1,105,805 or 30.72% reserve. We therefore concur with the district's positive certification, with our comments outlined below.

Enrollment, originally projected at 246 at budget adoption, has been updated to 238 with 216.18 ADA. The First Interim Report reflects reasonable adjustments to both revenue and expenditure budgets, and the financial outlook remains strong for 2025-26 and the subsequent two years. Staffing levels have been appropriately adjusted to align with current enrollment.

The multi-year projection assumes ADA of 216.18, 221.51, and 224.78 over the next three years. These estimates appear reasonable given the charter school's recent enrollment growth. LCFF COLA assumptions align with the School Services Dartboard. The projection reflects corresponding adjustments to funding and staffing, with the ending fund balance increasing from 30.72% in 2025-26 to 32.68% in 2027-28. Cash flow

We appreciate the clarity and thoroughness of your reporting, which significantly supports our financial review process

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

Sincerely,

A handwritten signature in black ink that reads "Cherie Cahn".

Cherie Cahn
Chief Business Official
Guerneville School District

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

Equal Opportunity Employer

Coversheet

Consent - Business/Financial Services

Section:	VIII. Consent
Item:	A. Consent - Business/Financial Services
Purpose:	
Submitted by:	
Related Material:	CalPac-LA Check Register December 2025.pdf CalPac-SD Check Register December 2025.pdf CalPac-SO Check Register December 2025.pdf J.P. Morgan Statement December 31 2025.pdf Chase Ink Business Card December 31 2025.pdf BUS Approval of 2026 IRS Mileage Reimbursement Rate.pdf New Legal Fee Structure with Young, Minney, and Corr LLP.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 1/5/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	12/03/25	NCRC001--National Conflict Resolution Center	20137004265	1,687.50	Constructive Feedback Solution for 25/26 SY	55--California Pacific Charter - Los Angeles
	12/03/25	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371944	451.35	Legal Services for October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	CORN002--Cornerstone Educational Solutions	101371943	3,221.38	PsychEd Assessments - October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	EECS000--Effectual Educational Consulting Services	20137004262	570.00	Nurse (V&H)-October 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004262	650.00	Speech Services-October 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004262	390.00	OT Services-October 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004262	640.00	Vision Services-October 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004262	720.00	APE Services-October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	ALLS001--All Systems Go Veterinary Solutions	101371942	1,109.02	Marketing Monthly - December 2025	55--California Pacific Charter - Los Angeles
	12/03/25	CHAR003--Charter Tech Services	20137004261	472.50	Apple Mobile Device Management (MDM) 25/26 SY	55--California Pacific Charter - Los Angeles
	12/03/25	DELA000--De Lage Landen Financial Services Inc.	20137004259	195.55	Copier Lease Monthly - December 2025	55--California Pacific Charter - Los Angeles
	12/03/25	PITN000--Pitney Bowes Global Financial Services LLC	20137004260	89.19	Postage Machine Lease - Quarterly Dec 2025 - Mar 2026	55--California Pacific Charter - Los Angeles
	12/03/25	CHAR000--Charter Schools Development Center	101371941	1,061.67	CSDC Membership 11/24/25-06/30/26 CPC-LA	55--California Pacific Charter - Los Angeles
		CHAR000--Charter Schools Development Center	101371941	758.33	SY 26/27 CSDC Membership 07/01/25 - 11/23/26 CPC-LA	55--California Pacific Charter - Los Angeles
	12/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371937	2,401.44	Translation Services - October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	GRAM001--Grammarly Inc.	20137004258	357.91	Annual Staff Subscriptions for Jul 2026-Nov 2026	55--California Pacific Charter - Los Angeles
		GRAM001--Grammarly Inc.	20137004258	715.82	Annual Staff Subscriptions for Nov 2025-Jun 2026	55--California Pacific Charter - Los Angeles
	12/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371935	1,781.60	Translation Services - October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371938	1,452.00	Translation Services - November 2025	55--California Pacific Charter - Los Angeles
	12/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371939	901.68	Translation Services - October 2025	55--California Pacific Charter - Los Angeles
	12/03/25	ALPH000--Alpha Vision, Inc.	101371934	170.55	Google Drive Back-Up Monthly - December 2025	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter Schools - Notice of Adjournment and Continued Regular Meeting to January 27, 2026 - Agenda - Tuesday January 27, 2026 at 6:00 PM
Report name: California Pacific Charter - Los Angeles
Check register
Created on: 1/5/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied		Memo	Location
CHASE 1781 - Chase Bank - Main							
	12/03/25	LAUR001--Laurel Colton	20137004256	50.36	Webinar National Tutor Writing Part I and II		55--California Pacific Charter - Los Angeles
		LAUR001--Laurel Colton	20137004256	16.20	TB Testing Additional Billing		55--California Pacific Charter - Los Angeles
	12/03/25	ROMY001--Romy Fay-Mason	20137004257	50.44	Mileage & Tolls		55--California Pacific Charter - Los Angeles
	12/03/25	CHAR001--Charter Impact	20137004255	1,240.31	Payroll & Retirement Services Monthly - November 2025		55--California Pacific Charter - Los Angeles
	12/03/25	OXFO000--Oxford Consulting Services, Inc.	20137004254	392.00	PT Services October 2025		55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004254	2,112.00	BIS Services October 2025		55--California Pacific Charter - Los Angeles
	12/03/25	CCSA001--California Charter Schools Association	101371933	258.75	CCSA Conference February 2026 Reistrations for Daisy Carlos		55--California Pacific Charter - Los Angeles
	12/03/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371932	184.05	LEA Medi-Cal Billing Services Fee Monthly October 2025		55--California Pacific Charter - Los Angeles
	12/03/25	PART000--Partners in Special Education	101371931	312.50	APE Services - September 2025		55--California Pacific Charter - Los Angeles
	12/04/25	WORL000--Worldwide Express	3382675690TC	181.88	Shipping for CPC-LA		55--California Pacific Charter - Los Angeles
	12/04/25	ARNE001--A&R Parcel Three	3384136257TC	3,702.15	Office Space Rent - December 2025		55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	3384136257TC	107.58	Office Space DOE - December 2025		55--California Pacific Charter - Los Angeles
	12/04/25	ANCH000--Anchor Counseling & Education Solutions, LLC	101371945	2,817.50	BIS Services - October 2025		55--California Pacific Charter - Los Angeles
	12/05/25	AMAZ000--Amazon	20137004271	42.51	Tempur-Pedic Lumbar Cushion - Tyler Phipps		55--California Pacific Charter - Los Angeles
	12/05/25	AMAZ000--Amazon	20137004270	3.65	Supplies for Office		55--California Pacific Charter - Los Angeles
	12/05/25	AMAZ000--Amazon	20137004269	2.61	Book - Charlie and the Chocolate Factory		55--California Pacific Charter - Los Angeles
	12/05/25	TSWT000--TSW Therapy, Inc.	20137004267	5,460.00	OT Services October 2025		55--California Pacific Charter - Los Angeles
	12/09/25	SCHO003--Scholastic Teacher Store	101371947	106.92	Membership for 25/26 SY		55--California Pacific Charter - Los Angeles
	12/09/25	JENN003--Jenny Chung	101371951	102.57	TB Test / Chest Xray Reimbursement		55--California Pacific Charter - Los Angeles
	12/09/25	CULL001--Culligan	101371949	30.13	Water Cooler Rental Monthly - December 2025		55--California Pacific Charter - Los Angeles
	12/09/25	PHIL000--Philadelphia Insurance Companies	20137004272	2,475.11	December Installment Insurance Premiums FY 25/26		55--California Pacific Charter - Los Angeles
	12/10/25	BRIGHT1--Bright Thinker	20137004278	5,827.50	Student curriculum licenses for 25/26 SY		55--California Pacific Charter - Los Angeles
	12/10/25	EDGE001--Imagine Learning LLC	20137004279	2,851.20	Edgenuity Exceptional Students Course Suite 25/26 SY - 64 Stu		55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 1/5/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main		EDGE001--Imagine Learning LLC	20137004279	1,687.50	eDynamic Electives 25/26 SY - 15 Stu	55--California Pacific Charter - Los Angeles
	12/10/25	CHAR003--Charter Tech Services	20137004273	4,500.00	Monthly Technology Services for December 2025	55--California Pacific Charter - Los Angeles
	12/10/25	BRIGHT1--Bright Thinker	20137004277	1,635.48	K-5 Curriculum workbooks for 25/26 SY	55--California Pacific Charter - Los Angeles
	12/10/25	RING000--RingCentral	20137004285	1,425.69	Phone Bill Monthly - November 2025	55--California Pacific Charter - Los Angeles
	12/10/25	HOLI002--Holiday Inn	20137004283	185.26	Board Meeting Room Rental February 10, 2026	55--California Pacific Charter - Los Angeles
	12/10/25	HOLI002--Holiday Inn	20137004284	162.94	Board Meeting Room Rental January 13, 2026	55--California Pacific Charter - Los Angeles
	12/10/25	UKG0001--UKG	20137004286	140.67	Usage Overage Fee October 2025	55--California Pacific Charter - Los Angeles
	12/10/25	MARY001--Maryel Kindem	20137004282	33.72	Instructional Support App Reimbursement	55--California Pacific Charter - Los Angeles
	12/10/25	AMAZ000--Amazon	20137004275	12.12	Office supplies- closet organizers	55--California Pacific Charter - Los Angeles
	12/10/25	AMAZ000--Amazon	20137004280	11.53	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	12/10/25	AMAZ000--Amazon	20137004274	3.84	Supplies for Office	55--California Pacific Charter - Los Angeles
	12/11/25	WORL000--Worldwide Express	3452740876TC	163.19	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	12/15/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371952	1,458.72	Translation - November 2025	55--California Pacific Charter - Los Angeles
	12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004296	1,853.55	Legal Services for October 2025	55--California Pacific Charter - Los Angeles
	12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004298	183.15	Legal Services for October 2025	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004303	11.53	Office supplies- envelopes	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004302	8.70	Office supplies- poly mailers	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004299	7.98	Office supplies- soap for kitchen	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004304	3.65	Supplies for Office	55--California Pacific Charter - Los Angeles
	12/15/25	CHAR003--Charter Tech Services	20137004288	4,687.14	3 HP Elitebook 14 for Inventory	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004288	428.81	2 Monitors, Mouse and Keyboard for Daniel Byun	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004292	22.79	Office supplies- Copy paper	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004291	18.61	Office supplies- postage tape and envelopes	55--California Pacific Charter - Los Angeles
	12/15/25	CHAR003--Charter Tech Services	20137004289	39.29	USB Flash Drives	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004294	14.05	Supplies for Office	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 1/5/2026
Location: 55--California Pacific Charter - Los Angeles

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CHASE 1781 - Chase Bank - Main						
	12/15/25	AMAZ000--Amazon	20137004293	21.54	Tech Supply for Office	55--California Pacific Charter - Los Angeles
	12/15/25	AMAZ000--Amazon	20137004290	4.32	SPED materials for students	55--California Pacific Charter - Los Angeles
	12/17/25	SANJ000--San Joaquin County Office of Education - SEIS	101371960	137.70	CALPADS/SIS Data Integration 25/26 SY	55--California Pacific Charter - Los Angeles
	12/17/25	PART000--Partners in Special Education	101371958	250.00	APE Services - October 2025	55--California Pacific Charter - Los Angeles
	12/17/25	ECCI000--ECC Imaging LLC	101371959	96.49	Copier Overages Monthly - November 2025	55--California Pacific Charter - Los Angeles
	12/17/25	RENA001--Renaissance Learning, Inc.	20137004308	23,964.44	Curriculum for 26/27 SY	55--California Pacific Charter - Los Angeles
	12/18/25	CHAR003--Charter Tech Services	20137004309	495.16	iPad for LA Student	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004309	495.15	iPad for SLP	55--California Pacific Charter - Los Angeles
	12/18/25	ALIS001--Alisa Sheveland	20137004313	18.33	Legoland Field Trip Dec 2025 - Admission Ticket	55--California Pacific Charter - Los Angeles
		ALIS001--Alisa Sheveland	20137004313	42.17	Legoland Field Trip Dec 2025 - Meals (3 staff)	55--California Pacific Charter - Los Angeles
		ALIS001--Alisa Sheveland	20137004313	35.53	Legoland Field Trip Dec 2025 - Mileage	55--California Pacific Charter - Los Angeles
	12/18/25	CHAR003--Charter Tech Services	20137004310	83.35	Supplies for IT	55--California Pacific Charter - Los Angeles
	12/18/25	ROMY001--Romy Fay-Mason	20137004316	50.08	Mileage & Tolls In Office Visit Dec 2025	55--California Pacific Charter - Los Angeles
	12/18/25	CORR001--Corrie Amador	20137004314	18.84	HR Training - Mileage	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137004314	20.77	HR Training - Meals Corrie Amador and Wendy Waters	55--California Pacific Charter - Los Angeles
	12/18/25	AMAZ000--Amazon	20137004312	29.78	Printer for Allyanna Alston	55--California Pacific Charter - Los Angeles
	12/18/25	AMAZ000--Amazon	20137004311	29.04	Printer for Brittany VanKirk	55--California Pacific Charter - Los Angeles
	12/18/25	AMAZ000--Amazon	20137004318	6.78	Supplies for Office	55--California Pacific Charter - Los Angeles
	12/18/25	WEND001--Wendy Waters Barton	20137004315	5.99	HR Trainingq Mileage	55--California Pacific Charter - Los Angeles
	12/18/25	AMAZ000--Amazon	20137004317	3.65	Supplies for Office	55--California Pacific Charter - Los Angeles
	12/22/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371961	520.20	LEA Medi-Cal Billing Services Fee Monthly November 2025	55--California Pacific Charter - Los Angeles
	12/22/25	ANCH000--Anchor Counseling & Education Solutions, LLC	101371962	545.00	BIS-November 2025	55--California Pacific Charter - Los Angeles
	12/23/25	UKG0001--UKG	20137004324	159.43	Usage Overage Fee November 2025	55--California Pacific Charter - Los Angeles
		UKG0001--UKG	20137004324	2,813.39	Payroll Processing Fees Qtrly Jan-Mar 2026	55--California Pacific Charter - Los Angeles
	12/23/25	TSWT000--TSW Therapy, Inc.	20137004328	420.00	Speech - November 2025	55--California Pacific Charter - Los Angeles
		TSWT000--TSW Therapy, Inc.	20137004328	2,170.00	OT - November 2025	55--California Pacific Charter - Los Angeles

Company name:

California Pacific Charter - Los Angeles

Report name:

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Created on:

1/5/2026

Location:

55--California Pacific Charter - Los Angeles

Bank**Date****Vendor****Document no.****Amount applied****Memo****Location****CHASE 1781 -****Chase Bank - Main**

12/23/25	CHRI001--Christine Feher	20137004321	41.07	BOD Meeting 12.9.25 Mileage	55--California Pacific Charter - Los Angeles
	CHRI001--Christine Feher	20137004321	30.18	BOD Meeting 12.9.25 Meals	55--California Pacific Charter - Los Angeles
12/23/25	TYLE001--Tyler Phipps	20137004323	20.98	CTE Conference November 2025 Meals	55--California Pacific Charter - Los Angeles
	TYLE001--Tyler Phipps	20137004323	47.88	CTE Conference November 2025 Mileage	55--California Pacific Charter - Los Angeles
12/23/25	DAIS002--Daisy Carlos	20137004322	81.20	LA Home Visits Mileage	55--California Pacific Charter - Los Angeles
	DAIS002--Daisy Carlos	20137004322	11.51	BOD Meeting 12.09.25 Mileage for Daisy Carlos	55--California Pacific Charter - Los Angeles
	DAIS002--Daisy Carlos	20137004322	5.34	BOD Meeting 12.09.25 Meals for Daisy Carlos	55--California Pacific Charter - Los Angeles
12/23/25	AMAZ000--Amazon	20137004327	32.77	Office supplies- bins and scissors	55--California Pacific Charter - Los Angeles
12/23/25	AMAZ000--Amazon	20137004331	32.46	Office supplies- trash can and bags	55--California Pacific Charter - Los Angeles
12/23/25	AMAZ000--Amazon	20137004325	20.85	Office supplies- paper	55--California Pacific Charter - Los Angeles
12/23/25	WILL000--William J Howard Jr.	20137004320	6.79	BOD Meeting 12.9.25 Mileage	55--California Pacific Charter - Los Angeles
	WILL000--William J Howard Jr.	20137004320	4.67	BOD Meeting 10.14.25 Meals	55--California Pacific Charter - Los Angeles
12/23/25	SHIR000--Shirley Peterson	20137004319	5.51	Mileage for BOD Meeting 12/09/25 for Shirley Peterson	55--California Pacific Charter - Los Angeles
12/23/25	AMAZ000--Amazon	20137004326	5.40	Office supplies- kitchen products	55--California Pacific Charter - Los Angeles

Total for CHASE 1781**\$ 99,609.06**

Company name: California Pacific Charter Schools - Notice of Adjournment and Continued Regular Meeting to January 27, 2026 - Agenda - Tuesday January 27, 2026 at 6:00 PM
Report name: California Pacific Charter - San Diego
Created on: Check register
01/05/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	12/01/25	KAIS001--Kaiser	3351113301TC	31,477.24	Medical Premiums Monthly - December 2025	44--California Pacific Charter - San Diego
	12/03/25	NCRC001--National Conflict Resolution Center	20137004265	1,237.50	Constructive Feedback Solution for 25/26 SY	44--California Pacific Charter - San Diego
	12/03/25	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371944	330.99	Legal Services for October 2025	44--California Pacific Charter - San Diego
	12/03/25	ALLS001--All Systems Go Veterinary Solutions	101371942	813.27	Marketing Monthly - December 2025	44--California Pacific Charter - San Diego
	12/03/25	EECS000--Effectual Educational Consulting Services	20137004263	1,202.50	Speech Services-October 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004263	240.00	Nurse (V&H)-October 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004263	150.00	Vision Services-October 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004263	325.00	OT Services - October 2025	44--California Pacific Charter - San Diego
	12/03/25	CHAR003--Charter Tech Services	20137004261	346.50	Apple Mobile Device Management (MDM) 25/26 SY	44--California Pacific Charter - San Diego
	12/03/25	DELA000--De Lage Landen Financial Services Inc.	20137004259	143.41	Copier Lease Monthly - December 2025	44--California Pacific Charter - San Diego
	12/03/25	PITN000--Pitney Bowes Global Financial Services LLC	20137004260	65.41	Postage Machine Lease - Quarterly Dec 2025 - Mar 2026	44--California Pacific Charter - San Diego
	12/03/25	CHAR000--Charter Schools Development Center	101371941	551.67	SY 26/27 CSDC Membership 07/01/25 - 11/23/26 CPC-SD	44--California Pacific Charter - San Diego
		CHAR000--Charter Schools Development Center	101371941	772.33	CSDC Membership 11/24/25 - 06/30/26 CPC-SD	44--California Pacific Charter - San Diego
	12/03/25	GRAM001--Grammarly Inc.	20137004258	524.94	Annual Staff Subscriptions for Nov 2025-Jun 2026	44--California Pacific Charter - San Diego
		GRAM001--Grammarly Inc.	20137004258	262.47	Annual Staff Subscriptions for Jul 2026-Nov 2026	44--California Pacific Charter - San Diego
	12/03/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371936	1,924.16	Translation Services November 2025	44--California Pacific Charter - San Diego
	12/03/25	ALPH000--Alpha Vision, Inc.	101371934	125.07	Google Drive Back-Up Monthly - December 2025	44--California Pacific Charter - San Diego
	12/03/25	LAUR001--Laurel Colton	20137004256	36.92	Webinar National Tutor Writing Part I and II	44--California Pacific Charter - San Diego
		LAUR001--Laurel Colton	20137004256	11.88	TB Testing Additional Billing	44--California Pacific Charter - San Diego
	12/03/25	ROMY001--Romy Fay-Mason	20137004257	36.99	Mileage & Tolls	44--California Pacific Charter - San Diego
	12/03/25	CHAR001--Charter Impact	20137004255	909.56	Payroll & Retirement Services Monthly - November 2025	44--California Pacific Charter - San Diego
	12/03/25	CCSA001--California Charter Schools Association	101371933	189.75	CCSA Conference February 2026 Registrations for Daisy Carlos	44--California Pacific Charter - San Diego

Company name: California Pacific Charter Schools - Notice of Adjournment and Continued Regular Meeting to January 27, 2026 - Agenda - Tuesday January 27, 2026 at 6:00 PM
Report name: California Pacific Charter - San Diego
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 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	12/03/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371932	134.97	LEA Medi-Cal Billing Services Fee Monthly October 2025	44--California Pacific Charter - San Diego
	12/03/25	PART000--Partners in Special Education	101371930	281.25	APE Services - September 2025	44--California Pacific Charter - San Diego
	12/04/25	WORL000--Worldwide Express	3382675690TC	225.52	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	12/04/25	ARNE001--A&R Parcel Three	3384136257TC	78.89	Office Space DOE - December 2025	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	3384136257TC	2,714.91	Office Space Rent - December 2025	44--California Pacific Charter - San Diego
	12/05/25	AMAZ000--Amazon	20137004271	31.17	Tempur-Pedic Lumbar Cushion - Tyler Phipps	44--California Pacific Charter - San Diego
	12/05/25	AMAZ000--Amazon	20137004270	2.67	Supplies for Office	44--California Pacific Charter - San Diego
	12/05/25	AMAZ000--Amazon	20137004269	1.92	Book - Charlie and the Chocolate Factory	44--California Pacific Charter - San Diego
	12/05/25	TSWT000--TSW Therapy, Inc.	20137004266	1,470.50	Speech Services - October 2025	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004266	2,624.50	OT Services - October 2025	44--California Pacific Charter - San Diego
	12/09/25	PRO0001--Professional Tutors of America Inc	101371946	776.00	SAI (Tutor) Services - October 2025	44--California Pacific Charter - San Diego
	12/09/25	SCHO003--Scholastic Teacher Store	101371947	78.41	Membership for 25/26 SY	44--California Pacific Charter - San Diego
	12/09/25	JENN003--Jenny Chung	101371951	75.22	TB Test / Chest Xray Reimbursement	44--California Pacific Charter - San Diego
	12/09/25	CULL001--Culligan	101371949	22.09	Water Cooler Rental Monthly - December 2025	44--California Pacific Charter - San Diego
	12/09/25	PHIL000--Philadelphia Insurance Companies	20137004272	1,815.08	December Installment Insurance Premiums FY 25/26	44--California Pacific Charter - San Diego
	12/10/25	BRIGHT1--Bright Thinker	20137004278	4,273.50	Student curriculum licenses for 25/26 SY	44--California Pacific Charter - San Diego
	12/10/25	EDGE001--Imagine Learning LLC	20137004279	1,237.50	eDynamic Electives 25/26 SY - 15 Stu	44--California Pacific Charter - San Diego
		EDGE001--Imagine Learning LLC	20137004279	2,090.88	Edgenuity Exceptional Students Course Suite 25/26 SY - 64 Stu	44--California Pacific Charter - San Diego
	12/10/25	CHAR003--Charter Tech Services	20137004273	3,300.00	Monthly Technology Services for December 2025	44--California Pacific Charter - San Diego
	12/10/25	BRIGHT1--Bright Thinker	20137004277	1,199.34	K-5 Curriculum workbooks for 25/26 SY	44--California Pacific Charter - San Diego
	12/10/25	RING000--RingCentral	20137004285	1,045.51	Phone Bill Monthly - November 2025	44--California Pacific Charter - San Diego
	12/10/25	HOLI002--Holiday Inn	20137004283	185.21	Board Meeting Room Rental February 10, 2026	44--California Pacific Charter - San Diego
	12/10/25	HOLI002--Holiday Inn	20137004284	162.89	Board Meeting Room Rental January 13, 2026	44--California Pacific Charter - San Diego
	12/10/25	UKG0001--UKG	20137004286	103.16	Usage Overage Fee October 2025	44--California Pacific Charter - San Diego

Company name: California Pacific Charter Schools - Notice of Adjournment and Continued Regular Meeting to January 27, 2026 - Agenda - Tuesday January 27, 2026 at 6:00 PM
Report name: California Pacific Charter - San Diego
Created on: Check register
Created on: 01/05/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	12/10/25	MARY001--Maryel Kindem	20137004282	24.73	Instructional Support App Reimbursement	44--California Pacific Charter - San Diego
	12/10/25	AMAZ000--Amazon	20137004275	8.89	Office supplies- closet organizers	44--California Pacific Charter - San Diego
	12/10/25	AMAZ000--Amazon	20137004280	8.46	Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	12/10/25	AMAZ000--Amazon	20137004274	2.81	Supplies for Office	44--California Pacific Charter - San Diego
	12/10/25	AMAZ000--Amazon	20137004281	4.08	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	12/11/25	WORL000--Worldwide Express	3452740876TC	156.76	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	12/15/25	BERK000--Berkshire Hathaway	3498696127TC	5,895.15	Worker's Comp December 2025	44--California Pacific Charter - San Diego
	12/15/25	YMCL000--Law Offices of Young, Minnev & Corr. LLP	101371954	2,776.50	Legal Services for November 2025	44--California Pacific Charter - San Diego
	12/15/25	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371953	729.00	Translation - November 2025	44--California Pacific Charter - San Diego
	12/15/25	CHAR002--Charters Choice Educational Services	101371955	687.50	Interpreting - November 2025	44--California Pacific Charter - San Diego
	12/15/25	ACESKY1--Skyrocket, Inc.	20137004300	5,000.00	CTE Photography Experience	44--California Pacific Charter - San Diego
	12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004296	1,359.27	Legal Services for October 2025	44--California Pacific Charter - San Diego
	12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004297	513.50	Legal Services for October 2025	44--California Pacific Charter - San Diego
	12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004298	134.31	Legal Services for October 2025	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004305	47.29	Printer Toner for Elizabeth Melesio	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004303	8.46	Office supplies- envelopes	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004301	21.87	MacBook Case for Allyanna Alston	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004302	6.38	Office supplies- poly mailers	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004299	5.85	Office supplies- soap for kitchen	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004304	2.67	Supplies for Office	44--California Pacific Charter - San Diego
	12/15/25	CHAR003--Charter Tech Services	20137004288	252.11	1 Monitor, Mouse, and Keybaord for Holly Hess	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004288	75.41	Mouse and Keyboard for Melissa Rowland	44--California Pacific Charter - San Diego
	12/15/25	CHAR003--Charter Tech Services	20137004287	4,687.13	HP Elitebooks for Teachers	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004292	16.71	Office supplies- Copy paper	44--California Pacific Charter - San Diego

Company name: California Pacific Charter Schools - Notice of Adjournment and Continued Regular Meeting to January 27, 2026 - Agenda - Tuesday January 27, 2026 at 6:00 PM
Report name: California Pacific Charter - San Diego
Created on: Check register
Location: 01/05/26
 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	12/15/25	AMAZ000--Amazon	20137004291	13.65	Office supplies- postage tape and envelopes	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004294	10.30	Supplies for Office	44--California Pacific Charter - San Diego
	12/15/25	AMAZ000--Amazon	20137004290	3.16	SPED materials for students	44--California Pacific Charter - San Diego
	12/16/25	METL001--MetLife Small Business Center	20137004306	8,316.88	December 2025 Insurance Premiums	44--California Pacific Charter - San Diego
	12/17/25	PART000--Partners in Special Education	101371957	406.25	APE Services - October 2025	44--California Pacific Charter - San Diego
	12/17/25	SANJ000--San Joaquin County Office of Education - SEIS	101371960	100.98	CALPADS/SIS Data Integration 25/26 SY	44--California Pacific Charter - San Diego
	12/17/25	ECCI000--ECC Imaging LLC	101371959	70.77	Copier Overages Monthly - November 2025	44--California Pacific Charter - San Diego
	12/17/25	RENA001--Renaissance Learning, Inc.	20137004308	17,573.92	Curriculum for 26/27 SY	44--California Pacific Charter - San Diego
	12/18/25	CHAR003--Charter Tech Services	20137004309	495.16	iPad for San Diego Student	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004309	495.15	iPad for SLP	44--California Pacific Charter - San Diego
	12/18/25	ALIS001--Alisa Sheveland	20137004313	20.67	Legoland Field Trip Dec 2025 - Admission Ticket	44--California Pacific Charter - San Diego
		ALIS001--Alisa Sheveland	20137004313	47.55	Legoland Field Trip Dec 2025 - Meals (3 staff)	44--California Pacific Charter - San Diego
		ALIS001--Alisa Sheveland	20137004313	40.07	Legoland Field Trip Dec 2025 - Mileage	44--California Pacific Charter - San Diego
	12/18/25	CHAR003--Charter Tech Services	20137004310	61.13	Supplies for IT	44--California Pacific Charter - San Diego
	12/18/25	ROMY001--Romy Fay-Mason	20137004316	36.72	Mileage & Tolls In Office Visit Dec 2025	44--California Pacific Charter - San Diego
	12/18/25	CORR001--Corrie Amador	20137004314	15.23	HR Training - Meals Corrie Amador and Wendy Waters	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137004314	13.81	HR Training - Mileage	44--California Pacific Charter - San Diego
	12/18/25	AMAZ000--Amazon	20137004312	21.84	Printer for Allyanna Alston	44--California Pacific Charter - San Diego
	12/18/25	AMAZ000--Amazon	20137004311	21.29	Printer for Brittany VanKirk	44--California Pacific Charter - San Diego
	12/18/25	AMAZ000--Amazon	20137004318	4.97	Supplies for Office	44--California Pacific Charter - San Diego
	12/18/25	WEND001--Wendy Waters Barton	20137004315	4.38	HR Training Mileage	44--California Pacific Charter - San Diego
	12/18/25	AMAZ000--Amazon	20137004317	2.67	Supplies for Office	44--California Pacific Charter - San Diego
	12/22/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371961	381.48	LEA Medi-Cal Billing Services Fee Monthly November 2025	44--California Pacific Charter - San Diego

Company name:

California Pacific Charter - San Diego

Report name:

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Created on:

01/05/26

Location:

44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	12/23/25	UKG0001--UKG	20137004324	2,063.15	Payroll Processing Fees Qtrly Jan-Mar 2026	44--California Pacific Charter - San Diego
		UKG0001--UKG	20137004324	116.91	Usage Overage Fee November 2025	44--California Pacific Charter - San Diego
	12/23/25	TSWT000--TSW Therapy, Inc.	20137004329	700.00	Speech-November 2025	44--California Pacific Charter - San Diego
		TSWT000--TSW Therapy, Inc.	20137004329	2,135.00	OT - November 2025	44--California Pacific Charter - San Diego
	12/23/25	CHRI001--Christine Feher	20137004321	41.07	BOD Meeting 12.9.25 Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137004321	30.16	BOD Meeting 12.9.25 Meals	44--California Pacific Charter - San Diego
	12/23/25	TYLE001--Tyler Phipps	20137004323	15.38	CTE Conference November 2025 Meals	44--California Pacific Charter - San Diego
		TYLE001--Tyler Phipps	20137004323	35.11	CTE Conference November 2025 Mileage	44--California Pacific Charter - San Diego
	12/23/25	DAIS002--Daisy Carlos	20137004322	5.35	BOD Meeting 12.09.25 Meals for Daisy Carlos	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137004322	11.50	BOD Meeting 12.09.25 Mileage for Daisy Carlos	44--California Pacific Charter - San Diego
	12/23/25	AMAZ000--Amazon	20137004327	24.04	Office supplies- bins and scissors	44--California Pacific Charter - San Diego
	12/23/25	AMAZ000--Amazon	20137004331	23.81	Office supplies- trash can and bags	44--California Pacific Charter - San Diego
	12/23/25	AMAZ000--Amazon	20137004325	15.29	Office supplies- paper	44--California Pacific Charter - San Diego
	12/23/25	WILL000--William J Howard Jr.	20137004320	6.79	BOD Meeting 12.9.25 Mileage	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	20137004320	4.67	BOD Meeting 10.14.25 Meals	44--California Pacific Charter - San Diego
	12/23/25	SHIR000--Shirley Peterson	20137004319	5.50	Mileage for BOD Meeting 12/09/25 for Shirley Peterson	44--California Pacific Charter - San Diego
	12/23/25	AMAZ000--Amazon	20137004326	3.96	Office supplies- kitchen products	44--California Pacific Charter - San Diego
Total for CHASE 1781				\$ 121,429.21		

Company name:

California Pacific Charter - Sonoma

Report name:

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Created on:

1/5/2026

Location:

95--California Pacific Charter - Sonoma

Bank**Date****Vendor****Document no.****Amount applied****Memo****Location****CHASE 1781 -
Chase Bank - Main**

12/03/25	NCRC001--National Conflict Resolution Center	20137004265	825.00	Constructive Feedback Solution for 25/26 SY	95--California Pacific Charter - Sonoma
12/03/25	YMCL000--Law Offices of Young, Minnev & Corr. LLP	101371944	220.66	Legal Services for October 2025	95--California Pacific Charter - Sonoma
12/03/25	ALLS001--All Systems Go Veterinary Solutions	101371942	542.19	Marketing Monthly - December 2025	95--California Pacific Charter - Sonoma
12/03/25	EECS000--Effectual Educational Consulting Services	20137004264	1,260.00	APE Services-October 2025	95--California Pacific Charter - Sonoma
	EECS000--Effectual Educational Consulting Services	20137004264	60.00	V&H Screening-October 2025	95--California Pacific Charter - Sonoma
	EECS000--Effectual Educational Consulting Services	20137004264	910.00	OT Services-October 2025	95--California Pacific Charter - Sonoma
	EECS000--Effectual Educational Consulting Services	20137004264	46.20	AT (Speech) Services-October 2025	95--California Pacific Charter - Sonoma
12/03/25	CHAR003--Charter Tech Services	20137004261	231.00	Apple Mobile Device Management (MDM) 25/26 SY	95--California Pacific Charter - Sonoma
12/03/25	DELA000--De Lage Landen Financial Services Inc.	20137004259	95.60	Copier Lease Monthly - December 2025	95--California Pacific Charter - Sonoma
12/03/25	PITN000--Pitney Bowes Global Financial Services LLC	20137004260	43.61	Postage Machine Lease - Quarterly Dec 2025 - Mar 2026	95--California Pacific Charter - Sonoma
12/03/25	CHAR000--Charter Schools Development Center	101371941	539.00	CSDC Membership 11/24/25 - 06/30/26 CPC-SO	95--California Pacific Charter - Sonoma
	CHAR000--Charter Schools Development Center	101371941	385.00	SY 26/27 CSDC Membership 07/01/25 - 11/23/26 CPC-SO	95--California Pacific Charter - Sonoma
12/03/25	GRAM001--Grammarly Inc.	20137004258	349.96	Annual Staff Subscriptions for Nov 2025-Jun 2026	95--California Pacific Charter - Sonoma
	GRAM001--Grammarly Inc.	20137004258	174.98	Annual Staff Subscriptions for Jul 2026-Nov 2026	95--California Pacific Charter - Sonoma
12/03/25	ALPH000--Alpha Vision, Inc.	101371934	83.38	Google Drive Back-Up Monthly - December 2025	95--California Pacific Charter - Sonoma
12/03/25	LAUR001--Laurel Colton	20137004256	7.92	TB Testing Additional Billing	95--California Pacific Charter - Sonoma
	LAUR001--Laurel Colton	20137004256	24.62	Webinar National Tutor Writing Part I and II	95--California Pacific Charter - Sonoma
12/03/25	ROMY001--Romy Fay-Mason	20137004257	24.66	Mileage & Tolls	95--California Pacific Charter - Sonoma
12/03/25	CHAR001--Charter Impact	20137004255	606.38	Payroll & Retirement Services Monthly - November 2025	95--California Pacific Charter - Sonoma
12/03/25	PART000--Partners in Special Education	101371929	750.00	APE Services - September 2025	95--California Pacific Charter - Sonoma
12/03/25	CCSA001--California Charter Schools Association	101371933	126.50	CCSA Conference February 2026 Registrations for Daisv Carlos	95--California Pacific Charter - Sonoma
12/03/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371932	89.98	LEA Medi-Cal Billing Services Fee Monthly October 2025	95--California Pacific Charter - Sonoma

Company name:

California Pacific Charter - Sonoma

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1/5/2026

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95--California Pacific Charter - Sonoma

Bank**Date****Vendor****Document no.****Amount applied****Memo****Location****CHASE 1781 -****Chase Bank - Main**

12/04/25	WORL000--Worldwide Express	3382675690TC	156.23	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
12/04/25	ARNE001--A&R Parcel Three	3384136257TC	52.60	Office Space DOE - December 2025	95--California Pacific Charter - Sonoma
	ARNE001--A&R Parcel Three	3384136257TC	1,809.94	Office Space Rent - December 2025	95--California Pacific Charter - Sonoma
12/05/25	AMAZ000--Amazon	20137004271	20.78	Tempur-Pedic Lumbar Cushion - Tyler Phipps	95--California Pacific Charter - Sonoma
12/05/25	AMAZ000--Amazon	20137004270	1.78	Supplies for Office	95--California Pacific Charter - Sonoma
12/05/25	AMAZ000--Amazon	20137004269	1.28	Book - Charlie and the Chocolate Factory	95--California Pacific Charter - Sonoma
12/05/25	TSWT000--TSW Therapy, Inc.	20137004268	3,045.00	OT Services October 2025	95--California Pacific Charter - Sonoma
12/09/25	SPEC000--Specialized Therapy Services	101371948	1,214.00	BIS Services - October 2025	95--California Pacific Charter - Sonoma
12/09/25	SCHO003--Scholastic Teacher Store	101371947	52.27	Membership for 25/26 SY	95--California Pacific Charter - Sonoma
12/09/25	JENN003--Jenny Chung	101371951	50.14	TB Test / Chest Xray Reimbursement	95--California Pacific Charter - Sonoma
12/09/25	CULL001--Culligan	101371949	14.73	Water Cooler Rental Monthly - December 2025	95--California Pacific Charter - Sonoma
12/09/25	PHIL000--Philadelphia Insurance Companies	20137004272	1,210.06	December Installment Insurance Premiums FY 25/26	95--California Pacific Charter - Sonoma
12/10/25	BRIGHT1--Bright Thinker	20137004278	2,849.00	Student curriculum licenses for 25/26 SY	95--California Pacific Charter - Sonoma
12/10/25	EDGE001--Imagine Learning LLC	20137004279	1,393.92	Edgenuity Exceptional Students Course Suite 25/26 SY - 64 Stu	95--California Pacific Charter - Sonoma
	EDGE001--Imagine Learning LLC	20137004279	825.00	eDynamic Electives 25/26 SY - 15 Stu	95--California Pacific Charter - Sonoma
12/10/25	CHAR003--Charter Tech Services	20137004273	2,200.00	Monthly Technology Services for December 2025	95--California Pacific Charter - Sonoma
12/10/25	BRIGHT1--Bright Thinker	20137004277	799.57	K-5 Curriculum workbooks for 25/26 SY	95--California Pacific Charter - Sonoma
12/10/25	RING000--RingCentral	20137004285	697.00	Phone Bill Monthly - November 2025	95--California Pacific Charter - Sonoma
12/10/25	HOLI002--Holiday Inn	20137004283	185.20	Board Meeting Room Rental February 10, 2026	95--California Pacific Charter - Sonoma
12/10/25	HOLI002--Holiday Inn	20137004284	162.89	Board Meeting Room Rental January 13, 2026	95--California Pacific Charter - Sonoma
12/10/25	UKG0001--UKG	20137004286	68.77	Usage Overage Fee October 2025	95--California Pacific Charter - Sonoma
12/10/25	MARY001--Maryel Kindem	20137004282	16.48	Instructional Support App Reimbursement	95--California Pacific Charter - Sonoma
12/10/25	UNPL001--Unplug Studio LLC	20137004276	65.00	Website Hosting and Maintenance Monthly - December 2025	95--California Pacific Charter - Sonoma
12/10/25	AMAZ000--Amazon	20137004275	5.92	Office supplies- closet organizers	95--California Pacific Charter - Sonoma
12/10/25	AMAZ000--Amazon	20137004280	5.64	Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma

Company name:

California Pacific Charter - Sonoma

Report name:

Check register

Created on:

1/5/2026

Location:

95--California Pacific Charter - Sonoma

Bank**Date****Vendor****Document no.****Amount applied****Memo****Location****CHASE 1781 -
Chase Bank - Main**

12/10/25	AMAZ000--Amazon	20137004274	1.88	Supplies for Office	95--California Pacific Charter - Sonoma
12/11/25	WORL000--Worldwide Express	3452740876TC	67.87	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004296	906.18	Legal Services for October 2025	95--California Pacific Charter - Sonoma
12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004295	1,165.50	Legal Services for October 2025	95--California Pacific Charter - Sonoma
12/15/25	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004298	89.54	Legal Services for October 2025	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004303	5.64	Office supplies- envelopes	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004302	4.25	Office supplies- poly mailers	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004299	3.90	Office supplies- soap for kitchen	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004304	1.78	Supplies for Office	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004292	11.14	Office supplies- Copy paper	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004291	9.10	Office supplies- postage tape and envelopes	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004294	6.87	Supplies for Office	95--California Pacific Charter - Sonoma
12/15/25	AMAZ000--Amazon	20137004290	2.11	SPED materials for students	95--California Pacific Charter - Sonoma
12/17/25	PART000--Partners in Special Education	101371956	812.50	APE Services - October 2025	95--California Pacific Charter - Sonoma
12/17/25	SANJ000--San Joaquin County Office of Education - SEIS	101371960	67.32	CALPADS/SIS Data Integration 25/26 SY	95--California Pacific Charter - Sonoma
12/17/25	ECCI000--ECC Imaging LLC	101371959	47.17	Copier Overages Monthly - November 2025	95--California Pacific Charter - Sonoma
12/17/25	RENA001--Renaissance Learning, Inc.	20137004308	11,715.95	Curriculum for 26/27 SY	95--California Pacific Charter - Sonoma
12/18/25	CHAR003--Charter Tech Services	20137004309	495.16	iPad for Sonoma Student	95--California Pacific Charter - Sonoma
12/18/25	CHAR003--Charter Tech Services	20137004310	40.75	Supplies for IT	95--California Pacific Charter - Sonoma
12/18/25	ROMY001--Romy Fay-Mason	20137004316	24.48	Mileage & Tolls In Office Visit Dec 2025	95--California Pacific Charter - Sonoma
12/18/25	CORR001--Corrie Amador	20137004314	9.21	HR Training - Mileage	95--California Pacific Charter - Sonoma
	CORR001--Corrie Amador	20137004314	10.15	HR Training - Meals Corrie Amador and Wendy Waters	95--California Pacific Charter - Sonoma
12/18/25	AMAZ000--Amazon	20137004312	14.56	Printer for Allyanna Alston	95--California Pacific Charter - Sonoma
12/18/25	AMAZ000--Amazon	20137004311	14.20	Printer for Brittany VanKirk	95--California Pacific Charter - Sonoma
12/18/25	AMAZ000--Amazon	20137004318	3.31	Supplies for Office	95--California Pacific Charter - Sonoma

Company name:

California Pacific Charter - Sonoma

Report name:

Check register

Created on:

1/5/2026

Location:

95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	12/18/25	WEND001--Wendy Waters Barton	20137004315	2.93	HR Training Mileage	95--California Pacific Charter - Sonoma
	12/18/25	AMAZ000--Amazon	20137004317	1.78	Supplies for Office	95--California Pacific Charter - Sonoma
	12/22/25	SANJ001--San Joaquin County Office of Education - LEA BOP	101371961	254.32	LEA Medi-Cal Billing Services Fee Monthly November 2025	95--California Pacific Charter - Sonoma
	12/23/25	UKG0001--UKG	20137004324	1,375.44	Payroll Processing Fees Qtrly Jan-Mar 2026	95--California Pacific Charter - Sonoma
		UKG0001--UKG	20137004324	77.94	Usage Overage Fee November 2025	95--California Pacific Charter - Sonoma
	12/23/25	TSWT000--TSW Therapy, Inc.	20137004330	1,470.00	OT - November 2025	95--California Pacific Charter - Sonoma
	12/23/25	CHRI001--Christine Feher	20137004321	30.17	BOD Meeting 12.9.25 Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137004321	41.06	BOD Meeting 12.9.25 Mileage	95--California Pacific Charter - Sonoma
	12/23/25	TYLE001--Tyler Phipps	20137004323	23.41	CTE Conference November 2025 Mileage	95--California Pacific Charter - Sonoma
		TYLE001--Tyler Phipps	20137004323	10.26	CTE Conference November 2025 Meals	95--California Pacific Charter - Sonoma
	12/23/25	DAIS002--Daisy Carlos	20137004322	5.34	BOD Meeting 12.09.25 Meals for Daisy Carlos	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137004322	11.50	BOD Meeting 12.09.25 Mileage for Daisy Carlos	95--California Pacific Charter - Sonoma
	12/23/25	AMAZ000--Amazon	20137004327	16.02	Office supplies- bins and scissors	95--California Pacific Charter - Sonoma
	12/23/25	AMAZ000--Amazon	20137004331	15.87	Office supplies- trash can and bags	95--California Pacific Charter - Sonoma
	12/23/25	AMAZ000--Amazon	20137004325	10.19	Office supplies- paper	95--California Pacific Charter - Sonoma
	12/23/25	WILL000--William J Howard Jr.	20137004320	4.67	BOD Meeting 10.14.25 Meals	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	20137004320	6.79	BOD Meeting 12.9.25 Mileage	95--California Pacific Charter - Sonoma
	12/23/25	SHIR000--Shirley Peterson	20137004319	5.51	Mileage for BOD Meeting 12/09/25 for Shirley Peterson	95--California Pacific Charter - Sonoma
	12/23/25	AMAZ000--Amazon	20137004326	2.64	Office supplies- kitchen products	95--California Pacific Charter - Sonoma
Total for CHASE 1781				\$ 43,196.20		

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	01/25/2026
AMOUNT DUE	\$37,080.86
CURRENT BALANCE	\$37,080.86

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

** 00000000

556375790010093703708086037080866

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY
ORGANIZATION NAME: CALIFORNIA PACIFIC
ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	12-31-25	PREVIOUS BALANCE	26,092.82
CREDIT LIMIT	100,000	PURCHASES AND OTHER CHARGES	38,453.35
AVAILABLE CREDIT	62,919	CASH ADVANCES	.00
		CREDITS	1,372.49
FOR CUSTOMER SERVICE CALL: 1-800-316-6056		PAYMENTS	26,092.82-
FOR TTY/TDD SERVICE CALL: 1-800-955-8060		LATE PAYMENT CHARGES	.00
		CASH ADVANCE FEE	.00
		FINANCE CHARGES	.00
SEND BILLING INQUIRIES TO: JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121		NEW BALANCE	37,080.86
		TOTAL PAYMENT DUE	37,080.86
		DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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COMMERCIAL ACCOUNT ACTIVITY				
CALIFORNIA PACIFIC 5563-7579-0010-0937			TOTAL COMMERCIAL ACTIVITY \$26,092.82CR	
ACCOUNTING CODE:				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-23	12-23		AUTO PAYMENT DEDUCTION	26,092.82 CR

INDIVIDUAL CARDHOLDER ACTIVITY				
CHRISTINE FEHER 5563-7500-1511-9595		CREDITS \$0.00	PURCHASES \$27,431.41	CASH ADV \$0.00
				TOTAL ACTIVITY \$27,431.41
ACCOUNTING CODE:				
Purchasing Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-02	12-01	15270215335001631666095	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	3,431.41
12-15	12-14	15270215348001186826099	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
12-22	12-19	15270215353001213573096	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	12,000.00
Total Purchasing Activity				\$27,431.41
DAISY CARLOS 5563-7581-1531-6581		CREDITS \$1,372.49	PURCHASES \$11,021.94	CASH ADV \$0.00
				TOTAL ACTIVITY \$9,649.45
ACCOUNTING CODE:				
Purchasing Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-01	11-30	82305095335500030866128	STAMPLI FOR 11-2025 MOUNTAIN VIEW CA	1,254.35
12-01	11-30	88971455334500399680075	TYPEFORM, S.L. BARCELONA B	22.50
12-02	12-01	82711165335500058595616	HEGGERTY.ORG OAK PARK IL	89.00
12-02	12-01	85177495335008771497905	PP*AP EXAM TOTALREG BOULDER CO	239.00
12-03	12-02	55457025336122329003095	LEARNING WITHOUT TEARS CABIN JOHN MD	384.91
12-09	12-08	7541823534224522621938	MOO PRINT WILMINGTON DE	133.89
12-11	12-10	82305095345500005887586	CANVA* I04726-68790682 CAMDEN DE	130.07
12-15	12-12	55480775346175102024893	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
12-15	12-14	82711165349500000125151	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA	20.00
12-17	12-16	55432865350206690251274	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
12-22	12-21	15270215355001017149216	TEAMVIEWERGMBHUS LARGO FL	738.90 CR
12-22	12-19	55432865353207655234138	MYFAX SERVICE LOS ANGELES CA	12.00
12-24	12-22	85347055357980001729101	SUPER DUPER PUBLICATIO GREENVILLE SC	215.45
12-31	12-30	88971455364500226570013	TYPEFORM, S.L. BARCELONA B	22.50

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

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
Total Purchasing Activity				\$2,033.06

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-02	12-01	15270215335001032198037	LEGOLAND CALIFORNIA CARLSBAD CA	2,080.00
12-02	11-21	55436875335163277270372	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 17621021 ARRIVAL: 11-19-25	183.07 CR
12-02	11-21	55436875335283260632345	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 17621016 ARRIVAL: 11-19-25	225.26 CR
12-02	11-21	55436875335283260634382	OMNI RANCHO LAS PALMAS RANCHO MIRAGE CA 17621216 ARRIVAL: 11-19-25	225.26 CR
12-08	12-04	52704875339338086065712	HOLIDAY INN DIAMOND BA DIAMOND BAR CA 2218531 ARRIVAL: 12-09-25	488.72
12-23	12-22	05410195356741665410205	FEDEX57049007 MEMPHIS TN P.O.S.: 57049007 SALES TAX: 0.00	168.01
Total Travel Activity				\$2,103.14

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-08	12-07	12302025341000006408046	SEMRUSH BOSTON MA P.O.S.: 25926352 SALES TAX: 0.00	139.95
12-16	12-15	87021305349500096153840	ULTIMATE SLP FARMINGTON CT	12.95
12-17	12-17	12302025351000302514072	MAILCHIMP ATLANTA GA	82.87
12-19	12-19	12302025353000201950037	ADOBE SAN JOSE CA P.O.S.: NA SALES TAX: 0.00	5,277.48
Total Miscellaneous Activity				\$5,513.25



January 2026						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

Late Payment Warning: If we do not receive your payment by the due date, you may have to pay a late fee of \$40 or 2% of the minimum payment due, whichever is greater.

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	\$0.00	\$0.00	\$0.00
Payment, Credits	\$0.00	\$0.00	\$0.00
Purchases	\$2,319.17	\$0.00	\$2,319.17
Fees Charged	\$195.00	\$195.00	\$0.00
Interest Charged	\$0.00	\$0.00	\$0.00
New Balance	\$2,514.17	\$195.00	\$2,319.17
Minimum Payment Due	\$230.00	\$195.00	\$35.00

ADDITIONAL DETAILS

Opening/Closing Date: 12/04/25 - 01/03/26

	Total	Available
Credit Access Line	\$75,000.00	\$72,485.00
Flex for Business Limit	\$30,000.00	\$27,680.00
Cash Access Line	\$2,500.00	\$2,500.00
Balance over the Credit Access Line	\$0.00	

YOUR ACCOUNT MESSAGES

Reminder: To the extent they are accepted, purchases of cryptocurrency and other similar digital or virtual currency are treated as a cash advance with a cash advance fee and an annual percentage rate (APR) that may be higher than your purchase APR.

0000001 FIS33339 C 1 N Z 03 26/01/03 Page 1 of 2 06630 MA PI 92771 00310000010009277101

This Statement is a Facsimile - Not an original



P.O. BOX 15123
WILMINGTON, DE 19850-5123
For Undeliverable Mail Only

Make your payment at
chase.com/paycard

42463154650872190002300000251417000000008

Payment Due Date: 01/25/26
New Balance: \$2,514.17
Minimum Payment Due: \$230.00

Account number: XXXX XXXX XXXX 7219

\$_____ Amount Enclosed
Make/Mail to Chase Card Services at the address below:

92771 BEX Z 326 C
SHANNON GREEN
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

CARDMEMBER SERVICE
PO BOX 6294
CAROL STREAM IL 60197-6294

To contact us regarding your account:

	Call Customer Service: In U.S. 1-800-310-1650 Spanish 1-800-310-1650 Pay by phone 1-800-436-7958 International 1-480-350-7099 We accept operator relay calls		Send Inquiries to: P.O. Box 15298 Wilmington, DE 19850-5298		Mail Payments to: P.O. Box 6294 Carol Stream, IL 60197-6294		Visit Our Website: www.chase.com/cardhelp
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Information About Your Account

Making Your Payments:

The amount of your payment should be at least your minimum payment due, payable in U.S. dollars and drawn on or payable through a U.S. financial institution or the U.S. branch of a foreign financial institution. You can pay down balances faster by paying more than the minimum payments or the total unpaid balance on your account.

You may make payments electronically through our website or by one of our customer service phone numbers above. In using any of these channels, you are authorizing us to withdraw funds as a one-time electronic funds transfer from your bank account. In our automated phone system, this authorization is provided via entry of a personal identification number. You may revoke this authorization by cancelling your payment through our website or customer service telephone numbers prior to the payment processing. If we receive your completed payment request through one of these channels by 11:59 p.m. Eastern Time, we will credit your payment as of that day. If we receive your request after 11:59 p.m. Eastern Time, we will credit your payment as of the next calendar day. If you specify a future date in your request we will credit your payment as of that day.

If you pay by regular U.S. mail to the Payments address shown on this statement, write your account number on your check or money order and include the payment coupon in the envelope. Do not send more than one payment or coupon per envelope. Do not staple, clip or tape the documents. Do not include correspondence. Do not send cash. If we receive your properly prepared payment on any day by 5 p.m. local time at our Payments address on this statement, we will credit to your account that day. If your payment is received after 5 p.m. local time at our Payments address on this statement, we will credit it to your account as of the next calendar day.

For all other payments or for any payment type above for which you do not follow our payment instructions, crediting of your payments may be delayed for up to 5 days.

Account Information Reported To Credit Bureau:

We may report information about your Account to credit bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report. If you think we have reported inaccurate information to a credit bureau, please write to us at Chase Card Services P.O. Box 15369, Wilmington, DE 19850-5369.

Authorization To Convert Your Check To An Electronic Transfer Debit:
When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. Your bank account may be debited as soon as the same day we receive your payment. You will not receive your check back from your institution.

Conditional Payments:

Any payment check or other form of payment that you send us for less than the full balance due that is marked "paid in full" or contains a similar notation, or that you otherwise tender in full satisfaction of a disputed amount, must be sent to Card Services, P.O. Box 15049, Wilmington, DE 19850-5049. We reserve all our rights regarding these payments (e.g., if it is determined there is no valid dispute or if any such check is received at any other address, we may accept the check and you still owe any remaining balance). We may refuse to accept any such payment by returning it to you, not cashing it or destroying it. All other payments that you make should be sent to the regular Payment address shown on this statement.

Annual Renewal Notice:

If your Account Agreement has an annual membership fee, you are responsible for it every year your Account is open. We will add your annual membership fee to your monthly billing statement once a year, whether or not you use your account. Your annual membership fee will be added to your purchase balance and may incur interest. The annual membership fee is non-refundable unless you notify us that you wish to

close your account within 30 days or one billing cycle (whichever is less) after we provide the statement on which the annual membership fee is billed. Your payment of the annual membership fee does not affect our rights to close your Account and to limit your right to make transactions on your Account. If your Account is closed by you or us, the annual membership fee will no longer be billed to your Account.

Calculation Of Balance Subject To Interest Rate:

To figure your periodic interest charges for each billing cycle when a daily periodic rate(s) applies, we use the daily balance method (including new transactions). To figure your periodic interest charges for each billing cycle when a monthly periodic rate(s) applies, we use the average daily balance method (including new transactions). For an explanation of either method, or questions about a particular interest charge calculation on your statement, please call us at the toll free customer service phone number listed above.

When a periodic rate applies, we calculate periodic interest charges separately for each feature (for example, purchases or cash advances). These calculations may combine different categories with the same periodic rates. Variable rates will vary with the market based on the Prime Rate or such index described in your Account Agreement.

Transaction Fees:

There is a transaction fee for each cash advance, in the amount stated in your Account Agreement. Please see your Account Agreement for information about this and any other fees.

Credit Limit:

If you want to inquire about your options to help prevent your account from exceeding your credit limit, please call the number on the back of your card.

PI03012024





To manage your account, including card payments, alerts, and change of address, visit www.chase.com/cardhelp or call the customer service number which appears on your account statement.

YOUR ACCOUNT MESSAGES (CONTINUED)

Starting October 26th, 2025, the Chase DiningSM storefront in Ultimate Rewards will be decommissioned and Chase cardmembers will no longer be able to redeem points towards pre-paid restaurant reservations. Chase cardmembers will still be able to redeem for cash back, travel and more through Ultimate Rewards.

ACCOUNT ACTIVITY

 Denotes Flex for Business activity

Date of Transaction	Merchant	Name or Transaction Description	\$ Amount
01/01		ANNUAL MEMBERSHIP FEE SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) \$195.00 INCLUDING PAYMENTS RECEIVED	195.00
12/18		SQ *RAMEN NAGI SOUTH COAS Costa Mesa CA	290.29
12/19		AOTA 301-652-6611 MD	721.00
12/19		ALLPAID*S E L P A Adminis 888-6047888 CA	357.88
12/22		ACSA* 2026 ACSA EVERY ACSA.ORG CA DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) \$2319.17	950.00

2026 Totals Year-to-Date	
Total fees charged in 2026	\$195.00
Total interest charged in 2026	\$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your **Annual Percentage Rate (APR)** is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Flex for Business	17.74%(v)(d)	- 0 -	- 0 -
			30 Days in Billing Period

(v) = Variable Rate
(d) = Daily Balance Method (including new transactions)
(a) = Average Daily Balance Method (including new transactions)
Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, and other important information, as applicable.



CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: January 13, 2026

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

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of 2026 IRS Mileage Reimbursement Rate

Background:

The IRS annually establishes a standard mileage reimbursement rate for business use. Aligning the school’s reimbursement rate with the IRS standard ensures employees are reimbursed for approved work-related travel. For calendar year 2026, the IRS approved mileage rate will be 72.5 cents (\$0.725) per mile driven for business purposes (up from 70 cents in 2025).

Recommendation:

It is recommended that the Board of Directors approve adoption of the IRS standard mileage reimbursement rate of \$0.725 per mile, effective January 1, 2026 through December 31, 2026.

Fiscal Impact:

The estimated fiscal impact of adopting the updated mileage rate is an increase of \$705.36. Actual costs are dependent on the number of miles driven for approved school-related business.

California Pacific Charter - Los Angeles (#1751)	\$280.51
California Pacific Charter - San Diego (#1758)	\$228.36
California Pacific Charter - Sonoma (#2037)	\$196.49



LAW OFFICES OF YOUNG • MINNEY • CORR LLP

November 30, 2025

Via U.S. Mail & Electronic Mail

California Pacific Charter Schools
Attn: Christine Feher, Executive Director
940 South Coast Drive #185
Costa Mesa, CA 92626

Re: YM&C Legal Services

Dear Valued Client:

Thank you for choosing Young, Minney & Corr LLP ("YM&C") as your trusted legal counsel and partner. We take pride in being California's most experienced, knowledgeable, and respected firm in education law, and we genuinely value your trust and partnership.

YM&C has a longstanding commitment to delivering exceptional legal support to schools across California. In recognition of the funding limitations faced by educational institutions, we have always maintained hourly rates for school clients that are substantially lower than our standard rates. We remain committed to providing California schools with the most competitive rates available for our level of experience and service quality.

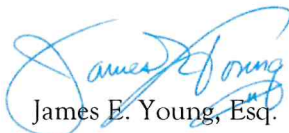
However, due to significant increases in market-wide operating and personnel costs, the overall cost of delivering services has risen, despite our best efforts to mitigate these changes. The rising expenses now make a rate adjustment necessary.

To ensure we can continue delivering high-quality legal services to meet your needs, our hourly rates effective January 1, 2026, will be as follows: Partners and Of Counsel \$425, Senior Associates \$380, Associates \$355, Law Clerks \$215, and Paralegals \$150.

YM&C remains committed to being your partner in navigating complex legal matters efficiently and cost-effectively. We are grateful for your business and look forward to working with you in 2026 and beyond.

Very truly yours,

LAW OFFICES OF YOUNG, MINNEY & CORR LLP


James E. Young, Esq.


Paul C. Minney, Esq.

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK

MAIN OFFICE: 655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825 ■ YMCLEGAL.COM

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Coversheet

Consent - Education/Student Services

Section:	VIII. Consent
Item:	B. Consent - Education/Student Services
Purpose:	
Submitted by:	
Related Material:	26-27 CalPac Instructional Calendar.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS | 2026-2027 CALENDAR

JULY '26

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1 First Day of Summer School
3 No School, Independence Day Holiday
4 Independence Day

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 12/21-1/1 No School**, Winter Break
01 New Year's Day
18 No School, M.L. King Day
22 End of LP 5 (19)
22 Last Day of Semester 1
25 No School, Non-student day
26 First Day of Semester 2

AUGUST '26

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 11 Last Day of Summer School
26 First Day Semester 1

FEBRUARY '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 2/12-2/15 No School**, Presidents' Day Break
19 End of LP 6 (17)

SEPTEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 7 No School**, Labor Day
18 End of LP 1 (17)

MARCH '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 19** End of LP 7 (20)- **P2**
3/29-4/2 No School Spring Break

OCTOBER '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12 No School**, Holiday
16 End of LP2 (19)

APRIL '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 3/29-4/2 No School** Spring Break
16 End of LP 8 (15)

NOVEMBER '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 11 No School**, Veterans Day
13 End of LP 3 (19)
23-27 No School, Fall Break

MAY '27

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 14** End of LP 9 (20)
31 No School, Memorial Day

DECEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 11 End of LP 4 (15)- **P1**
12/21-1/1 No School, Winter Break

JUNE '27

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 4** End of LP 10 (14)

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: C. Consent - Personnel Services
Purpose: Vote

Submitted by:

Related Material:

Employee Handbook 1.13.26 Revisions Summary.pdf

Employee Handbook 1.13.2026.pdf

DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 12 Month.pdf

DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 185 Days.pdf

DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 175 Days.pdf

DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars Classified Tutor.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 220.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 205.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 200.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 190.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 185.pdf

DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 175.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS - EMPLOYEE HANDBOOK REVISIONS January 13, 2026

Bold/Italics to indicate new text

Strikethrough to reflect text being removed

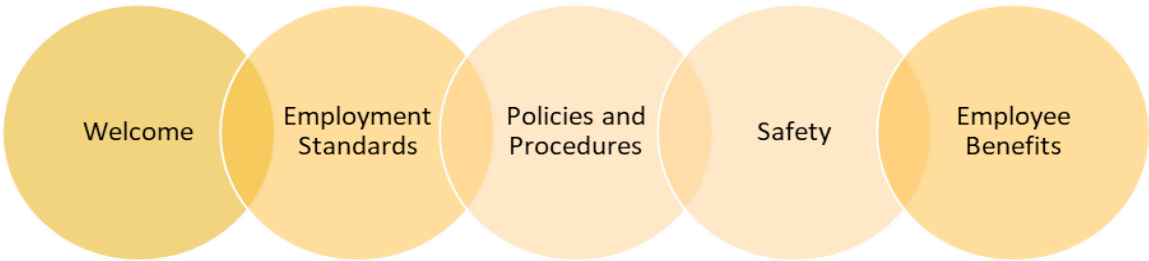
Location	Item
Section VIII: Leaves, Vacation, and Holidays	<p><i>Revise: statement revised to provide clarity</i></p> <p>1. Pay During Pregnancy Disability Leave</p> <p>An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.</p> <p>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.</p> <p><i>Sick leave will be applied starting with the first day of absence until the leave is exhausted. Employees may elect to reserve up to 40 hours of sick leave for use upon return from PDL. 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.</i></p> <p><i>The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.</i></p>
D. Pregnancy Disability Leave (PDL)	



California Pacific Charter Schools

Employee Handbook

January 14, 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

Revised: January 14, 2026

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

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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)	<i>Eligible employees will have the option to choose one of the following offerings:</i>	
		<i>*Tiered Benefit Stipends (for Health, Dental, and/or Vision)</i>	<i>*Cash In Lieu of Benefits</i>
.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
<i>Benefits go into effect the first of the month following benefit eligibility.</i>			

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.

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

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

Employer Contributions:

The School will contribute to a 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 surrounding domestic violence, sexual assault,

stalking or when their worksite or their child's school or daycare closes due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

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

Employees will be paid their regular compensation when using paid sick days. 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 <i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
California Sick Leave Policy	.59 or less	23.6 or less	2/2	-	4

C. California State Benefits (PFL)

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, 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

Sick leave will be applied starting with the first day of absence until the leave is exhausted. Employees may elect to reserve up to 40 hours of sick leave for use upon return from PDL. 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 then be suspended until the employee returns from leave.

The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

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

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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 <i>Certificated Staff</i>				
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 <i>Classified Staff</i>							
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 <i>Classified Manager</i>						
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.

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CLASSIFIED 175 Day Work Year Calendar (2026-2027)																																						
JULY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Legend					
																															0.0	Holidays						
																															0.0	Work Days						
AUGUST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
																															A	R	F			M	0.0	Holidays
																															1	1	1			1	4.0	Work Days
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	T	W	R	F			M	T	W	R	F				M	T	W	R	F				M	T	W	R	F				1.0	Holidays						
	1	1	1	1			H	1	1	1	1				1	1	1	1	1			1	1	1	1			1	1	1	21.0	Work Days						
OCTOBER	1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
	R	F				M	T	W	R	F			M	T	W	R	F				M	T	W	R	F						0.0	Holidays						
	1	1				1	1	1	1	1		N	1	1	1	1			1	1	1	1	1			1	1	1	1	1	21.0	Work Days						
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
		M	T	W	R	F				M	T	W	R	F				M	T	W	R	F			M	T	W	R	F		M	6.0	Holidays					
		1	1	1	1	1				1	1	H	1	1			1	1	1	1	1			H	H	H	H	H		1	15.0	Work Days						
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	T	W	R	F				M	T	W	R	F				M	T	W	R	F				M	T	W	R	F			6.0	Holidays						
	1	1	1	1			1	1	1	1	1			1	1	1	1	1			N	N	N	H	H			H	H	H	H	14.0	Work Days					
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	F					M	T	W	R	F			M	T	W	R	F		M	T	W	R	F			M	T	W	R	F		2.0	Holidays					
	H					1	1	1	1	1			1	1	1	1	1		H	1	1	1	1		N	1	1	1	1		18.0	Work Days						
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28										
	M	T	W	R	F						M	T	W	R	F							M	T	W	R	F					1.0	Holidays						
	1	1	1	1	1	1			1	1	1	1	1			H	1	1	1	1			1	1	1	1	1				18.0	Work Days						
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	M	T	W	R	F				M	T	W	R	F				M	T	W	R	F			M	T	W	R	F		M	T	W	0.0	Holidays				
	1	1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1			N	N	N	20.0	Work Days					
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	0.0	Holidays					
	N	N				1	1	1	1	1			1	1	1	1			1	1	1	1	1			1	1	1	1	1		20.0	Work Days					
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
				M	T	W	R	F				M	T	W	R	F				M	T	W	R	F			M	T	W	R	F	M	1.0	Holidays				
				1	1	1	1	1				1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	H	20.0	Work Days					
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	T	W	R	Z																																0.0	Holidays	
	1	1	1	1																																4.0	Work Days	
H	Holidays																																					
A	First day of school																																					
Z	Last day of school																																					
L	Late start up to and including this date eligible for step advancement																																					



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CLASSIFIED 170 Day Work Year Calendar (2026-2027)																																						
JULY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Legend					
																															0.0	Holidays						
																															0.0	Work Days						
AUGUST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
																															A	R	F			M	0.0	Holidays
																															N	N	N			N	0.0	Work Days
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	T	W	R	F			M	T	W	R	F				M	T	W	R	F						M	T	W				1.0	Holidays						
	N	N	1	1			H	1	1	1	1				1	1	1	1	1									1	1	1	1	19.0	Work Days					
OCTOBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	R	F				M	T	W	R	F			M	T	W	R	F									M	T	W	R	F		0.0	Holidays					
	1	1			1	1	1	1	1			N	1	1	1	1			1	1	1	1	1			1	1	1	1	1	1	21.0	Work Days					
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
		M	T	W	R	F				M	T	W	R	F				M	T	W	R	F				M	T	W	R	F		6.0	Holidays					
		1	1	1	1	1			1	1	H	1	1				1	1	1	1	1			H	H	H	H	H		1		15.0	Work Days					
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	T	W	R	F				M	T	W	R	F				M	T	W	R	F									M	T	W	R	6.0	Holidays				
	1	1	1	1			1	1	1	1	1				1	1	1	1	1				N	N	N	H	H		H	H	H	H	14.0	Work Days				
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	F				M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F		2.0	Holidays				
	H				1	1	1	1	1			1	1	1	1	1			H	1	1	1	1		N	1	1	1	1	1		18.0	Work Days					
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28										
	M	T	W	R	F				M	T	W	R	F			M	T	W	R	F				M	T	W	R	F				1.0	Holidays					
	1	1	1	1	1			1	1	1	1	1				H	1	1	1	1			1	1	1	1	1				18.0	Work Days						
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	M	T	W	R	F				M	T	W	R	F				M	T	W	R	F				M	T	W	R	F				0.0	Holidays				
	1	1	1	1	1			1	1	1	1	1				1	1	1	1	1			1	1	1	1			N	N	N	20.0	Work Days					
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	R	F				M	T	W	R	F				M	T	W	R	F			M	T	W	R	F			M	T	W	R	F	0.0	Holidays				
	N	N				1	1	1	1	1			1	1	1	1			1	1	1	1	1			1	1	1	1	1		20.0	Work Days					
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
				M	T	W	R	F				M	T	W	R	F				M	T	W	R	F							M	1.0	Holidays					
				1	1	1	1	1			1	1	1	1				1	1	1	1	1			1	1	1	1	1		H	20.0	Work Days					
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	T	W	R	Z																															0.0	Holidays		
	1	1	1	1																															4.0	Work Days		
H	Holidays																																					
A	First day of school																																					
Z	Last day of school																																					
L	Late start up to and including this date eligible for step advancement																																					

220-Day Certificated Work Year Calendar (2026-2027)

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Coversheet

Approval of 2025-26 School Accountability Report Card (SARC)

Section:	IX. Education/Student Services
Item:	A. Approval of 2025-26 School Accountability Report Card (SARC)
Purpose:	Vote
Submitted by:	
Related Material:	SARC Board Presentation 25-26.pdf 2025 SARC CPC - Los Angeles.pdf 2025 SARC CPC - San Diego.pdf 2025 SARC CPC - Sonoma.pdf



SARC

School Accountability Report Card

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SARC Overview

School Description Student Enrollment

A. Conditions of Learning: Teachers

A. Conditions of Learning: Textbooks

A. Conditions of Learning: Facility Conditions

B. Pupil Outcomes: CAASPP

B. Pupil Outcomes: CTE and UC/CSU Courses

B. Pupil Outcomes: PFT

C. Engagement: Parental Involvement

C. Engagement: Dropout & Graduation Rates

C. Engagement: Chronic Absenteeism

C. Engagement: School Climate & Safety Plan

D. Other SARC Information: Class Size for Elementary Schools

D. Other SARC Information: Class Size for Secondary Schools

D. Other SARC Information: Support Staff

D. Other SARC Information: Funding

D. Other SARC Information: Advanced Placement

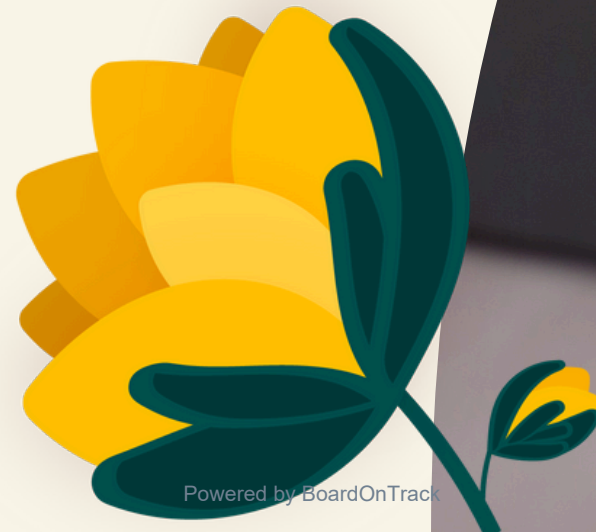
D. Other SARC Information: Professional Development





SARC

Conditions of Learning





Conditions of Learning

The SARC provides the following information relevant to the State priority:

Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair





Conditions of Learning: Teacher Preparation and Placement

Authorization/Assignment	LA 21–22		LA 22–23		LA 23–24		SD 21–22		SD 22–23		SD 23–24		SO 21–22		SO 22–23		SO 23–24	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.4	58.46	24.7	66.38	29.4	69.93	19.9	59.93	25.1	65.48	27.7	68.1	19.9	59.93	24.8	68.32	28.5	68.56
Intern Credential Holders Properly Assigned	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.31	0	0	0	0	0	0.03	0	0	.2	.71	0	0.03	0	0	.4	.96
Credentialed Teachers Assigned Out-of-Field (“Out-of-field” under ESSA)	14.3	41.08	12.2	32.71	12.5	29.71	13.3	40.01	12.4	32.34	12.6	31.16	13.3	40.01	11.4	31.65	12.7	30.48
Unknown	0	0	0.3	0.86	.1	.33	0	0	0.8	2.16	0	0	0	0	0	0	0	0
Total Teaching Positions	34.9	100	37.3	100	42.1	100	33.2	100	38.4	100	40.6	100	33.2	100	36.3	100	41.7	100

Class Assignments Indicator	LA 21–22	LA 22–23	LA 23–24	SD 21–22	SD 22–23	SD 23–24	SO 21–22	SO 22–23	SO 23–24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0	0	0	0	0	0	0
No credential, permit, or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0	0	0	0	0	0	0

Conditions of Learning: Textbooks

Year and month in which the data were collected: December 2023

LA – SD – SO

Subject	Textbooks and Other Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Mathematics	Edgenuity, Bright Thinker [adopted in 2024]	0
Science	Edgenuity, Bright Thinker [adopted in 2024]	0
History–Social Science	Edgenuity, Bright Thinker [adopted in 2024]	0
Foreign Language	Edgenuity, Bright Thinker [adopted in 2024]	0
Health	Edgenuity, Bright Thinker [adopted in 2024]	0
Visual and Performing Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Science Laboratory Equipment (grades 9–12)	N/A, Virtual Labs	0



Conditions of Learning: Facility Conditions

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

LA – SD – SO

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report: N/A				
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences				N/A
Overall Facility Rate				
Exemplary	Good	Fair	Poor	
X				



SARC

Pupil Outcomes





Pupil Outcomes

The SARC provides the following information relevant to the State priority:

Pupil Achievement (Priority 4):

Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements: 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



Pupil Outcomes: CAASPP Summary

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
LA						
Subject	School 23–24	School 24–25	District 23–24	District 24–25	State 23–24	State 24–25
English Language Arts/Literacy (grades 3–8 and 11)	39	49	39	41	47	48
Mathematics (grades 3–8 and 11)	26	47	22	25	35	37
SD						
Subject	School 23–24	School 24–25	District 23–24	District 24–25	State 23–24	State 24–25
English Language Arts/Literacy (grades 3–8 and 11)	29	41	45	49	47	48
Mathematics (grades 3–8 and 11)	33	31	35	40	35	37
SO						
Subject	School 23–24	School 24–25	District 23–24	District 24–25	State 23–24	State 24–25
English Language Arts/Literacy (grades 3–8 and 11)	41	45	38	40	47	48
Mathematics (grades 3–8 and 11)	28	48	25	33	35	37



Pupil Outcomes: CAASPP By Student Group – ELA

CPCS LA

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48%	.52%	50.00%
Female	92	92	100.00%	0.00%	59.78%
Male	98	97	98.98%	1.02%	39.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	21	21	100.00%	0.00%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	105	104	99.05%	.95%	47.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	13	100.00%	0.00%	53.85%
White	45	45	100.00%	0.00%	53.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28%	.72%	43.80%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	100.00%	0.00%	38.10%

Pupil Outcomes: CAASPP By Student Group – ELA

CPCS SD

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17%	.83%	41.18%
Female	68	68	100.00%	0.00%	39.71%
Male	51	50	98.04%	1.96%	44.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00%	0.00%	23.08%
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15%	1.85%	32.08%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	48.48%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77%	1.23%	36.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	42	42	100.00%	0.00%	16.67%

Pupil Outcomes: CAASPP By Student Group – ELA

CPCS SO

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	114	111	97.37%	2.63%	44.55%
Female	52	51	98.08%	1.92%	50.98%
Male	60	58	96.67%	3.33%	36.84%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14%	2.86%	44.12%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	37.50%
White	46	45	97.83%	2.17%	50.00%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77%	3.23%	35.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	29	93.55%	6.45%	25.00%

Pupil Outcomes: CAASPP By Student Group – MATH

CPCS LA

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48%	.52%	47.89%
Female	92	92	100.00%	0.00%	51.09%
Male	98	97	98.98%	1.02%	43.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	21	21	100.00%	0.00%	19.05%
Filipino	--	--	--	--	--
Hispanic or Latino	105	104	99.05%	.95%	48.54%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	13	100.00%	0.00%	61.54%
White	45	45	100.00%	0.00%	48.89%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28%	.72%	44.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	43	43	100.00%	0.00%	45.24%

Pupil Outcomes: CAASPP By Student Group – MATH

CPCS SD

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17%	.83%	31.09%
Female	68	68	100.00%	0.00%	30.88%
Male	51	50	98.04%	1.96%	32.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00%	0.00%	23.08%
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15%	1.85%	26.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	27.27%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77%	1.23%	30.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	42	42	100.00%	0.00%	11.90%



Pupil Outcomes: CAASPP By Student Group – MATH

CPCS SO

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	114	111	97.37%	2.63%	47.75%
Female	52	51	98.08%	1.92%	43.14%
Male	60	58	96.67%	3.33%	51.72%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14%	2.86%	38.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	56.25%
White	46	45	97.83%	2.17%	55.56%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77%	3.23%	36.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	29	93.55%	6.45%	27.59%

Pupil Outcomes: CAASPP Summary – SCIENCE

CAASPP Test Results in Science for All Students						
LA						
Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	20.50	30.82	13.50	18.36	30.73	32.33
SD						
Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.62	26.67	12.31	19.64	30.73	32.33
SO						
Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	36.67	34.29	--	--	30.73	32.33

Pupil Outcomes: CAASPP By Student Group – SCIENCE

CPCS LA

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	149	98.68%	1.32%	30.87%
Female	71	70	98.59%	1.41%	35.71%
Male	78	77	98.72%	1.28%	25.97%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	21.43%
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59%	2.41%	28.40%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	41	41	100.00%	0.00%	34.15%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	106	104	98.11%	1.89%	25.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00%	0.00%	16.22%

Pupil Outcomes: CAASPP By Student Group – SCIENCE

CPCS SD

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	126	99.21%	.79%	26.19%
Female	64	63	98.44%	1.56%	36.51%
Male	62	62	100.00%	0.00%	16.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	50	49	98.00%	2.00%	26.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	14	14	100.00%	0.00%	7.14%
White	48	48	100.00%	0.00%	33.33%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	27.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	35	100.00%	0.00%	8.57%

Pupil Outcomes: CAASPP By Student Group – SCIENCE

CPCS SO

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	73	96.05%	3.95%	34.25%
Female	35	34	97.14%	2.86%	29.41%
Male	39	37	94.87%	5.13%	35.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	19	18	94.74%	5.26%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	33.33%
White	36	34	94.44%	5.56%	38.24%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	24.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	19	90.48%	9.52%	15.79%

Pupil Outcomes: CTE Completers & CSU Courses

CTE Program Participation			
Measure	LA	SD	SO
Number of Pupils Participating in CTE	56	48	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90	80	83.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education			
UC/CSU Course Enrollment/Completion			
UC/CSU Course Measure	LA	SD	SO
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.67%	94.64%	96.91%
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.45%	32.00%	26.32%

Pupil Outcomes: PFT

California Physical Fitness Test Results (2023–24)					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
LA					
Grade 5	89.5%	89.5%	89.5%	84.2%	89.5%
Grade 7	96%	96%	96%	96%	96%
Grade 9	93%	93%	93%	86.7%	93%
SD					
Grade 5	89.5%	89.5%	89.5%	84.2%	89.5%
Grade 7	96%	96%	96%	96%	96%
Grade 9	93%	93%	93%	86.7%	93%
SO					
Grade 5	90%	90%	90%	90%	90%
Grade 7	68.8%	68.8%	68.8%	68.8%	68.8%
Grade 9	75.6%	75.6%	75.6%	75.6%	75.6%



SARC

Engagement



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Engagement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety





Engagement: Dropout & Grad Rate Summary

Engagement: Dropout & Graduation Rate (Four-Year Cohort)									
LA									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.7	7.0	7.4	24.4	25.3	23.8	8.2	8.9	8.0
Graduation Rate	87.2	91.2	92.6	32.4	98.1	41.6	86.2	86.7	87.5
SD									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.1	2.5	3.6	23.6	20.4	18.9	8.2	8.9	8.0
Graduation Rate	93.9	92.5	90.9	52.1	29.9	46.5	86.2	86.4	87.5
SO									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	0.0	15.0	9.5	0.0	15.0	8.2	8.9	8.0
Graduation Rate	90.5	88.2	85.0	90.5	88.2	85.0	86.2	86.4	87.5

Engagement: Graduation By Student Group

CPCS LA

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	54	50	92.6%
Female	25	24	96.0%
Male	29	26	89.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	29	28	96.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	17	15	88.2%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	43	40	93.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	14	13	92.9%

Engagement: Graduation By Student Group

CPCS SD

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	50	90.9%
Female	24	22	91.7%
Male	31	28	90.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	20	20	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	21	20	95.2%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	35	33	94.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	17	12	70.6%

Engagement: Graduation By Student Group

CPCS SO

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	17	85.0%
Female	--	--	--
Male	12	11	91.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--



Engagement: Chronic Absenteeism Overall

Engagement: Dropout & Graduation Rate (Four-Year Cohort)					
LA					
Indicator	Cumulative Enrollment 24-25	Chronic Absenteeism Eligible Enrollment 24-25	Chronic Absenteeism Count 24-25	Chronic Absenteeism Rate 24-25	Chronic Absenteeism Rate 23-24
All Students	493	458	126	27.5%	18.1%
SD					
Indicator	Cumulative Enrollment 24-25	Chronic Absenteeism Eligible Enrollment 24-25	Chronic Absenteeism Count 24-25	Chronic Absenteeism Rate 24-25	Chronic Absenteeism Rate 23-24
All Students	366	339	90	26.5%	21.9%
SO					
Indicator	Cumulative Enrollment 24-25	Chronic Absenteeism Eligible Enrollment 24-25	Chronic Absenteeism Count 24-25	Chronic Absenteeism Rate 24-25	Chronic Absenteeism Rate 23-24
All Students	243	235	49	20.9%	21.4%

Engagement: Chronic Absenteeism By Student Group

CPCS LA

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (%)
All Students	493	458	126	27.5
Female	248	231	68	29.4
Male	241	223	58	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	52	46	17	37.0
Filipino	--	--	--	--
Hispanic or Latino	271	253	72	28.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	29	5	17.2
White	107	102	25	24.5
English Learners	31	28	13	46.4
Foster Youth	--	--	--	--
Homeless	15	13	4	30.8
Socioeconomically Disadvantaged	360	334	103	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	96	31	32.3

Engagement: Chronic Absenteeism By Student Group

CPCS SD

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (%)
All Students	366	339	90	26.5
Female	190	176	42	23.9
Male	174	161	47	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	30	30	4	13.3
Filipino	--	--	--	--
Hispanic or Latino	168	156	44	28.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	30	9	30.0
White	104	95	28	29.5
English Learners	23	21	10	47.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	257	237	66	27.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	82	25	30.5

Engagement: Chronic Absenteeism By Student Group

CPCS SO

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (%)
All Students	243	235	49	20.9
Female	123	118	24	20.3
Male	118	115	25	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	18	5	27.8
Filipino	--	--	--	--
Hispanic or Latino	78	77	17	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	34	6	17.6
White	87	83	19	22.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	146	141	39	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	53	14	26.4



Engagement: Suspensions & Expulsions

LA	Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
	Suspensions	0.00	0.00	0.00	0.30	0.38	0.25	3.60	3.28	2.94
	Expulsions	0.00	0.00	0.00	0.01	0	0.02	0.08	0.07	0.06

SD	Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
	Suspensions	0.00	0.00	0.00	0.41	0.56	0.19	3.60	3.28	2.94
	Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

SO	Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
	Suspensions	0.00	0.00	0.00	2.60	3.01	2.02	3.60	3.28	2.94
	Expulsions	0.00	0.00	0.00	0.24	0.00	0.00	0.08	0.07	0.06



SARC

Other SARC Info



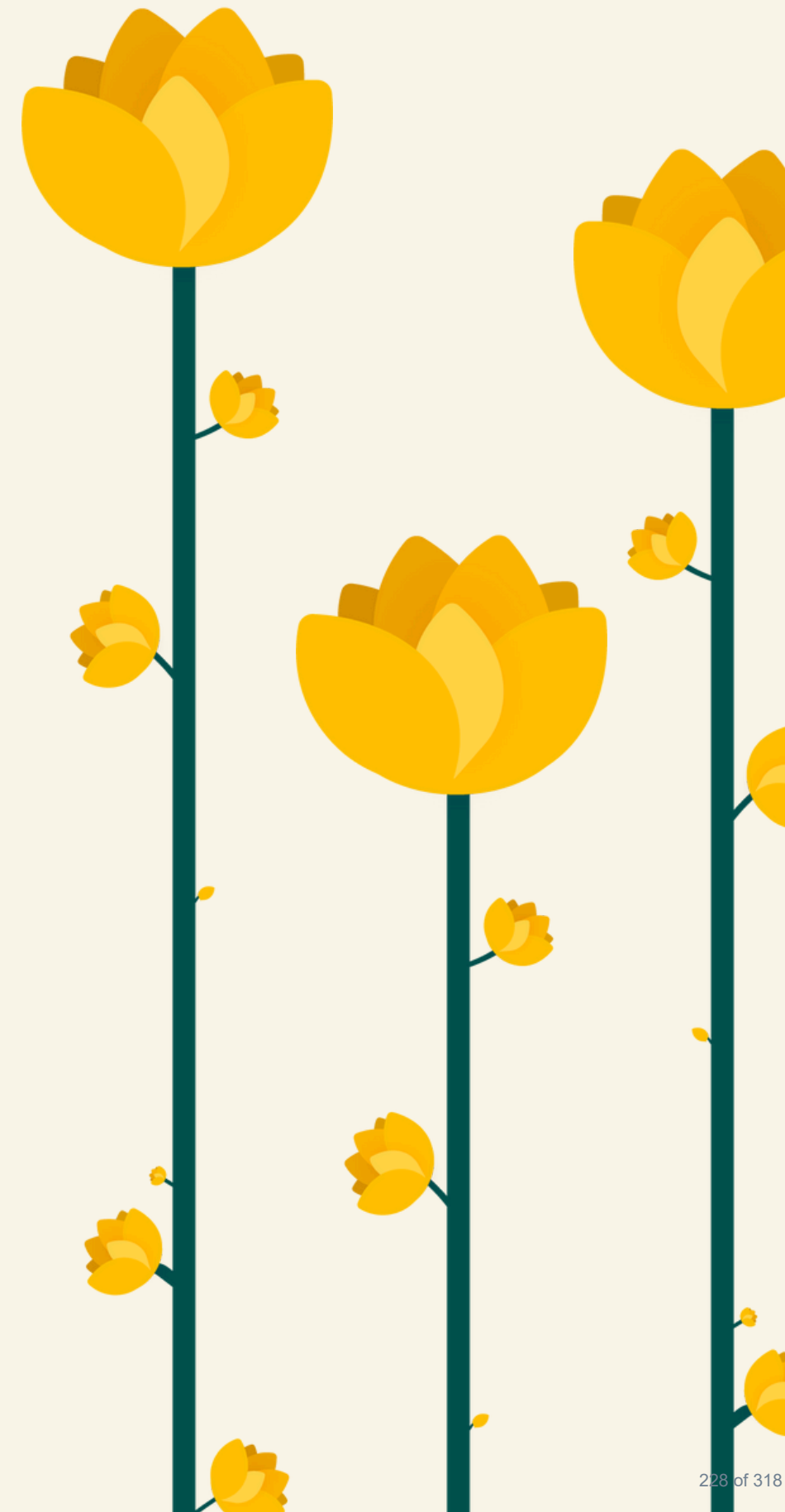
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Other SARC Info

Information Required in the SARC: The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



Support Staff

23–24 Student Support Services Staff

Title	Number of FTE Assigned to School		
	LA	SD	SO
Counselor (Academic, Social/Behavioral or Career Development)	3	3	3
Library Media Teacher (Librarian)	0	0	0
Library Media Services Staff (Paraprofessional)	0	0	0
Psychologist	2	2	2
Social Worker	1	1	1
Nurse	0	0	0
Speech/Language/Hearing Specialist	2	2	2
Resource Specialist (non-teaching)			
Other	12.6	13.6	12.6



Funding CPCS LA

Fiscal Year 23-24 Expenditures Per Pupil & School Site Teacher Salaries

Level	Total Expend. Per Pupil	Expend. Per Pupil (Restricted)	Expend. Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,700	\$4,892	\$9,808	\$76,599.57
District	N/A	N/A	\$9,808	
Percent Difference - School Site and District	N/A	N/A	0.0	1.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-9.4	-2.7

Fiscal Year 23-24 Teacher & Administrative Salaries

Category	District	State Avg.
Begin. Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Avg. Principal Salary (Elem)		\$128,452
Avg. Principal Salary (Middle)		\$137,947
Avg. Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
% Budget for Teacher Sal.	29.46%	24.71%
% Budget for Admin. Sal.	4.91%	5.91%



Funding CPCS SD

Fiscal Year 23-24 Expenditures Per Pupil & School Site Teacher Salaries

Level	Total Expend. Per Pupil	Expend. Per Pupil (Restricted)	Expend. Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,818.00	\$4,909.00	\$9,909.00	\$76,599.57
District	N/A	N/A	\$9,909.00	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-8.3	-2.7

Fiscal Year 23-24 Teacher & Administrative Salaries

Category	District	State Avg.
Begin. Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Avg. Principal Salary (Elem)		\$128,452
Avg. Principal Salary (Middle)		\$137,947
Avg. Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
% Budget for Teacher Sal.	25.89%	24.71%
% Budget for Admin. Sal.	2.87%	5.91%

Funding CPCS SO

Fiscal Year 23-24 Expenditures Per Pupil & School Site Teacher Salaries

Level	Total Expend. Per Pupil	Expend. Per Pupil (Restricted)	Expend. Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,889.00	\$5,375.00	\$10,514.00	\$76,599.57
District	N/A	N/A	\$10,514.00	\$79,064
Percent Difference - School Site and District	N/A	N/A	-163.8	3.7
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-2.4	-3.6

Fiscal Year 23-24 Teacher & Administrative Salaries

Category	District	State Avg.
Begin. Teacher Salary	\$55,741	\$55,248
Mid-Range Teacher Salary	\$76,118	\$80,746
Highest Teacher Salary	\$117,971	\$109,655
Avg. Principal Salary (Elem)		\$133,828
Avg. Principal Salary (Middle)		\$142,253
Avg. Principal Salary (High)		
Superintendent Salary	\$176,407	\$155,954
% Budget for Teacher Sal.	17.99%	25.26%
% Budget for Admin. Sal.	5.67%	6.12%



Professional Development

LA – SD – SO

	22–23	23–24	24–25
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	6



Thank You




California Pacific Charter - Los Angeles

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

<div>SARC Overview</div> <div></div>	<p>By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.</p> <ul style="list-style-type: none">- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
<div>DataQuest</div> <div></div>	<p>DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).</p>
<div>California School Dashboard</div> <div></div>	<p>The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.</p>
<div>Internet Access</div>	<p>Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.</p>

2025-26 School Contact Information

School Name	California Pacific Charter - Los Angeles
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	855-225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
Grade Span	K-12
County-District-School (CDS) Code	19-75309-0132654

2025-26 District Contact Information

District Name	California Pacific Charter - Los Angeles
Phone Number	855-225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website	www.cal-pacs.org

2025-26 School Description and Mission Statement

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

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

Our Core Values:

CALPAC C.A.R.E.S.

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

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

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

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage

2025-26 School Description and Mission Statement

fully in a global society.

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	18
Kindergarten	25
Grade 1	26
Grade 2	20
Grade 3	30
Grade 4	19
Grade 5	22
Grade 6	23
Grade 7	22
Grade 8	21
Grade 9	44
Grade 10	42
Grade 11	69
Grade 12	60
Total Enrollment	423

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	49.6
Non-Binary	0.9
American Indian or Alaska Native	0.2
Asian	1.7
Black or African American	10.2
Filipino	1.7
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.9
White	25.8
English Learners	6.1
Foster Youth	0.2
Homeless	2.4
Socioeconomically Disadvantaged	70.7
Students with Disabilities	19.6

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.4	58.46	271.4	43.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	0.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.31	19.7	3.16	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.3	41.08	318.6	50.92	11953.1	4.28
Unknown/Incomplete/NA	0	0.06	10.9	1.74	15831.9	5.67
Total Teaching Positions	34.9	100	625.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.7	66.38	252.8	42.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	11.9	1.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	29.6	4.93	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.2	32.71	292.2	48.71	11746.9	4.23
Unknown/Incomplete/NA	0.3	0.86	13.2	2.21	14303.8	5.15
Total Teaching Positions	37.3	100	599.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.4	69.93	271.4	43.92	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.6	1.89	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.7	2.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.5	29.71	295.7	47.84	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.33	21.5	3.48	13705.8	4.91
Total Teaching Positions	42.1	100	618.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0	0
Local Assignment Options	12.20	12.2	12.5
Total Out-of-Field Teachers	14.30	12.2	12.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry-leading companies (Edgenuity and Bright Thinker), which are Common Core state standard-aligned and A-G approved. In 2024, California Pacific Charter—Los Angeles did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Bright Thinker was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists, and video demonstrations, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content through a school-issued device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

TK-8 students have access to supplementary curriculum including Renasissance STAR, Freckle, Amira, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

Year and month in which the data were collected

December 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Mathematics	Edgenuity, Bright Thinker [adopted in 2024]	0
Science	Edgenuity, Bright Thinker [adopted in 2024]	0
History-Social Science	Edgenuity, Bright Thinker [adopted in 2024]	0
Foreign Language	Edgenuity, Bright Thinker [adopted in 2024]	0
Health	Edgenuity, Bright Thinker [adopted in 2024]	0
Visual and Performing Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	0

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	49	39	41	47	48
Mathematics (grades 3-8 and 11)	26	47	22	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48	0.52	50.00
Female	92	92	100.00	0.00	59.78
Male	98	97	98.98	1.02	39.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	105	104	99.05	0.95	47.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	53.85
White	45	45	100.00	0.00	53.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28	0.72	43.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	38.10

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	191	99.48	0.52	47.89
Female	92	92	100.00	0.00	51.09
Male	98	97	98.98	1.02	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	105	104	99.05	0.95	48.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	45	45	100.00	0.00	48.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28	0.72	44.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	45.24

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.5	30.82	13.5	18.36	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	149	98.68	1.32	30.87
Female	71	70	98.59	1.41	35.71
Male	78	77	98.72	1.28	25.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59	2.41	28.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	34.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	106	104	98.11	1.89	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	16.22

2024-25 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

Introduction to CTE

CTE Business Management 1 (A-G approved)

CTE Business Management 2 (A-G approved)

CTE Design, Visual & Media Arts 1 (A-G approved)

CTE Design, Visual & Media Arts 2 (A-G approved)

CTE Careers in Education (A-G approved)

CTE Web & Social Media Programming & Design

CTE Hospitality & Tourism

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	56
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.67
Graduates Who Completed All Courses Required for UC/CSU Admission	25.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.5%	89.5%	89.5%	84.2%	89.5%
Grade 7	96%	96%	96%	96%	96%
Grade 9	93%	93%	93%	86.7%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

California Pacific Charter—Los Angeles strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and educational experiences at the school. The School Site Council meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and the school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.7	7	7.4	24.4	25.3	23.8	8.2	8.9	8
Graduation Rate	87.2	91.2	92.6	32.4	34.7	41.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	54	50	92.6
Female	25	24	96.0
Male	29	26	89.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	29	28	96.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	43	40	93.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	13	92.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	458	126	27.5
Female	248	231	68	29.4
Male	241	223	58	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	52	46	17	37.0
Filipino	--	--	--	--
Hispanic or Latino	271	253	72	28.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	29	5	17.2
White	107	102	25	24.5
English Learners	31	28	13	46.4
Foster Youth	--	--	--	--
Homeless	15	13	4	30.8
Socioeconomically Disadvantaged	360	334	103	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	96	31	32.3
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.3	0.38	0.25	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2026. Each year, as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	15	0	0
1	10	10	0	0
2	5	10	0	0
3	8	10	0	0
4	8	10	0	0
5	6	9	0	0
6	7	10	0	0
Other	4	12	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	15	0	0
1	9	10	0	0
2	15	10	0	0
3	8	10	0	0
4	7	11	0	0
5	9	8	0	0
6	12	11	0	0
Other	8	7	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	10		
1	12	10		
2	7	11		
3	9	16		
4	9	10		
5	6	16		
6	7	16		
Other	6	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	125	0	0
Mathematics	2	105	0	0
Science	2	90	0	0
Social Science	2	125	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	134		
Mathematics	2	108		
Science	2	98		
Social Science	2	133		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	150		
Mathematics	2	102		
Science	2	71		
Social Science	2	126		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	142.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	12.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,700	\$4,892	\$9,808	\$76,599.57
District	N/A	N/A	\$9,808	
Percent Difference - School Site and District	N/A	N/A	0.0	1.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-9.4	-2.7

Fiscal Year 2024-25 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program, including college preparatory curriculum and counseling in academics and social-emotional learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
Percent of Budget for Teacher Salaries	29.46%	24.71%
Percent of Budget for Administrative Salaries	4.91%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, goal setting aligned with the professional standards of practice, etc. Topics are presented by peers, vendors, or education professionals. CalPac launched a professional development platform in Alludo where staff can seek out training asynchronously in a variety of areas from systems management, education technology, soft skills, and much more.

Professional Development

In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators
- CORWIN, MTSS

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

- Sexual harassment
- Blood-borne pathogens
- Mandated reporting

PRISM Training

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee’s contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6

California Pacific Charter - San Diego

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

<div>SARC Overview</div> <div></div>	<p>By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.</p> <ul style="list-style-type: none">- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
<div>DataQuest</div> <div></div>	<p>DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).</p>
<div>California School Dashboard</div> <div></div>	<p>The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.</p>
<div>Internet Access</div>	<p>Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.</p>

2025-26 School Contact Information

School Name	California Pacific Charter - San Diego
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	855-225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
Grade Span	K-12
County-District-School (CDS) Code	37-75416-0132472

2025-26 District Contact Information

District Name	California Pacific Charter - San Diego
Phone Number	855-225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website	www.cal-pacs.org

2025-26 School Description and Mission Statement

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

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

Our Core Values:

CALPAC C.A.R.E.S.

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

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

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

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage

2025-26 School Description and Mission Statement

fully in a global society.

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	18
Kindergarten	22
Grade 1	10
Grade 2	16
Grade 3	15
Grade 4	14
Grade 5	19
Grade 6	9
Grade 7	15
Grade 8	21
Grade 9	26
Grade 10	45
Grade 11	41
Grade 12	57
Total Enrollment	310

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.1
Non-Binary	0.6
American Indian or Alaska Native	1.9
Asian	3.5
Black or African American	9.4
Filipino	0.6
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	8.4
White	28.7
English Learners	5.5
Foster Youth	0.3
Homeless	1
Socioeconomically Disadvantaged	68.1
Students with Disabilities	23.9

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.9	59.93	108.2	60.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.03	0.6	0.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.3	40.01	64.5	36.23	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.6	2.63	15831.9	5.67
Total Teaching Positions	33.2	100	178.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.1	65.48	149.1	73.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.49	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.4	32.34	47.4	23.42	11746.9	4.23
Unknown/Incomplete/NA	0.8	2.16	5.1	2.54	14303.8	5.15
Total Teaching Positions	38.4	100	202.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.7	68.1	175.7	75.76	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.71	0.2	0.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.6	31.16	47.6	20.56	12112.8	4.34
Unknown/Incomplete/NA	0	0	7.2	3.11	13705.8	4.91
Total Teaching Positions	40.6	100	231.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	12.20	12.4	12.6
Total Out-of-Field Teachers	13.30	12.4	12.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry-leading companies (Edgenuity and Bright Thinker), which are Common Core state standard-aligned and A-G approved. In 2024, California Pacific Charter—Sonoma did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Accelerate was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists, and video demonstrations, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content through a school-issued device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

K-8 students have access to supplementary curriculum including Renaissance STAR, Freckle, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

Year and month in which the data were collected

December 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Mathematics	Edgenuity, Bright Thinker [adopted in 2024]	0
Science	Edgenuity, Bright Thinker [adopted in 2024]	0
History-Social Science	Edgenuity, Bright Thinker [adopted in 2024]	0
Foreign Language	Edgenuity, Bright Thinker [adopted in 2024]	0
Health	Edgenuity, Bright Thinker [adopted in 2024]	0
Visual and Performing Arts	Edgenuity, Bright Thinker [adopted in 2024]	0
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	0

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

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual; therefore, the administrative office is the only facility.

Year and month of the most recent FIT report				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	41	45	49	47	48
Mathematics (grades 3-8 and 11)	33	31	35	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17	0.83	41.18
Female	68	68	100.00	0.00	39.71
Male	51	50	98.04	1.96	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	32.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	48.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	1.23	36.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	16.67

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17	0.83	31.09
Female	68	68	100.00	0.00	30.88
Male	51	50	98.04	1.96	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	26.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	1.23	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	11.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.62	26.67	12.31	19.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	126	99.21	0.79	26.19
Female	64	63	98.44	1.56	36.51
Male	62	62	100.00	0.00	16.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	49	98.00	2.00	26.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	7.14
White	48	48	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	27.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	8.57

2024-25 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

Introduction to CTE

CTE Business Management 1 (A-G approved)

CTE Business Management 2 (A-G approved)

CTE Design, Visual & Media Arts 1 (A-G approved)

CTE Design, Visual & Media Arts 2 (A-G approved)

CTE Careers in Education (A-G approved)

CTE Web & Social Media Programming & Design

CTE Hospitality & Tourism

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	94.64
Graduates Who Completed All Courses Required for UC/CSU Admission	32

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.5%	89.5%	89.5%	84.2%	89.5%
Grade 7	96%	96%	96%	96%	96%
Grade 9	93%	93%	93%	86.7%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

California Pacific Charter—San Diego strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.1	2.5	3.6	23.6	20.4	18.9	8.2	8.9	8
Graduation Rate	93.9	92.5	90.9	52.1	29.9	46.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	50	90.9
Female	24	22	91.7
Male	31	28	90.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	20	20	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	20	95.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	35	33	94.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	12	70.6
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	339	90	26.5
Female	190	176	42	23.9
Male	174	161	47	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	30	30	4	13.3
Filipino	--	--	--	--
Hispanic or Latino	168	156	44	28.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	30	9	30.0
White	104	95	28	29.5
English Learners	23	21	10	47.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	257	237	66	27.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	82	25	30.5
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.41	0.56	0.19	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2026. Each year, as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	15	0	0
1	5	10	0	0
2	2	11	0	0
3	3	15	0	0
4	3	10	0	0
5	4	10	0	0
6	9	11	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	15	0	0
1	5	10	0	0
2	7	10	0	0
3	9	5	0	0
4	1	12	0	0
5	6	10	0	0
6	7	10	0	0
Other	3	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	10		
1	4	10		
2	8	10		
3	4	15		
4	6	11		
5	7	11		
6	5	10		
Other	5	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	111	0	0
Mathematics	2	90	0	0
Science	2	83	0	0
Social Science	2	123	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	109		
Mathematics	2	102		
Science	2	77		
Social Science	2	122		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	125		
Mathematics	2	87		
Science	2	63		
Social Science	2	121		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	93.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	13.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,818.00	\$4,909.00	\$9,909.00	\$76,599.57
District	N/A	N/A	\$9,909.00	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-8.3	-2.7

Fiscal Year 2024-25 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program including college preparatory curriculum and counseling in academics and social-emotional learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$54,773
Mid-Range Teacher Salary		\$78,981
Highest Teacher Salary		\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary		\$176,162
Percent of Budget for Teacher Salaries	25.89%	24.71%
Percent of Budget for Administrative Salaries	2.87%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, goal setting aligned with the professional standards of practice, etc. Topics are presented by peers, vendors, or education professionals. CalPac launched a professional development platform in Alludo where staff can seek out training asynchronously in a variety of areas from systems management, education technology, soft skills, and much more.

In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators
- CORWIN, MTSS

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

- Sexual harassment
- Blood-borne pathogens
- Mandated reporting

Professional Development

PRISM Training
All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee’s contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6


California Pacific Charter- Sonoma

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

<div>SARC Overview</div> <div></div>	<p>By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.</p> <ul style="list-style-type: none">- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
<div>DataQuest</div> <div></div>	<p>DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).</p>
<div>California School Dashboard</div> <div></div>	<p>The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.</p>
<div>Internet Access</div>	<p>Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.</p>

2025-26 School Contact Information

School Name	California Pacific Charter- Sonoma
Street	940 South Coast Dr. #185
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(855) 225-7227
Principal	Ericka Zemmer
Email Address	ezemmer@cal-pacs.org
School Website	www.cal-pacs.org
Grade Span	K-12
County-District-School (CDS) Code	49-70722-039048

2025-26 District Contact Information

District Name	California Pacific Charter - Sonoma
Phone Number	(855) 225-7227
Superintendent	Christine Feher
Email Address	cfeher@cal-pacs.org
District Website	www.cal-pacs.org

2025-26 School Description and Mission Statement

Mission Statement

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

Vision Statement

California Pacific Charter Schools, in partnership with our community, will:

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

Our Core Values:

CALPAC C.A.R.E.S.

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

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

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

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage

2025-26 School Description and Mission Statement

fully in a global society.

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	3
Kindergarten	13
Grade 1	4
Grade 2	12
Grade 3	14
Grade 4	12
Grade 5	10
Grade 6	10
Grade 7	17
Grade 8	24
Grade 9	23
Grade 10	23
Grade 11	31
Grade 12	20
Total Enrollment	213

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	47.4
Non-Binary	0.9
American Indian or Alaska Native	3.8
Asian	1.9
Black or African American	8.5
Filipino	4.7
Hispanic or Latino	30.5
Two or More Races	15
White	34.7
English Learners	2.8
Homeless	1.4
Socioeconomically Disadvantaged	57.3
Students with Disabilities	18.8

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.4	59.85	32.2	68.59	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.64	0.7	1.68	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.4	39.48	13.4	28.65	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.5	1.06	15831.9	5.67
Total Teaching Positions	34.1	100	47	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.8	68.32	35.1	71.28	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.6	3.37	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.4	31.65	12.4	25.33	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	36.3	100	49.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.5	68.56	37.5	70	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	0.96	2.3	4.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.7	30.48	13.7	25.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	41.7	100	53.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0	0.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.20	0	0
Local Assignment Options	12.20	11.4	12.7
Total Out-of-Field Teachers	13.40	11.4	12.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

California Pacific Charter Schools purchases online curriculum from industry-leading companies (Edgenuity and Bright Thinker), which are Common Core state standard-aligned and A-G approved. In 2024, California Pacific Charter—Sonoma did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 6-12 and Accelerate was the best fit for grades TK-5. A robust rubric was developed by the selection committee, which included all education partners. For more information, current course lists, and video demonstrations, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content through a school-issued device. The school provides a Chromebook to each student enrolled and a hotspot to students who need access to the internet.

K-8 students have access to supplementary curriculum including Renaissance STAR, Freckle, Reading Eggs, Mystery Science, SORA reading library, Lexia, BrainPOP, and more.

Year and month in which the data were collected

December 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, Bright Thinker [adopted in 2024]	0%
Mathematics	Edgenuity, Bright Thinker [adopted in 2024]	0%
Science	Edgenuity, Bright Thinker [adopted in 2024]	0%
History-Social Science	Edgenuity, Bright Thinker [adopted in 2024]	0%
Foreign Language	Edgenuity, Bright Thinker [adopted in 2024]	0%
Health	Edgenuity, Bright Thinker [adopted in 2024]	0%
Visual and Performing Arts	Edgenuity, Bright Thinker [adopted in 2024]	0%
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	0%

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

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual; therefore, the administrative office is the only facility.

Year and month of the most recent FIT report				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	45	38	40	47	48
Mathematics (grades 3-8 and 11)	28	48	25	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	114	111	97.37	2.63	44.55
Female	52	51	98.08	1.92	50.98
Male	60	58	96.67	3.33	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	44.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	37.50
White	46	45	97.83	2.17	50.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	25.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	114	111	97.37	2.63	47.75
Female	52	51	98.08	1.92	43.14
Male	60	58	96.67	3.33	51.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	38.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	56.25
White	46	45	97.83	2.17	55.56
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	27.59

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.67	34.29		--	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	73	96.05	3.95	34.25
Female	35	34	97.14	2.86	29.41
Male	39	37	94.87	5.13	35.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	36	34	94.44	5.56	38.24
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	15.79

2024-25 Career Technical Education Programs

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers pathways in Business, Digital Media Arts, and Education. The following courses are offered:

Introduction to CTE

CTE Business Management 1 (A-G approved)

CTE Business Management 2 (A-G approved)

CTE Design, Visual & Media Arts 1 (A-G approved)

CTE Design, Visual & Media Arts 2 (A-G approved)

CTE Careers in Education (A-G approved)

CTE Web & Social Media Programming & Design

CTE Hospitality & Tourism

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.91
Graduates Who Completed All Courses Required for UC/CSU Admission	26.32

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.5%	89.5%	89.5%	84.2%	89.5%
Grade 7	96%	96%	96%	96%	96%
Grade 9	93%	93%	93%	86.7%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

California Pacific Charter—Sonoma strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school. The School Site Council that meets quarterly to provide input on the operations of the school. Additionally, surveys are disseminated throughout the year to gather feedback on various programs and school climate. Parents/guardians are encouraged to call or email the school with their ideas and suggestions on ways to improve the school and programs For more information on how to become involved at the school, please contact Christine Feher, Superintendent, at cfeher@cal-pacs.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	0	15	9.5	0	15	8.2	8.9	8
Graduation Rate	90.5	88.2	85	90.5	88.2	85	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	17	85.0
Female	--	--	--
Male	12	11	91.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	243	235	49	20.9
Female	123	118	24	20.3
Male	118	115	25	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	18	5	27.8
Filipino	--	--	--	--
Hispanic or Latino	78	77	17	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	34	6	17.6
White	87	83	19	22.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	146	141	39	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	53	14	26.4
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.6	3.01	2.02	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.24	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The Comprehensive School Safety Plan is developed in collaboration with the School Site Council to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in January 2026. Each year as part of training, teachers and staff review the safety plan at the beginning of the year. The safety plan may be viewed or provided upon request.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	5	0	0
1	3	10	0	0
2	3	10	0	0
3	3	5	0	0
4	2	15	0	0
5	3	15	0	0
6	3	15	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	10	0	0
1	3	10	0	0
2	3	10	0	0
3	3	5	0	0
4	3	10	0	0
5	4	10	0	0
6	5	11	0	0
Other	2	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	12		
1	2	10		
2	6	11		
3	5	15		
4	6	10		
5	5	10		
6	4	11		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	63	0	0
Mathematics	1	48	0	0
Science	2	43	0	0
Social Science	1	62	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	74		
Mathematics	1	72		
Science	2	56		
Social Science	2	75		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	86		
Mathematics	2	71		
Science	2	59		
Social Science	2	85		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	50.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	12.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,889.00	\$5,375.00	\$10,514.00	\$76,599.57
District	N/A	N/A	\$10,514.00	\$79,064
Percent Difference - School Site and District	N/A	N/A	0.0	-3.2
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-5.8	-10.7

Fiscal Year 2024-25 Types of Services Funded

California Pacific Charter School is a non-classroom based independent study charter school program that serves students in grades TK-12 and offers a comprehensive program including college preparatory curriculum and counseling in academics and social-emotional learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,741	\$55,248
Mid-Range Teacher Salary	\$76,118	\$80,746
Highest Teacher Salary	\$117,971	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$176,407	\$155,954
Percent of Budget for Teacher Salaries	17.99%	25.26%
Percent of Budget for Administrative Salaries	5.67%	6.12%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, etc. Topics are presented by peers, vendors or education professionals.

In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators
- CORWIN, MTSS

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

Sexual harassment
Blood-borne pathogens
Mandated reporting
PRISM Training

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing

Professional Development

employee’s contract, and periodically over the course of their employment in accordance with state law.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6

Coversheet

Approval of Professional Development Plan

Section:	X. Personnel Services
Item:	A. Approval of Professional Development Plan
Purpose:	Vote
Submitted by:	
Related Material:	BUS CPCS Professional Development Plan 1.13.26.pdf Professional Development Estimates 25-26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 10.A

Date: January 13, 2026

	Business/Financial Services
	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Education/Student Services
	Organizational Structure of the Board
X	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Professional Development Opportunities for Staff

Background:

In reviewing the 2025-2026 budget, school leadership identified available funds that will provide a unique opportunity to invest in the growth and enhancement of CalPac educators' skills and knowledge. By allocating these funds towards comprehensive professional development programs, CalPac can ensure that teaching staff remain at the forefront of educational innovation and best practices, ultimately benefiting the students' learning experience and academic success.

This plan provides opportunities for all CalPac staff members to engage in leadership development, research-based early literacy development, and AVID training for best teaching practices.

Professional Development Opportunities

Corwin Virtual Institute Sessions

CalPac is considering several Corwin one-day virtual institute options (Zoom) designed to strengthen instructional practice and improve student outcomes across key focus areas. Each training includes actionable strategies and implementation tools educators can use immediately, with a per-participant cost of \$199–\$299 for the one-day session.

Building Risk-Ready Classrooms Where Students Thrive Virtual Institute

Building Risk-Ready Classrooms Where Students Thrive is a one-day virtual institute (Zoom) focused on helping teachers create classroom environments where students feel safe to take academic risks, test new ideas, and learn from mistakes. Led by Douglas Fisher, Nancy Frey, and James Marshall, the

institute provides a framework for understanding and measuring academic risk-taking, including a continuum teachers can use to help students name and practice different levels of risk. Participants will also review practical strategies to strengthen classroom climate and identify common barriers that prevent students from taking risks, with actionable approaches to remove those barriers.

This training is \$299 per participant for a one-day session.

Belonging in School Virtual Institute

Belonging in School is a virtual institute focused on strengthening student outcomes by building learning environments where students feel valued, respected, and connected. The session reviews the impact of belonging on student success and supports educators in identifying clear, research-based actions to improve student experience and engagement. Participants will explore 11 research-based dimensions of belonging and leave with strategies that can be implemented to enhance school culture and foster a stronger classroom community.

This training is \$199 per participant for a one-day session.

Early Childhood Education Virtual Institute

The Early Childhood Education Playbook is a virtual institute focused on supporting effective planning and instruction during the critical developmental window from birth through age 8. The institute uses Visible Learning® research to guide instructional planning, documentation practices, and collaboration with families and colleagues. Participants will engage in modules that address the unique characteristics of early childhood learning environments and build coherent practices over time, including teacher clarity, language development, family partnerships, formative assessment and feedback, and equity and inclusion. The institute emphasizes practical tools and shared goal-setting to support strong outcomes for early learners.

This training is \$299 per participant for a one-day session.

Introduction to RIGOR Virtual Institute

Introduction to RIGOR is a virtual institute designed to clarify what rigor looks like in practice and support educators in implementing high expectations in observable, actionable ways. The workshop addresses common misconceptions and reframes rigor as a practical approach for strengthening instruction. Using the RIGOR Walk model—Relationships, Instruction, Goals, Organization, and Relevance—participants will identify current strategies in their practice and develop additional approaches to strengthen instruction and build collective efficacy.

This training is \$299 per participant for a one-day session.

The Mathematics Playbook Virtual Institute

The Mathematics Playbook is a virtual institute focused on designing and implementing math learning experiences that support strong outcomes for all learners. The institute emphasizes that effective implementation drives student learning and supports teachers in strengthening classroom decision-making around mathematics instruction. Participants will engage with four core areas: defining what it means to learn math, clearly communicating expectations, designing rigorous tasks and experiences, and using evidence to guide instruction. Collaboration, feedback, and critical

dialogue are embedded throughout to support ongoing professional learning.

This training is \$299 per participant for a one-day session.

NCUST's 2026 America's Best Schools Symposium

The NCUST 2026 America's Best Schools Symposium is a two-day learning experience focused on the practices and systems that drive strong student outcomes. Day 1 includes a keynote on Coaching for Impact by Dr. Doug Fisher and a deep dive into the Gears That Drive School Success with Dr. Joseph Johnson Jr., with opportunities to learn from NCUST 2025 award-winning schools through videos and examples of effective leadership, culture, curriculum, and instruction. Day 2 offers differentiated learning opportunities, including an on-site school visit for cohort and premium participants, as well as continued learning for others focused on implementation across the first five gears. The symposium concludes with an intervention and enrichment workshop designed to provide practical takeaways for immediate use.

This training costs \$50 per virtual participant and \$395 per in-person participant, in addition to travel expenses.

AVID Virtual Live

AVID Virtual Live (formerly AVID Ignite) is a two-day, expert-led virtual training designed to strengthen educator practice through Community of Practice learning and planning support. The training includes approximately 12 hours of sessions, and AVID Sparks is intended to build collective educator agency. Participants select from 17 Communities of Practice, collaborate with peers nationwide, and access tools and resources to extend learning and implementation throughout the school year.

This training is \$995 per participant, plus up to 20 hours at the professional training pay rate.

CCIS Annual Conference

The CCIS Annual Conference is designed for independent study and charter school practitioners, focusing on strengthening school operations through best practices and applied strategies. Participants will receive legislative updates to support awareness of current education law and compliance requirements. A dedicated compliance workshop provides practical guidance to support the implementation of state regulatory expectations.

This training is \$799 per participant for a 2-day conference, in addition to travel expenses.

DLAC Ignite Conference

DLAC Ignite! is an immersive conference that provides personalized learning pathways, networking opportunities, and a broad selection of professional learning sessions focused on instructional strategy in digital learning environments. The conference includes approximately 20 hours of sessions and additional programming options, with access to leaders and practitioners across the digital learning continuum. Session topics support the implementation of remote, hybrid, and blended learning through peer-led learning experiences. DLAC's expanded in-person programming provides additional opportunities for collaboration, resource sharing, and community-building across digital learning programs.

This training is \$849 per participant for a 3-day conference, in addition to travel expenses.

CCSA Annual Conference

The CCSA Annual Conference is a four-day professional learning and networking event for charter and independent study educators, leaders, and advocates across California. The conference includes keynotes and practical sessions intended to support immediate implementation in classrooms and school systems. Session topics include updates on charter law and education policy, classroom management, curriculum and instruction, teacher development, and governance practices such as board operations and strategic planning.

This training is \$675 per participant for a 2-day conference, in addition to travel expenses.

Spring CUE Conference

Spring CUE 2026 (powered by CALIE) is a professional learning conference offering expanded session formats to support hands-on learning and educator collaboration. Session options include CALIE Labs, panel discussions, and Transformative Educator Talks aligned to future-focused tracks such as AI integration, instructional design, and STEAM empowerment. The conference is designed to support educators in strengthening instructional practice and planning for emerging priorities in teaching and learning.

This training is \$620 per participant for a 3-day conference, in addition to travel expenses.

Classified Staff Opportunities

Classified staff will be provided professional development training opportunities as well. Some of these trainings include AVID Tutor training, various system trainings (School Pathways, Parent Square, CSU Conferences), and conferences such as the California School Public Relations Association and the California Association of School Business Officials.

Summary: Professional Development opportunities on this list are not exhaustive, employees may participate in relevant, work-related training opportunities not listed but approved by the administration. The up to \$155,000 requested will support comprehensive costs, including conference registration, associated travel expenses, and additional employee pay for participation outside of the regular work year.

Recommendation: It is recommended the Board approve the Professional Development Plan for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: Up to \$155,000.00

- California Pacific Charter - Los Angeles (#1751) \$72,500.00
- California Pacific Charter - San Diego (#1758) \$72,500.00
- California Pacific Charter - Sonoma (#2037) \$10,00.00

Default Jobs (HR)	Virtual	Reg	In-Person	Reg	Food	Mileage	Hotel	Airfare	AVID Ignite	Reg	Hourly Comp
Student Services Support Specialist											
Online Teacher (6-12)	Y	\$299									
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Speech and Language Pathologist			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299									
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299							Y	\$925	\$667
Online Teacher (6-12)	Y	\$299									
Online Teacher (6-12)	Y	\$299							Y	\$925	\$667
Online Teacher (6-12)	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300			
MTSS and Intervention Coordinator											
Online Teacher (TK-5)	Y	\$299									
Speech and Language Pathology Assistant											
Online Teacher (6-12)			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (TK-5)	Y	\$299									
Education Specialist	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
Education Specialist			Y	\$700	\$80	\$100	\$700	\$300			
Superintendent											
Director Human Resources											
Online Teacher (TK-5)	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
Registrar and Data Analyst											
Executive Assistant											
Assistant Director Guidance, Admissions, and Records											
Online Teacher (6-12)	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
Online Teacher (6-12)	Y	\$299									
Education Specialist	Y	\$299							Y	\$925	\$667
Online Teacher (TK-5)	Y	\$299									
Online Teacher (6-12)	Y	\$299									
Speech and Language Pathologist			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (TK-5)	Y	\$299									
Assistant Superintendent - Educational Services											
Assistant Director Special Education											
Assistant Director of TK-8											
Online Teacher (6-12)	Y	\$299									
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299							Y	\$925	\$667
Director Compliance and Accountability											
Education Specialist	Y	\$299							Y	\$925	\$667
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Admissions Specialist											
Education Specialist	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
School Counselor	Y	\$299									
Occupational Therapist	Y	\$299									
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Accounting Manager											
School Counselor			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299									
Communications and Community S	Y	299	Y	700	80	100	700	500			
Online Teacher (6-12)			Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
Online Teacher (6-12)	Y	\$299									
Guidance Technician											
School Psychologist			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299									
Online Teacher (TK-5)			Y	\$700	\$80	\$100	\$700	\$300			
Online Teacher (6-12)	Y	\$299							Y	\$925	\$667
Education Specialist	Y	\$299	Y	\$700	\$80	\$100	\$700	\$300	Y	\$925	\$667
Online Teacher (6-12)			Y	700	80	100	700	700			
Online Teacher (TK-5)	Y	\$299									
Online Teacher (6-12)									Y	\$925	\$667

[illegible]

Coversheet

Approval of New Policy

Section: XI. Policy Development
Item: A. Approval of New Policy
Purpose: Vote
Submitted by: Christine Feher
Related Material: 5025 - CPCS Student Behavioral Health Policy.pdf

BACKGROUND:

Senate Bill 153 (2024) requires LEAs serving any of grades 7–12, including charter schools, to adopt a policy establishing referral protocols for pupil behavioral health concerns. The policy must be developed in consultation with school and community stakeholders and school-linked behavioral health professionals, and include elements in Education Code §§ 49428.1–49428.2, such as referral procedures, supports for high-risk students, staff training, multi-tiered supports and positive interventions, parent/guardian involvement, and differentiated processes for students with disabilities.

RECOMMENDATION:

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

STUDENT SERVICES**5025-CPCS**

REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH POLICY

The Board of Directors of California Pacific Charter Schools (“CPCS”, or “Charter School”) adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services. CPCS will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

Addressing the Needs of High-Risk Groups

CPCS recognizes the importance of ensuring equitable access to behavioral health supports for all students, including the unique needs of high-risk student groups, which include but are not limited to the following:

1. Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
2. Homeless youth.
3. Students experiencing bereavement or loss of a close family member or friend.
4. Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Lesbian, gay, bisexual, transgender, or questioning students.

CPCS staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Special Education Administrator (IEP/504), Foster Youth Liaison, Homeless Liaison, and CPCS administrators or designees.

CPCS may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

STUDENT SERVICES

5025-CPCS

REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH POLICY

Referral Protocols and Procedures

Needs Assessment

The Superintendent or designee shall conduct an annual needs assessment to:

1. Identify behavioral health trends;
2. Review available resources; and
3. Detect service gaps within the school community.

CPCS shall review referral volume, response times, and outcomes on a biannual basis for continuous improvement.

Capacity Building

CPCS shall:

1. Provide professional development on referral pathways and staff roles;
2. Clarify responsibilities among certificated and classified staff; and

Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

The Superintendent or designee shall:

1. Define referral pathways for crisis and non-crisis concerns;
2. Establish goals and assign responsible roles for each step in the referral process; and
3. Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

CPCS shall establish step-by-step procedures to:

1. Initiate referrals;
2. Document concerns;
3. Notify parents/guardians consistent with law;
4. Triage level of need;
5. Link students to appropriate services; and
6. Schedule follow-up checks.

Evaluation and Continuous Improvement

CPCS shall conduct an annual evaluation of referral protocols that includes:

1. Data collection and analysis;

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2. Input from staff, families, and community stakeholders; and
3. Targeted improvements based on results.

Evaluation monitors outcomes such as:

1. Median time to first contact;
2. Percentage of follow-ups completed within ten school days;
3. Referral closure rates; and
4. Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the CPCS Board annually to support transparency and continuous improvement.

Staff Training

CPCS shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe de-escalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by CPCS shall include:

1. How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both CPCS and within the larger community; and
2. When and how to refer students and their families to those services.
3. Recognizing the signs and symptoms of youth behavioral health disorders.

Authorization and Scope of Practice

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In order to ensure that all school employees act only within the authorization or scope of their credential or license, CPCS shall:

1. Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
2. Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
3. Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
4. Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
5. Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.