California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on October 9, 2026 at 3:52 PM PDT

Date and Time

Tuesday October 13, 2026 at 6:00 PM PDT

Location

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

Teleconference Locations

Hilton Garden Inn, Room: Conservatory, 4200 Taylor St, San Diego, CA 92110
1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596

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: 973-3651-9865

https://cal-pacs-org.zoom.us/j/97336519865

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

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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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 the Board Chairperson or designee.		Board Chairperson	2 m
III.	**Approval/Adoption of Agenda**			**6:06 PM**
A.	Agenda	Vote	Board Chairperson	2 m
	It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting of October 13, 2026, as presented. Roll Call Vote: Kelly Wylie			

		Purpose	Presenter	Time

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

IV. Approve Minutes — 6:08 PM

A.	Minutes of the Regular Board Meeting held on September 8, 2026	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. 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.

VI. Correspondence/Proposals/Reports — 6:10 PM

A.	CalPac School Highlights	Discuss	Christine Feher	5 m

Presented by C. Feher, Superintendent

B.	CBEDS Report	Discuss	Christine Feher	5 m

The California Basic Educational Data System (CBEDS) report provides an annual snapshot of student enrollment and demographics as of Census Day, the first Wednesday in October. This information is reported to the California Department of

		Purpose	Presenter	Time
	Education and supports school planning, resource allocation, and state reporting requirements.			
C.	Local Performance Data and Intervention	Discuss	Gretchen Chamberlain	15 m

This presentation will review the Fall 2026-27 administration of CPCS local performance data, including Renaissance STAR reading and math results. This data supports the administration in making informed decisions about instructional adjustments to meet the needs of all students. The presentation will also review planned interventions to support struggling learners and improve academic outcomes for all students. By diligently reporting and analyzing this data, the school ensures its commitment to delivering a high-quality online education.

VII. Consent **6:35 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 - September 2026
2. J.P. Morgan Statement - September 2026
3. Chase Ink Statement - September 2026
4. Chase End of Day Sweep Investment - September 2026
5. Approval of Surplus of Electronic Devices

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

1. Approval of 2026-27 English Learner Master Plan (Revised)

C.	Consent - Personnel Services		Board Chairperson	2 m

1. Approval of Personnel Report

D.	Consent - Policy Development	Vote	Board Chairperson	2 m

	Purpose	Presenter	Time

Approval of existing board policies revised by staff for the 2026-27 school year.

Board Policy: Rescinded
The following is a current policy that is no longer applicable and should therefore be archived.

4000 Series - Personnel Services
4045 - CPCS Professional Boundaries

Consent items listed A through D 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 _____

VIII. Business/Financial Services — 6:43 PM

A.	Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2026 - California Pacific Charter Schools (Draft)	Vote	Shannon Green	7 m

It is recommended the Board approve the draft Annual Audit Report - Year Ended June 30, 2026, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Roll Call Vote:
Kelly Wylie
Dr. Shirley Peterson
Tanya Rogers
Bill Howard
Jason McFaul

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

		Purpose	Presenter	Time
IX.	**Charter Affairs**			**6:50 PM**
A.	Approval of Memorandum of Understanding (MOU) with Guerneville Elementary School District	Vote	Christine Feher	5 m

It is recommended the Board approve the Memorandum of Understanding between Guerneville Elementary School District and California Pacific Charter Schools.

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.	**Policy Development**			**6:55 PM**
A.	Approval of Board Policy - Promoting Safe Environments for Student Learning and Engagement Policy	Vote	Corrie Amador	5 m

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

1000 Series - Community Relations
1045 - CPCS Promoting Safe Environments for Student Learning and Engagement Policy

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

		Purpose	Presenter	Time
XI.	**Calendar**			
	The next scheduled meeting will be held on December 8, 2026.			
XII.	**Comments**			**7:00 PM**
A.	Board Comments	Discuss	Board Chairperson	5 m
B.	Superintendent's Comments	Discuss	Christine Feher	5 m
XIII.	**Closing Items**			**7:10 PM**
A.	Adjourn Meeting	Vote	Board Chairperson	2 m

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

FOR MORE INFORMATION
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California Pacific Charter Schools. Telephone: 949-688-7798

Coversheet

Minutes of the Regular Board Meeting held on September 8, 2026

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on September 8, 2026
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on September 8, 2026

APPROVED

California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Tuesday September 8, 2026 at 6:00 PM

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1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596

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: 929-8822-0663

https://cal-pacs-org.zoom.us/j/92988220663

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Directors Present

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

Directors Absent

None

Guests Present

C. Amador (remote), C. Feher, D. Carlos, E. Zemmer (remote), G. Chamberlain (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Sep 8, 2026 at 6:01 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board Chairperson or designee.

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

III. Approve Adopt/Agenda

A. Agenda

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

Roll Call

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

IV. Approve Minutes

A. Approval of the Minutes of the Board of Directors Study Session held on August 11, 2026

W. Howard made a motion to approve the minutes from Board of Directors Study Session on 08-11-26.
S. Peterson seconded the motion.
The Board considered the minutes of the Study Session and Regular Board Meeting held on August 11, 2026, together in a single motion. No revisions were requested.

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

Roll Call

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

B. Approval of the Minutes of the Regular Meeting of the Board of Directors held on August 11, 2026

W. Howard made a motion to approve the minutes from Regular Meeting of the Board of Directors on 08-11-26.
S. Peterson seconded the motion.
The Board considered the minutes of the Study Session and Regular Board Meeting held on August 11, 2026, together in a single motion. No revisions were requested.
The board **VOTED** to approve the motion.

Roll Call

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

V. Board Governance

A. Approval of Annual Board Evaluation

T. Rogers made a motion to approve the 2025-26 Annual Board Evaluation.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VI. Public Comments/Recognition/Reports

A. Public Comments

No public comments were received in advance of the meeting or during the public comment period.

VII. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent.

B. Enrollment Update

Presented by C. Feher, Superintendent

C. Correspondence from Guerneville School District

Presented by C. Feher, Superintendent

VIII. Consent

A. Consent - Business/Financial Services

1. Check Registers - August 2026
2. J.P. Morgan Statement - August 2026
3. Chase Ink Statement - August 2026
4. Chase End of Day Sweep Investment - August 2026
5. Surplus of Electronics Devices

B. Consent - Education/Student Services

1. Approval of HMH Read 180 Contract (Renewal)
2. 2026-27 Annual Notifications

C. Consent - Personnel Services

1. Approval of Personnel Report
2. Approval of Concordia University Memorandum of Understanding
3. Approval of Employee Handbook Revisions
4. Job Description - Community Engagement and Events Technician (Revised)

J. McFaul made a motion to approve all items listed in Consent, as presented.
S. Peterson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IX. Business/Financial Services

A. Approval of the Unaudited Actuals Financial Report 2025-2026

T. Rogers made a motion to approve the Unaudited Actuals Financial Report 2025-2026.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Public Comment - Closed Session

A. Public Comment

No public comments regarding the closed session item were received.

XI. Adjourn to Closed Session

A. Closed Session

T. Rogers made a motion to adjourn to closed session.
S. Peterson seconded the motion.
The Board adjourned to closed session at 6:42 P.M.
The board **VOTED** to approve the motion.

Roll Call

W. Howard	Aye

Roll Call

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

B. Closed Session Agenda

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION
(Gov. Code Section 54957)

a. Superintendent, Performance Evaluation and Goals

XII. Reconvene Regular Meeting

A. Reconvene Regular Meeting

The Regular Meeting reconvened at 7:13 P.M.

B. Report out any action taken in closed session.

The Board has created a committee consisting of J. McFaul and Dr. S. Peterson for the superintendents' biennial evaluation cycle for the 26-27 school year.

XIII. Calendar

A. Next Scheduled Meeting

The next scheduled Regular Meeting of the Board of Directors will be held on October 13, 2026.

XIV. Comments

A. Board Comments

The Board expressed appreciation for CalPac staff and fellow Board members and commented positively on the opening of the school year, organizational culture, and enrollment growth. They noted that increased enrollment provides an opportunity to serve additional students while maintaining the organization's mission and personalized approach.

B. Superintendent Comments

C. Feher thanked the Board and staff and noted that September's agenda was intentionally lighter to allow staff to focus on the start of the school year and support for students and families.

She also reported upcoming back-to-school nights and noted that additional local performance data and California School Dashboard results would be shared at future meetings.

XV. Closing Items

A. Adjourn Meeting

W. Howard made a motion to adjourn the meeting.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:18 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- CPCS Board Evaluation 2025-26 - Compiled.pdf
- July & August 26-27 School Highlights - Los Angeles.pdf
- July & August 26-27 School Highlights - San Diego.pdf
- July & August 26-27 School Highlights - Sonoma.pdf
- CalPac Enrollment Sept 2026.pdf
- Guerneville SD LCAP Approval Letter.pdf
- CalPac-LA Check Register August 2026.pdf
- CalPac-SD Check Register August 2026.pdf
- CalPac-SO Check Register August 2026.pdf
- J.P. Morgan Statement August 2026.pdf
- Chase Ink Business Card August 2026.pdf
- J.P. Morgan End of Day Sweep Statement August 2026.pdf
- Surplus of Electronics - September 2026.pdf
- BUS CPCS Consent Education 9.8.26.pdf
- 2026-27 HMH Read 180 Contract.pdf

- CalPac Annual Notifications 2026-27.pdf
- CalPac Annual Notifications 2026-27_redline_09.08.26.pdf
- BUS Concordia University MOU - Student Field Work Agreement MOU 09-01-2026.docx.pdf
- Concordia University Memorandum of Understanding.pdf
- BUS Employee Handbook Revisions September 2026.docx.pdf
- Employee Handbook - Certificated Teacher Performance Evaluation Policy.pdf
- Community Engagement and Events Technician Board Approval May 2026.pdf
- 2025-26 Unaudited Actuals Presentation.pdf
- 2025-26 Unaudited Actuals - California Pacific Charter-Los Angeles.pdf
- 2025-26 Unaudited Actuals - California Pacific Charter-San Diego.pdf
- 2025-26 Unaudited Actuals - California Pacific Charter-Sonoma.pdf

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FOR MORE INFORMATION

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California Pacific Charter Schools. Telephone: 949-688-7798

Coversheet

CalPac School Highlights

Section: VI. Correspondence/Proposals/Reports
Item: A. CalPac School Highlights
Purpose: Discuss
Submitted by:
Related Material: September 26-27 School Highlights - Los Angeles.pdf
September 26-27 School Highlights - San Diego.pdf
September 26-27 School Highlights - Sonoma.pdf



CALIFORNIA PACIFIC CHARTER SCHOOLS

Los Angeles School Highlights

SEPTEMBER



2026-2027

Current Enrollment

536

Program Highlights

CalPac kicked off the 2026–27 school year with enthusiasm and a strong focus on student success. Students are now fully engaged in live classes, virtual programs, and schoolwide activities. At the start of the year, students completed the applicable AMIRA Screener and Renaissance STAR reading and math diagnostic assessments, giving teachers valuable insight into individual student strengths and areas for academic growth. Teachers then met with students and families to review assessment results, set personalized academic goals, and identify any additional support needed for a successful year.

On September 9th and 16th, CalPac welcomed elementary, middle, and high school families during a virtual Back-to-School Night event. These well-attended events gave families an opportunity to meet staff, learn more about schoolwide programs and resources, ask questions, and strengthen the partnership between home and school. On September 24th, middle and high



Los Angeles

SEPTEMBER 2026

school students participated in Fall Club Rush, where they explored a variety of clubs and opportunities to connect with their peers and the school community.

Staff began the school year by completing annual reviews of board policies, the employee handbook, and required state and federal notices. CalPac remains on track to complete all required annual trainings by the October deadline, helping ensure staff are prepared and supported for the year ahead. Teachers engaged in the first PLC of the school year on September 28th.



Student Achievement

Parent Conferences & Goal Setting Meetings

At the beginning of the school year, students completed the applicable AMIRA Screener and Renaissance STAR assessments in reading and math. These assessments gave teachers valuable insight into each student's strengths, areas for growth, and individual learning needs. Teachers then met with students and families to review the results, set personalized academic goals, and identify any additional support needed. The data will also serve as a starting point for monitoring progress throughout the year and helping students stay on track toward grade-level standards and CAASPP readiness.

Back to School Night

CalPac kicked off the 2026–27 school year with two successful Back-to-School Night virtual events on September 9th and 16th, welcoming families from elementary, middle, and high schools. Teachers and administrators introduced staff, shared important schoolwide program initiatives and resources, and answered questions from families. These well-attended events provided a positive start to the year and strengthened the partnership between home and school in support of student success.



Los Angeles

SEPTEMBER 2026

Back to School Park Day

Students enjoyed a fun-filled day at Lacy Park, where creativity and outdoor play came together. They decorated their own canvas CalPac tote bags to take home before heading to the playground to run, climb, swing, and spend time with friends. Despite the warm weather, students brought plenty of energy and enthusiasm, making the playdate a memorable opportunity to build friendships, have fun, and create lasting memories.

Fall Club Rush

CalPac's online Fall Club Rush brought together more than 100 students to meet club leaders, explore their interests, and learn about the opportunities available this year. Students could choose from 14 clubs, including four new offerings, with meetings set to begin in October. Those who were unable to attend Club Rush will still have an opportunity to sign up and get involved.



Professional Development

UC Counselor Conference

On September 11, CalPac's three school counselors attended the 2026 UC High School Counselor Conference, a virtual event focused on the latest University of California admissions updates and guidance. Sessions covered first-year admissions, A–G requirements, the UC application process, dual enrollment, financial aid, and campus updates. The conference provided valuable information and resources to help our counseling team continue providing students and families with accurate, up-to-date support as they plan for college and prepare for the UC admissions process.

CSC Live Conference

Romy Mason, CalPac's Special Education Data and Compliance Specialist, attended the annual CSC Live Conference, where special education professionals from across California gathered to connect, collaborate, and learn about tools and resources that support schools and students. Throughout the conference, attendees explored updates, best practices, and innovative solutions



Los Angeles

SEPTEMBER 2026

designed to strengthen special education programs, compliance, and student services. Romy brought back valuable ideas and resources that will help CalPac continue improving practices and supporting positive outcomes for students.

CSU Counselor Conference
CalPac's Counseling team attended the CSU Counselor Conference to receive the latest updates on admissions, college planning, and student resources. Sessions included updates to CSU requirements, dual enrollment, and new features available through ASSIST.org. Counselors also learned more about the CSU Direct Admission program, with CalPac recognized as a partner school, as well as Hospitality and Tourism CTE pathways offered across CSU campuses. The conference provided valuable information and resources that our counselors can use to help students explore college and career options and make informed plans for their future.

Professional Learning Community (PLCs)
On September 28th, teachers participated in the first Professional Learning Community (PLC) meeting of the school year. PLC groups are focused on strengthening instructional practices through the implementation of research-based strategies, effective use of tiered supports in the classroom, vertical alignment across grade levels and courses, and common grading practices. This work includes developing department-wide rubrics for projects and essays to promote consistency, alignment, and high-quality instruction across CalPac.



Smart Goals

For the 2026–2027 school year, CalPac's SMART goals focus on strengthening the foundation for student achievement, fiscal health, and continued innovation. We will expand student support through CARES Team re-engagement efforts, stronger MTSS systems, targeted chronic absenteeism strategies, and continued use of formative assessments to improve CAASPP readiness and college and career outcomes. Strategic enrollment, re-enrollment, and budget planning will support long-term stability and ensure resources remain aligned with high-impact student programs. CalPac will also strengthen CTE and dual enrollment partnerships while continuing to invest in staff development and organizational growth. Through leadership

Los Angeles

SEPTEMBER 2026

development, ongoing evaluation, and feedback from staff and school partners, we will build systems that support continuous improvement and future success.

Pictures & Videos

Back to School Park Day







Los Angeles

SEPTEMBER 2026









Future Projects

College Week
California Great Shake Out
School Site Council Meeting
In-Person Pumpkin Patch Field Trips
Día de los Muertos Virtual Event



CALIFORNIA PACIFIC CHARTER SCHOOLS

San Diego School Highlights

SEPTEMBER



2026-2027

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San Diego

SEPTEMBER 2026

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San Diego

SEPTEMBER 2026

Back to School Park Day

Families enjoyed a fun-filled Park Day with plenty of activities for students of all ages. Students cooled off at the splash pad and with Otter Pops, while also enjoying coloring, soccer, jump rope, and time with friends. Families relaxed in the shade, and teachers appreciated the opportunity to visit with students and parents throughout the day. Despite the warm weather, the event was full of energy, laughter, and memorable moments together.

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San Diego

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San Diego

SEPTEMBER 2026

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Back to School Park Day












San Diego

SEPTEMBER 2026







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CALIFORNIA PACIFIC CHARTER SCHOOLS

Sonoma School Highlights

SEPTEMBER



2026-2027

Current Enrollment

267

Program Highlights

CalPac kicked off the 2026–27 school year with enthusiasm and a strong focus on student success. Students are now fully engaged in live classes, virtual programs, and schoolwide activities. At the start of the year, students completed the applicable AMIRA Screener and Renaissance STAR reading and math diagnostic assessments, giving teachers valuable insight into individual student strengths and areas for academic growth. Teachers then met with students and families to review assessment results, set personalized academic goals, and identify any additional support needed for a successful year.

On September 9th and 16th, CalPac welcomed elementary, middle, and high school families during a virtual Back-to-School Night event. These well-attended events gave families an opportunity to meet staff, learn more about schoolwide programs and resources, ask questions, and strengthen the partnership between home and school. On September 24th, middle and high



Sonoma

SEPTEMBER 2026

school students participated in Fall Club Rush, where they explored a variety of clubs and opportunities to connect with their peers and the school community.

Staff began the school year by completing annual reviews of board policies, the employee handbook, and required state and federal notices. CalPac remains on track to complete all required annual trainings by the October deadline, helping ensure staff are prepared and supported for the year ahead. Teachers engaged in the first PLC of the school year on September 28th.



Student Achievement

Parent Conferences & Goal Setting Meetings

At the beginning of the school year, students completed the applicable AMIRA Screener and Renaissance STAR assessments in reading and math. These assessments gave teachers valuable insight into each student's strengths, areas for growth, and individual learning needs. Teachers then met with students and families to review the results, set personalized academic goals, and identify any additional support needed. The data will also serve as a starting point for monitoring progress throughout the year and helping students stay on track toward grade-level standards and CAASPP readiness.

Back to School Night

CalPac kicked off the 2026–27 school year with two successful Back-to-School Night virtual events on September 9th and 16th, welcoming families from elementary, middle, and high schools. Teachers and administrators introduced staff, shared important schoolwide program initiatives and resources, and answered questions from families. These well-attended events provided a positive start to the year and strengthened the partnership between home and school in support of student success.



Sonoma

SEPTEMBER 2026

Back to School Park Day

CalPac students and families enjoyed a beautiful morning at Howarth Park in Santa Rosa, filled with fall crafts, outdoor games, shared snacks, and time together. Students had fun creating art, playing at the park, and spending time with both new and familiar friends. The event was a wonderful opportunity for families and staff to gather in person, build relationships, and kick off the school year with plenty of smiles and positive energy.

Fall Club Rush

CalPac's online Fall Club Rush brought together more than 100 students to meet club leaders, explore their interests, and learn about the opportunities available this year. Students could choose from 14 clubs, including four new offerings, with meetings set to begin in October. Those who were unable to attend Club Rush will still have an opportunity to sign up and get involved.



Professional Development

UC Counselor Conference

On September 11, CalPac's three school counselors attended the 2026 UC High School Counselor Conference, a virtual event focused on the latest University of California admissions updates and guidance. Sessions covered first-year admissions, A–G requirements, the UC application process, dual enrollment, financial aid, and campus updates. The conference provided valuable information and resources to help our counseling team continue providing students and families with accurate, up-to-date support as they plan for college and prepare for the UC admissions process.

CSC Live Conference

Romy Mason, CalPac's Special Education Data and Compliance Specialist, attended the annual CSC Live Conference, where special education professionals from across California gathered to connect, collaborate, and learn about tools and resources that support schools and students. Throughout the conference, attendees explored updates, best practices, and innovative solutions



Sonoma

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designed to strengthen special education programs, compliance, and student services. Romy brought back valuable ideas and resources that will help CalPac continue improving practices and supporting positive outcomes for students.

CSU Counselor Conference

CalPac's Counseling team attended the CSU Counselor Conference to receive the latest updates on admissions, college planning, and student resources. Sessions included updates to CSU requirements, dual enrollment, and new features available through ASSIST.org. Counselors also learned more about the CSU Direct Admission program, with CalPac recognized as a partner school, as well as Hospitality and Tourism CTE pathways offered across CSU campuses. The conference provided valuable information and resources that our counselors can use to help students explore college and career options and make informed plans for their future.

Professional Learning Community (PLCs)

On September 28th, teachers participated in the first Professional Learning Community (PLC) meeting of the school year. PLC groups are focused on strengthening instructional practices through the implementation of research-based strategies, effective use of tiered supports in the classroom, vertical alignment across grade levels and courses, and common grading practices. This work includes developing department-wide rubrics for projects and essays to promote consistency, alignment, and high-quality instruction across CalPac.



Smart Goals

For the 2026–2027 school year, CalPac's SMART goals focus on strengthening the foundation for student achievement, fiscal health, and continued innovation. We will expand student support through CARES Team re-engagement efforts, stronger MTSS systems, targeted chronic absenteeism strategies, and continued use of formative assessments to improve CAASPP readiness and college and career outcomes. Strategic enrollment, re-enrollment, and budget planning will support long-term stability and ensure resources remain aligned with high-impact student programs. CalPac will also strengthen CTE and dual enrollment partnerships while continuing to invest in staff development and organizational growth. Through leadership

Sonoma

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development, ongoing evaluation, and feedback from staff and school partners, we will build systems that support continuous improvement and future success.

Pictures & Videos

Back to School Park Day











Sonoma

SEPTEMBER 2026



Future Projects

College Week
California Great Shake Out
School Site Council Meeting
In-Person Pumpkin Patch Field Trips
Día de los Muertos Virtual Event

Coversheet

Local Performance Data and Intervention

Section:	VI. Correspondence/Proposals/Reports
Item:	C. Local Performance Data and Intervention
Purpose:	Discuss
Submitted by:	
Related Material:	Local Performance Data and Intervention Presentation - October 2026.pdf



Local Performance Data & Intervention

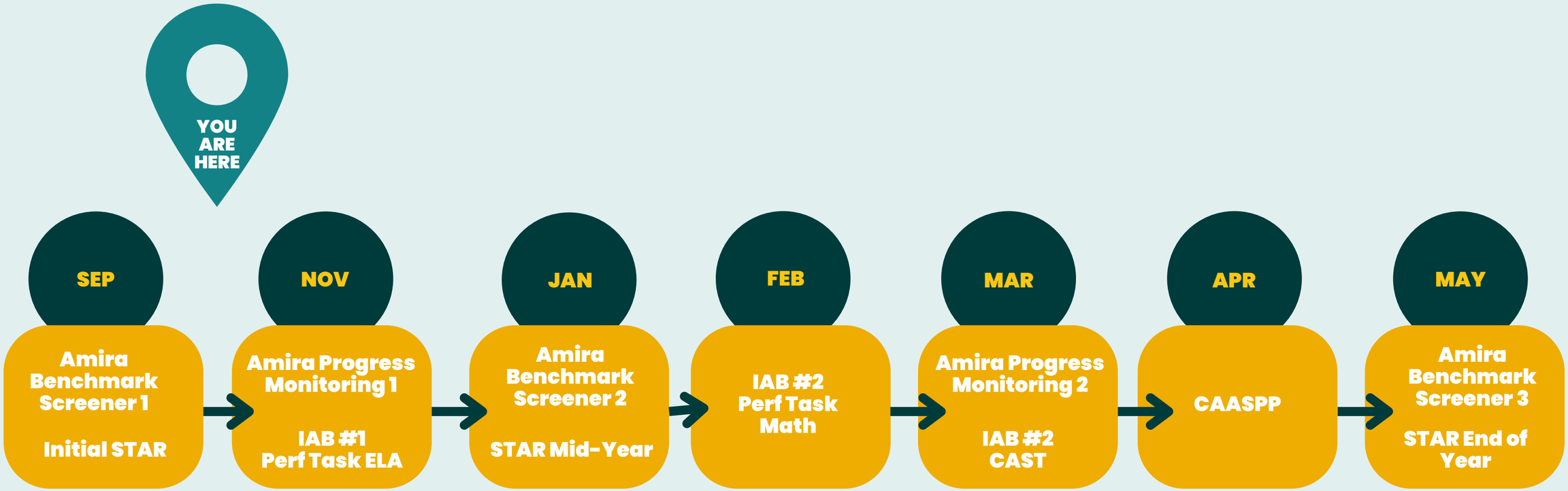
California Pacific Charter Schools

Agenda

- Assessment Timeline
- 26/27 STAR and Amira Results
- Freckle and Amira Usage
- Know Your Score & Grow
- Interventions



25/26 Assessment Timeline



*Teachers may opt to do additional Interim assessments thoughout the year

STAR End of Year testing has been moved to after CAASPP testing this year

We are only administering 3 STAR tests (Instead of 4) to align with the system's test windows

26/27 Renaissance STAR Results



STAR Reading

STAR Reading Proficiency Rate (State Benchmark) is the percent of students estimated to score at or above the state benchmark on the Star Reading assessment

**These are slightly higher (1-3.5%) schoolwide initial proficiency rates compared to last year*

CPCS LA

Students Assessed

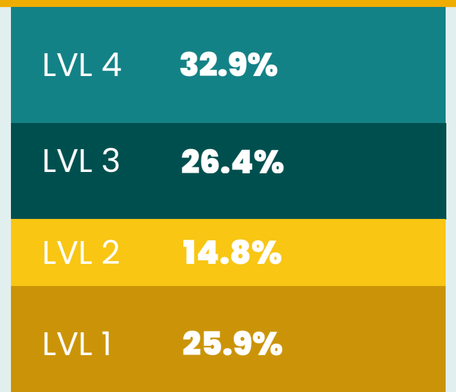
371

Completion Rates

95.9%

Proficiency Rate

59.3%



CPCS SD

Students Assessed

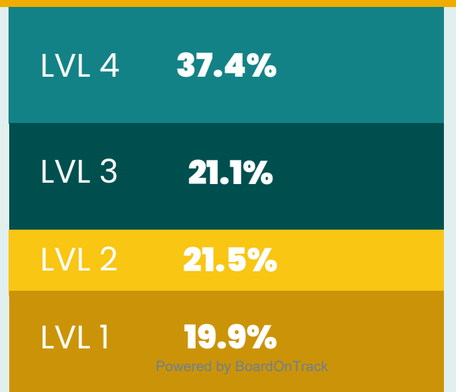
246

Completion Rates

95.0%

Proficiency Rate

58.5%



CPCS SO

Students Assessed

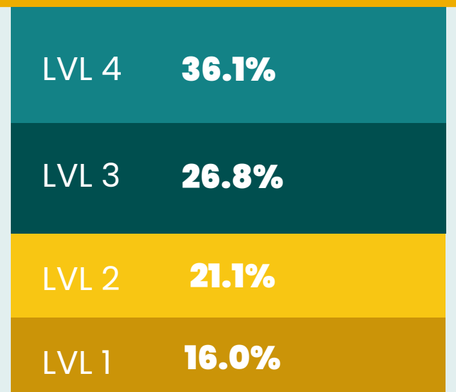
194

Completion Rates

96.0%

Proficiency Rate

62.9%



Powered by BoardOnTrack

STAR Math

STAR Math Proficiency Rate (State Benchmark) is the percent of students estimated to score at or above the state benchmark on the Star Math assessment

**These are slightly higher (1-4.5%) schoolwide initial proficiency rates compared to last year*

CPCS LA

Students Assessed

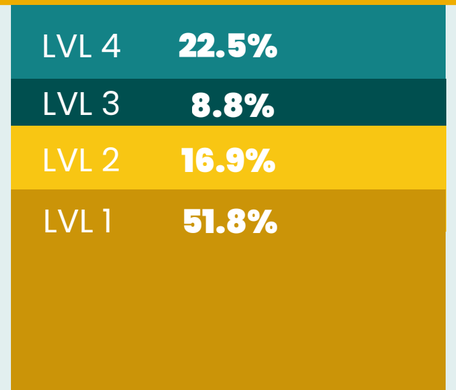
396

Completion Rates

97.0%

Proficiency Rate

31.3%



CPCS SD

Students Assessed

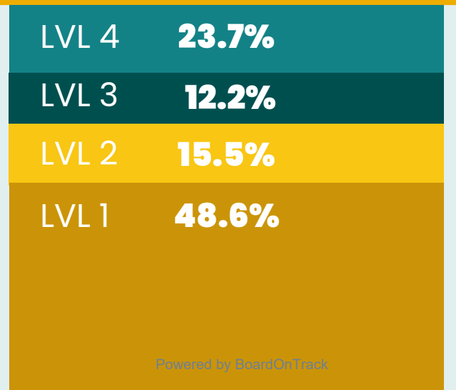
278

Completion Rates

97.2%

Proficiency Rate

36.0%



CPCS SO

Students Assessed

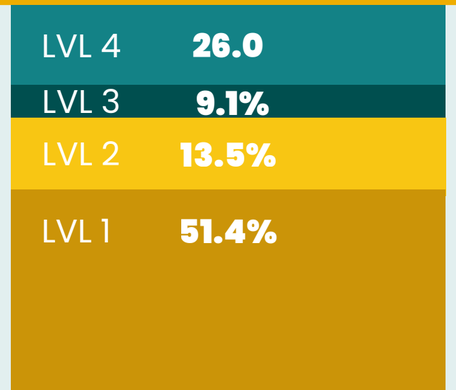
208

Completion Rates

95.9%

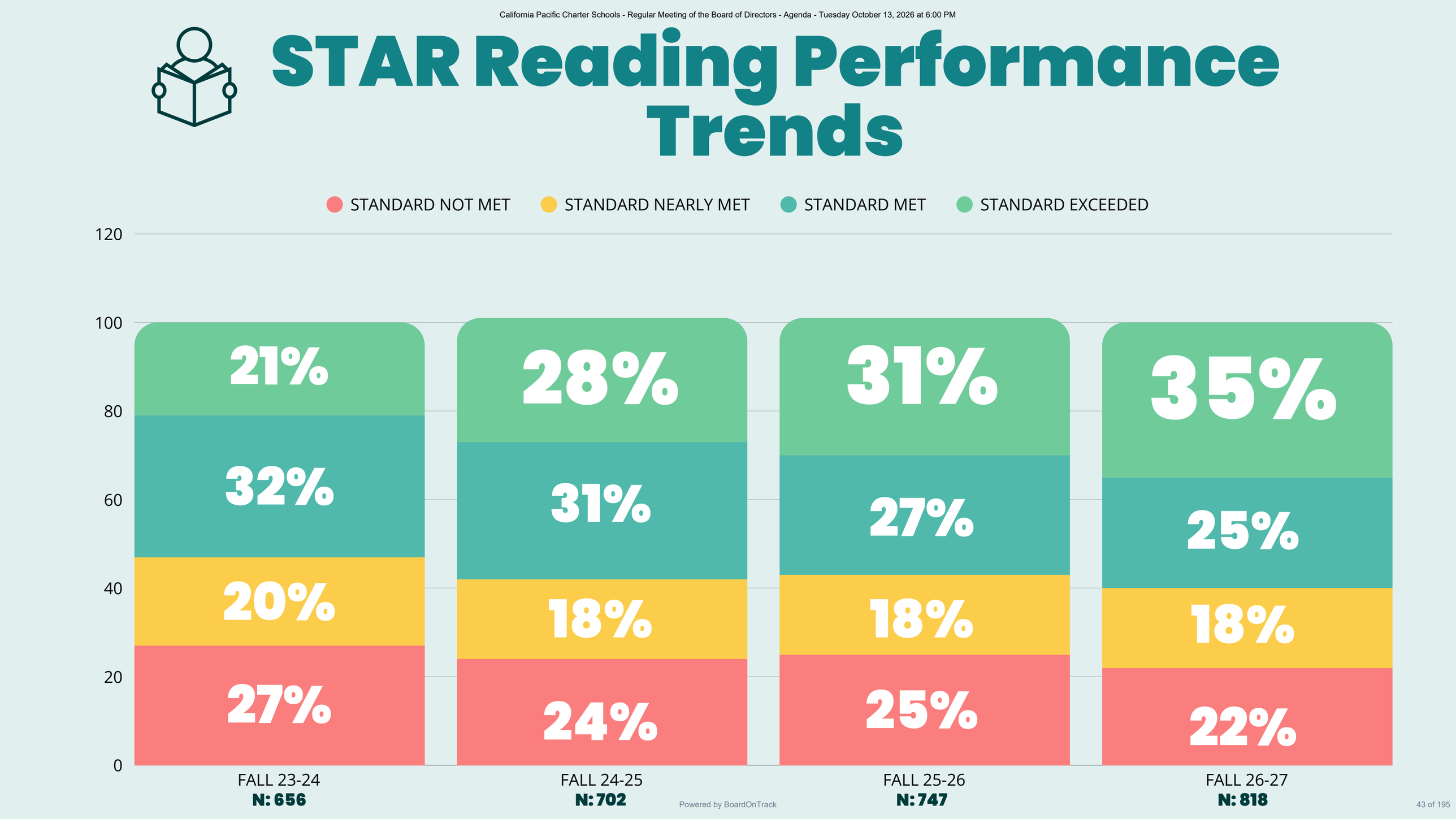
Proficiency Rate

35.1%

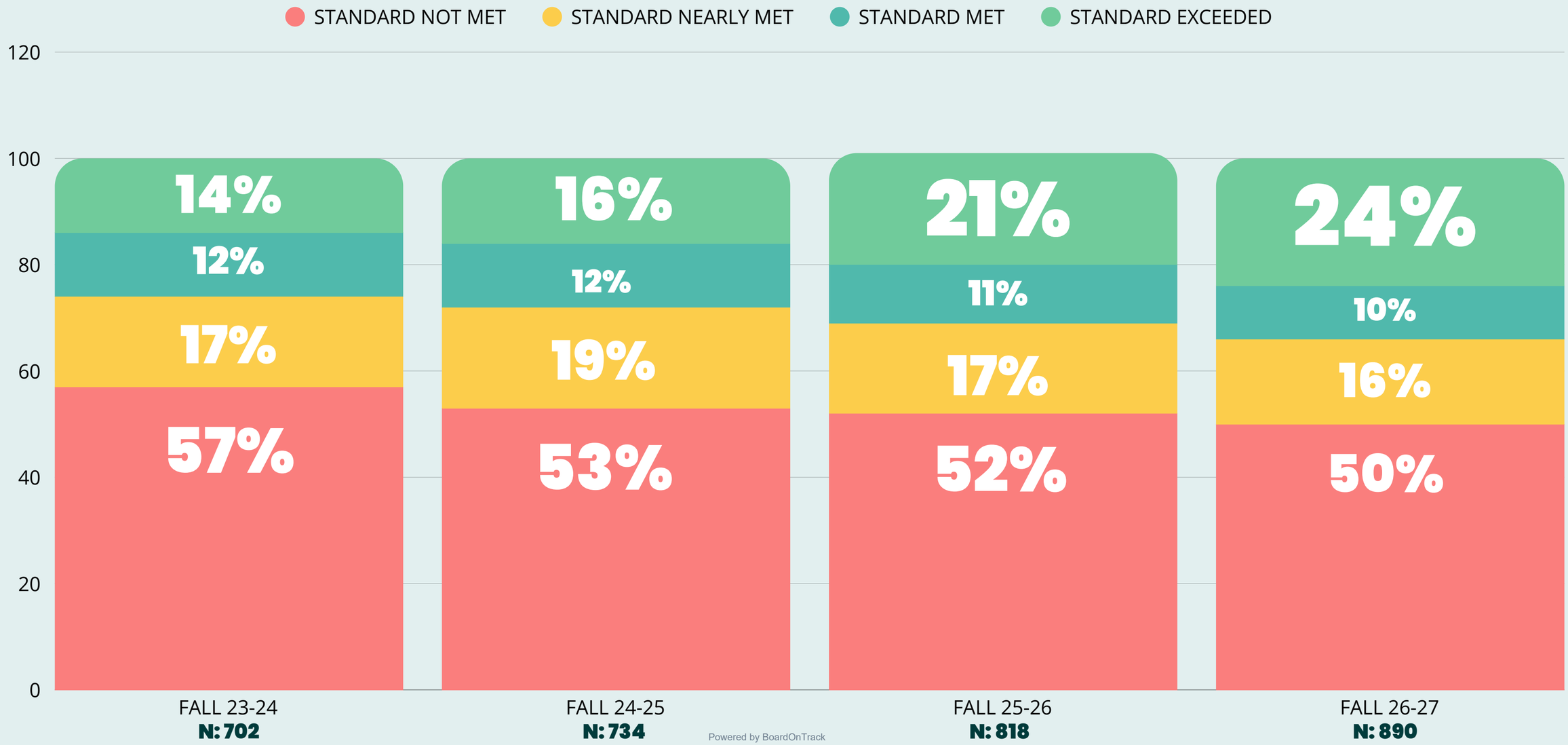


Powered by BoardOnTrack

STAR Reading Performance Trends



STAR Math Performance Trends



Powered by BoardOnTrack

Freckle Usage From 2025-2026



Prior Year Freckle Usage

Freckle Usage ELA

Active Students
568

AVG Accuracy
71%

Total Sessions
44,300

Total Minutes
272,000

Freckle Usage Math

Active Students
721

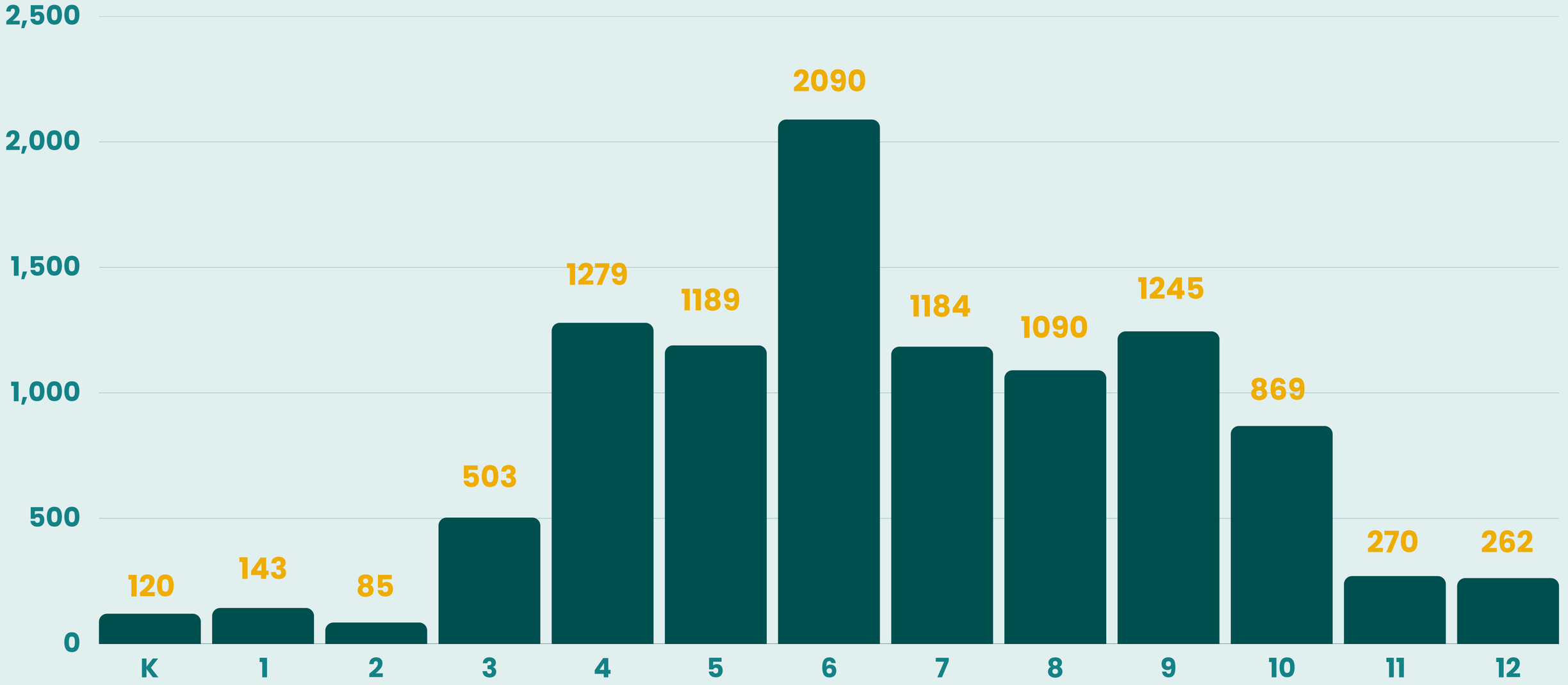
AVG Accuracy
77%

Total Sessions
48,400

Total Minutes
321,000

25-26 Average Freckle Usage

Avg Total Min per Student Spent By Grade



Amira Reading Screener



Amira Assessment

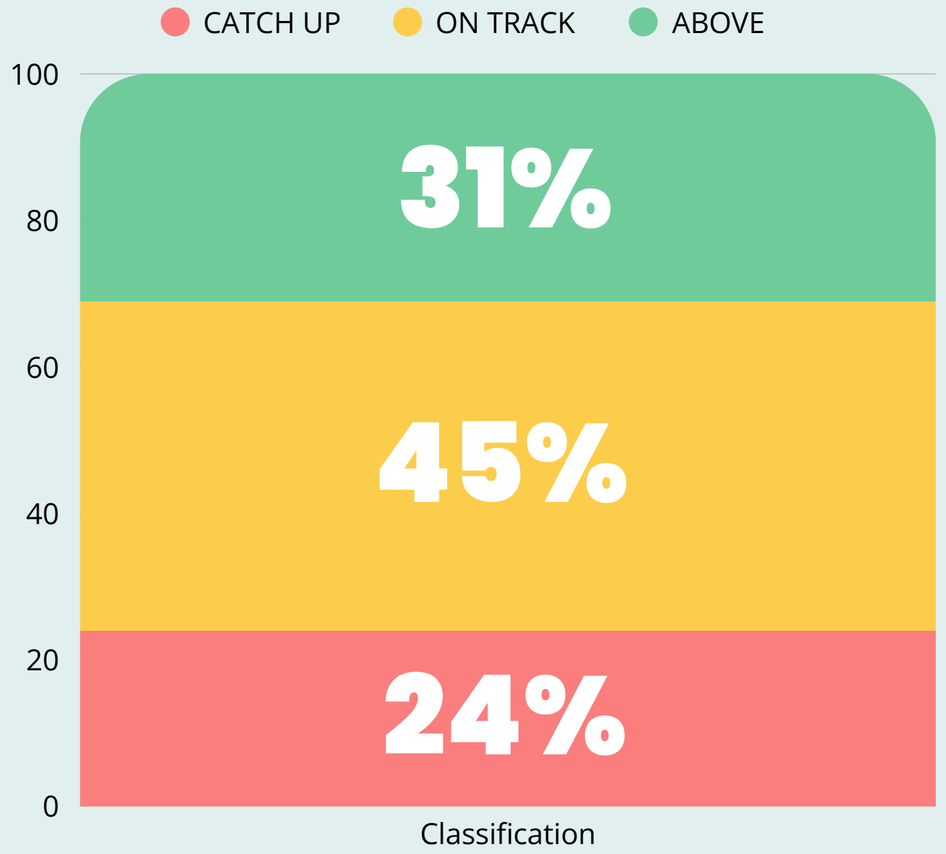
Students Assessed

328

PERCENTAGE BY GRADE:

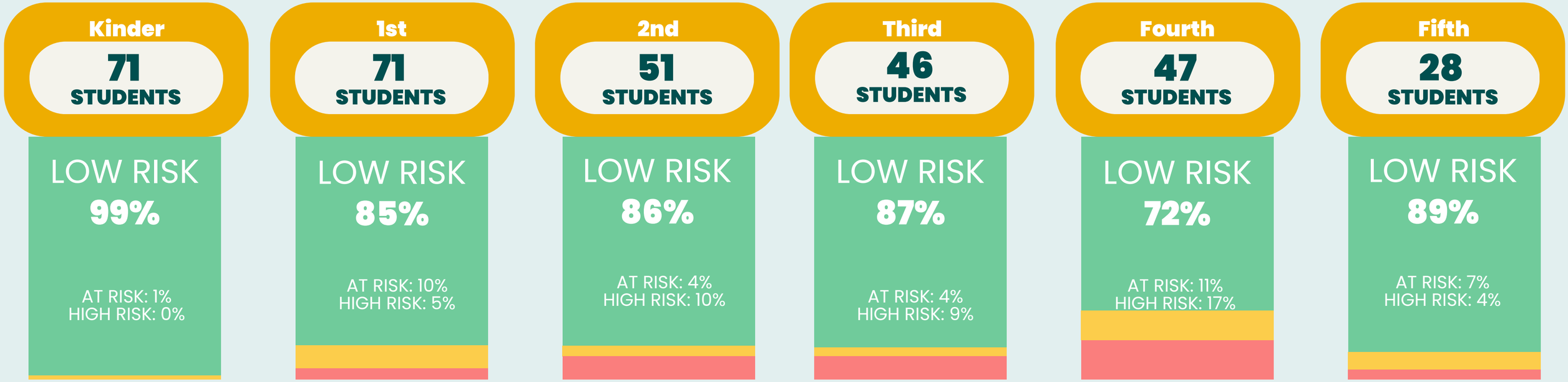
KINDER 92%	3rd 85%
1st 95%	4th 82%
2nd 93%	5th 52%

Assesment Classification



Amira Reading Risk Report

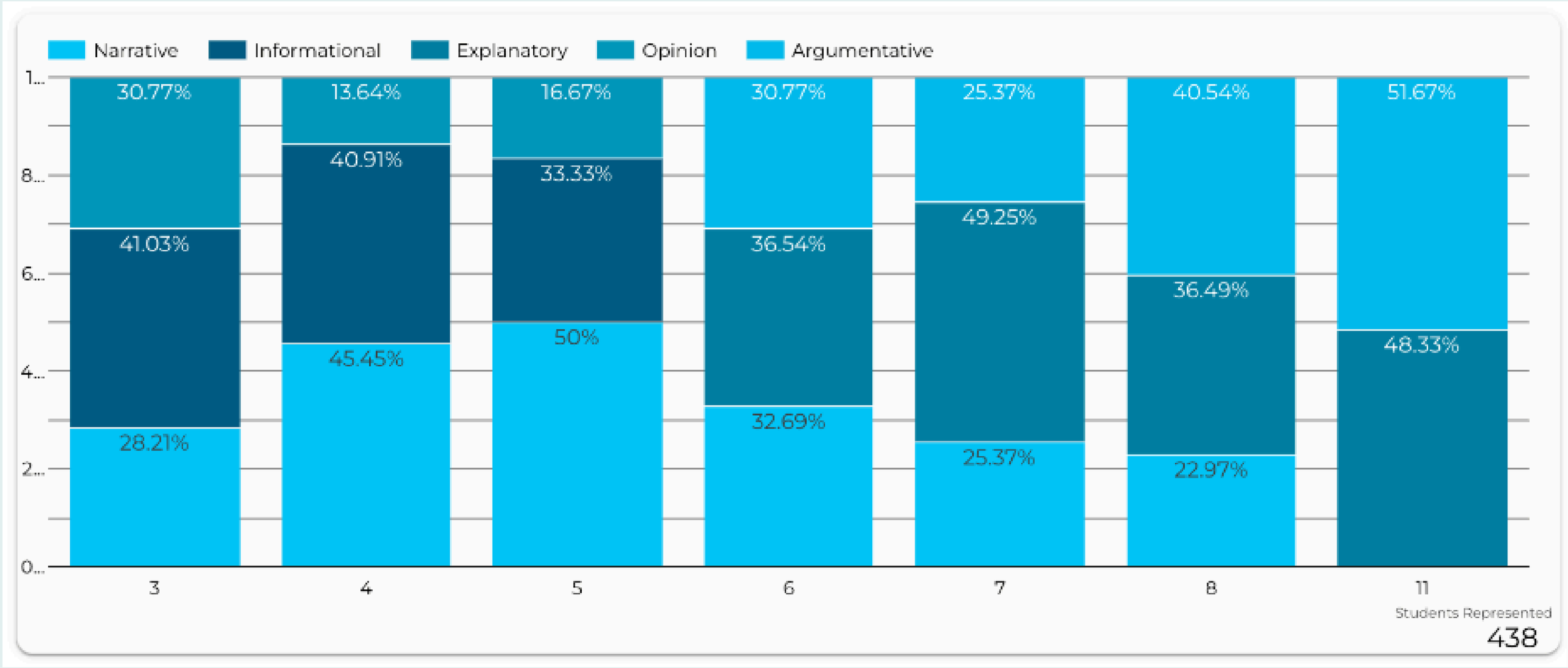
AT RISK/HIGH RISK STUDENTS ARE RECEIVING INTERVENTION AND WILL BE REASSESED REGULARLY



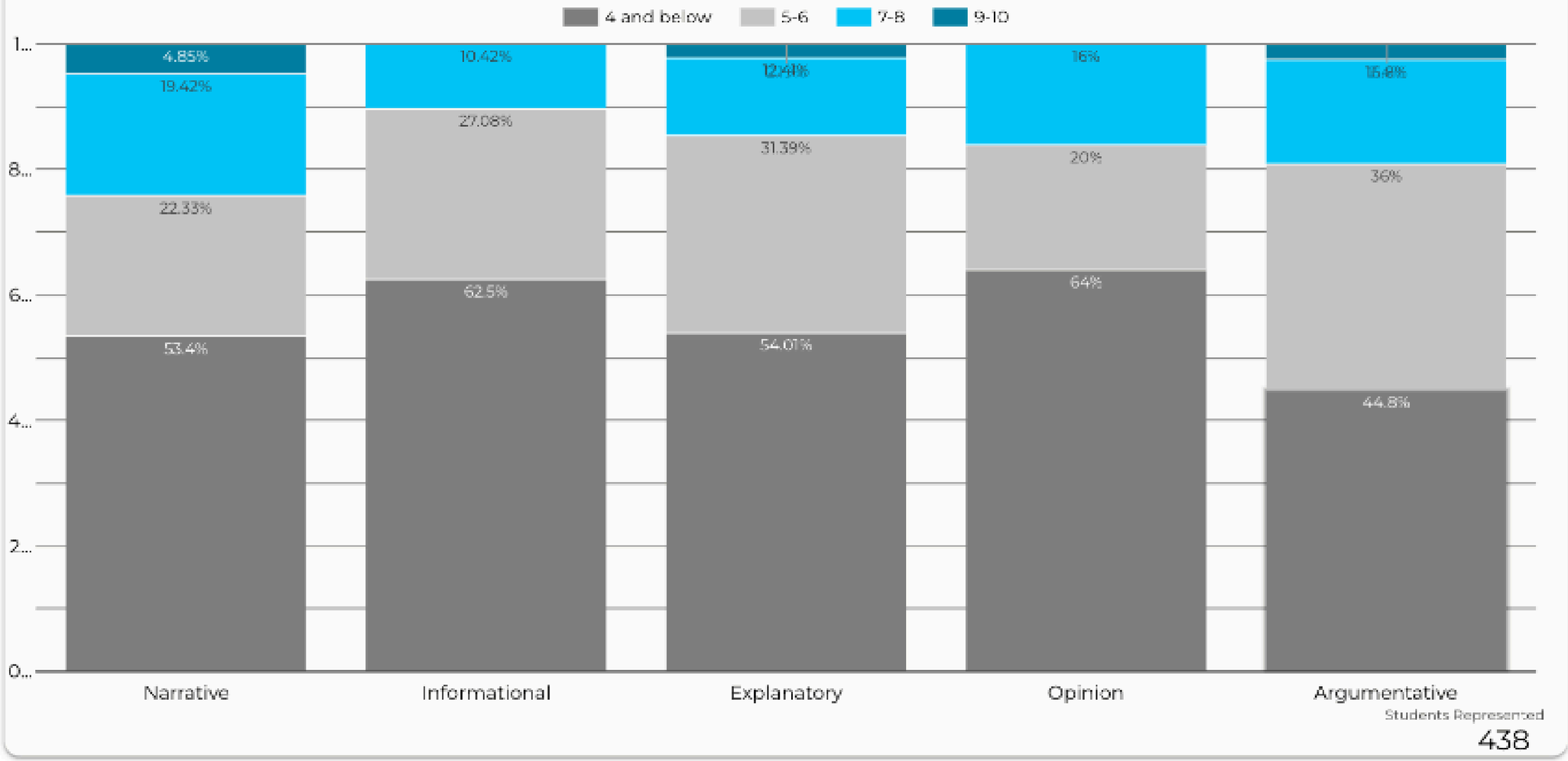
25-26 CAASPP Writing Results Insights



Overall Assigned Writing Genres California Pacific Charter Schools



Overall Genre Performance California Pacific Charter Schools



Overall Writing Condition Codes California Pacific Charter Schools

Condition Codes Definitions

B
Blank
No Response

I
Insufficient
If a student has not provided a meaningful response, they will receive a WER condition code of **Insufficient**. This includes responses that are too brief or include a significant amount of copied text.

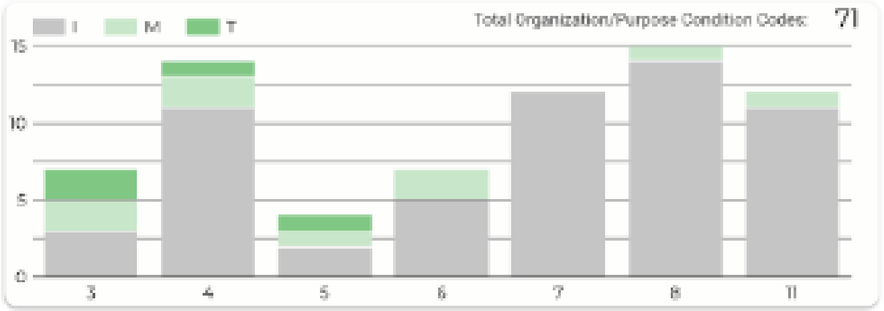
L
Nonscorable Language
If a response is received in a language other than English, the item will receive a condition code of **Nonscorable Language**.

T
Off-Topic
If a student provides a response that is unrelated to the task, or sources, or shows no evidence that the student has read the task, or the sources, they will receive a condition code of **Off-Topic**.

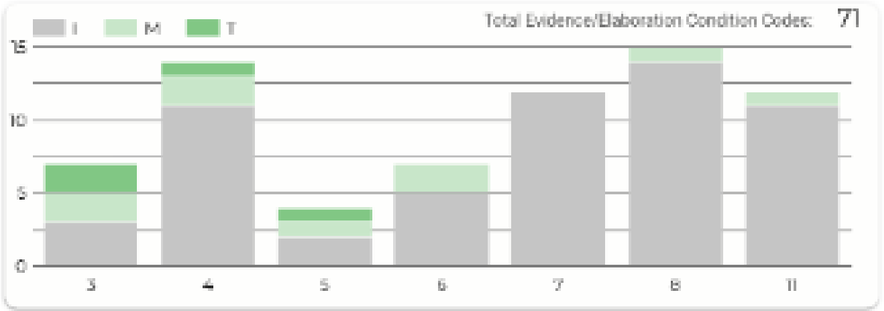
M
Off-Purpose
If a student has clearly not written to the purpose designated in the task, they will receive a condition code of **Off-Purpose**.

Off-purpose responses address the topic of the task but not the purpose of the task.

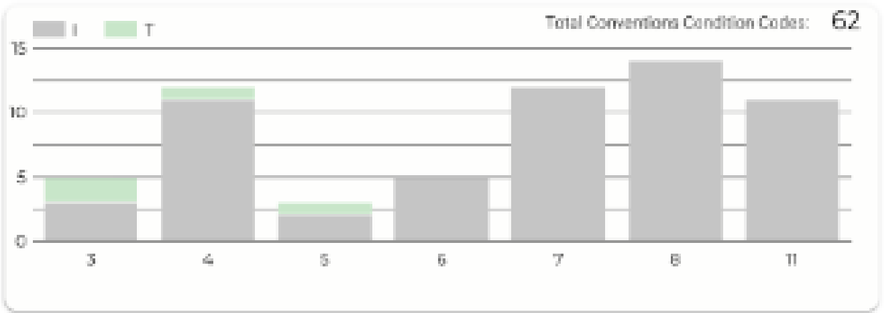
worth 4 pts. **Organization/Purpose Condition Codes**



worth 4 pts. **Evidence/Elaboration Condition Codes**

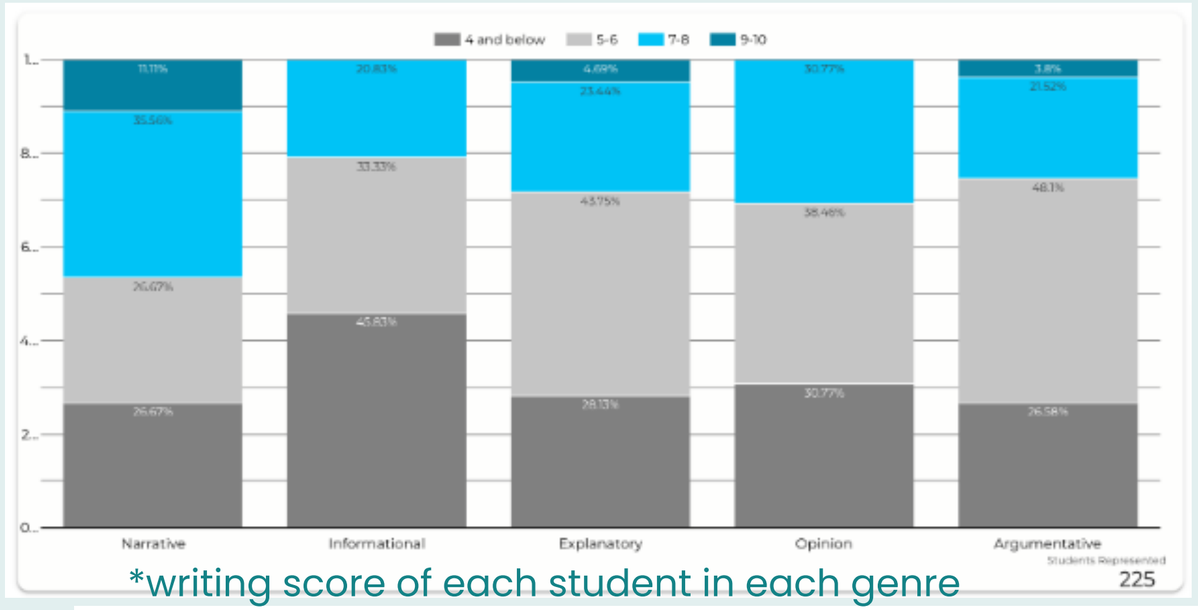


worth 2 pts. **Conventions Condition Codes**

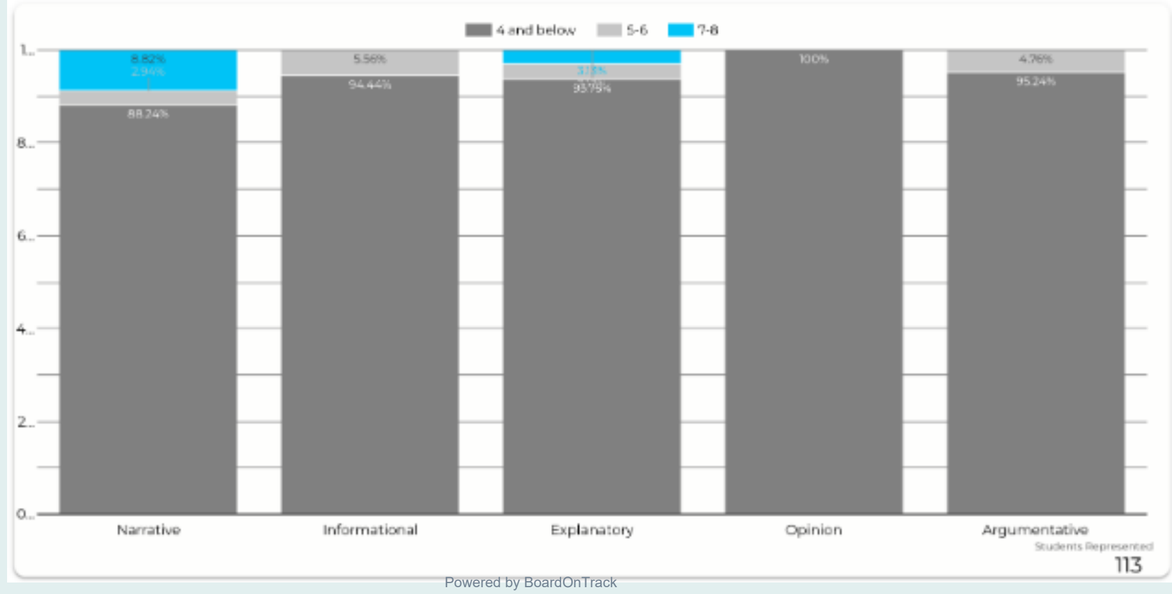


Writing Performance & Condition Codes of students with level 3 or 4 overall on CAASPP vs level 1 overall





*writing score of each student in each genre



Level 3 & 4

*Students can score up to a 10 for a writing prompt

Level 1



Downloadable Writing Prompts, Anchor Papers & Rubrics

What Do Writing Tasks Measure?

Writing tasks challenge students to demonstrate critical thinking skills. In each task, students examine sources on a topic and write a response based on a specific purpose described in state academic standards. Read more about "purpose" under Terms to Know.

Writing tasks help educators measure students' ability to write effectively for each purpose, using source material as appropriate, and to demonstrate command of the conventions of standard English.

Below is a description of each purpose, with links to access student responses or download scoring rubrics.

Narrative

Narrative Grades 3-8

Students may be expected to use the information in source materials as inspiration to write a story or capture the essence of an experience.

GO TO RELATED STUDENT RESPONSES

DOWNLOAD RUBRIC PDF

Informational / Explanatory

Informational Grades 3-6

Students may be expected to use source material to "inform" an audience about a topic.

GO TO RELATED STUDENT RESPONSES

DOWNLOAD RUBRIC PDF

Explanatory Grades 6-11

Students may be expected to analyze source material to explain some aspect of a subject.

GO TO RELATED STUDENT RESPONSES

DOWNLOAD RUBRIC PDF

Opinion / Argumentative

Opinion Grades 3-6

Students may be expected to form and defend an opinion, supported by information provided in source material.

GO TO RELATED STUDENT RESPONSES

DOWNLOAD RUBRIC PDF

Argumentative Grades 6-11

Students may be expected to compose an argument, using evidence from source materials to form and support claims and (in grades 7-11) counterclaims.

GO TO RELATED STUDENT RESPONSES

DOWNLOAD RUBRIC PDF

Start With These Student Responses

Discover the power of SmART! Dive into the highlighted exemplars—two for each purpose—and see how SmART revolutionizes the way scoring rubrics are applied to student writing. Want specific insights for your grade band and purpose? Just hit the "Explore All Responses" button and unlock a world of possibilities!

EXPLORE ALL RESPONSES

Grade	Purpose	Prompt Name	ID	Organization / Purpose	Evidence / Elaboration	Conventions
3	Opinion	Islands	444	4	4	2
5	Informational	Ready for a Nap	788	3	3	2
7	Narrative	Mount Everest	952	4	4	2
11	Explanatory	Sunflower	1181	3	3	2
8	Argumentative	Penny	4201	2	2	1

Freckle and Amira Usage Starting LP 2



Freckle And Amira Usage - First 2 Weeks of LP 2

FRECKLE

TOTAL USERS: 689

SESSIONS

TOTAL SESSIONS: 8,339

ELA	MATH
3,613	4,726

MINUTES

TOTAL MINUTES: 46.5K

ELA	MATH
17.1 K	29.4 K

AMIRA

TOTAL USERS: 110

STORIES READ

TOTAL: 522

HIGH QUALITY MINUTES

TOTAL MINUTES: 2074



Our students have hit the ground running in Freckle & Amira - we're off to a great start and plan to continue this momentum throughout the school year!

Interventions



Know Your Score!



Purpose of Meeting

- Review start of year Renaissance STAR results in reading and math
- Identify areas of strengths and areas of growth based on these results
- Work as a team to set goals to support improvement in growth areas in order to make one year's worth of academic growth by Spring.

This collaborative process fosters engagement and ownership, as students gain motivation and accountability from understanding their own scores. Frequent check-ins and consistent progress monitoring through STAR data help track academic growth, guide instruction, and keep momentum strong. Along the way, celebrating small wins boosts morale and reinforces a positive learning journey where students feel invested in their success.

Continuing Interventions

Multiple Measures Reports

MULTIPLE MEASURES

STUDENT REPORT

BOY - 2025-2026 Overview

[redacted]

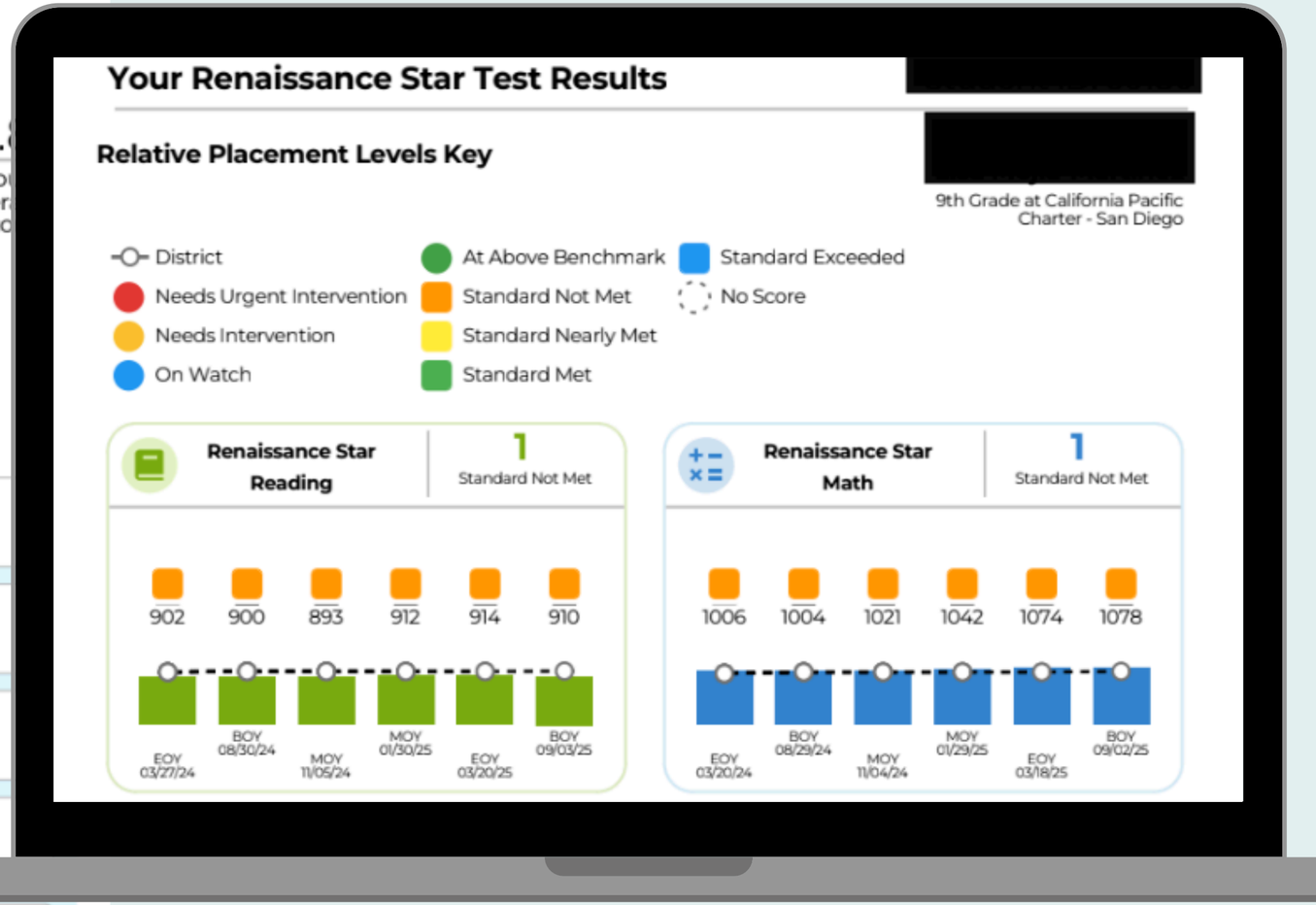
9th Grade at California Pacific Charter - San Diego



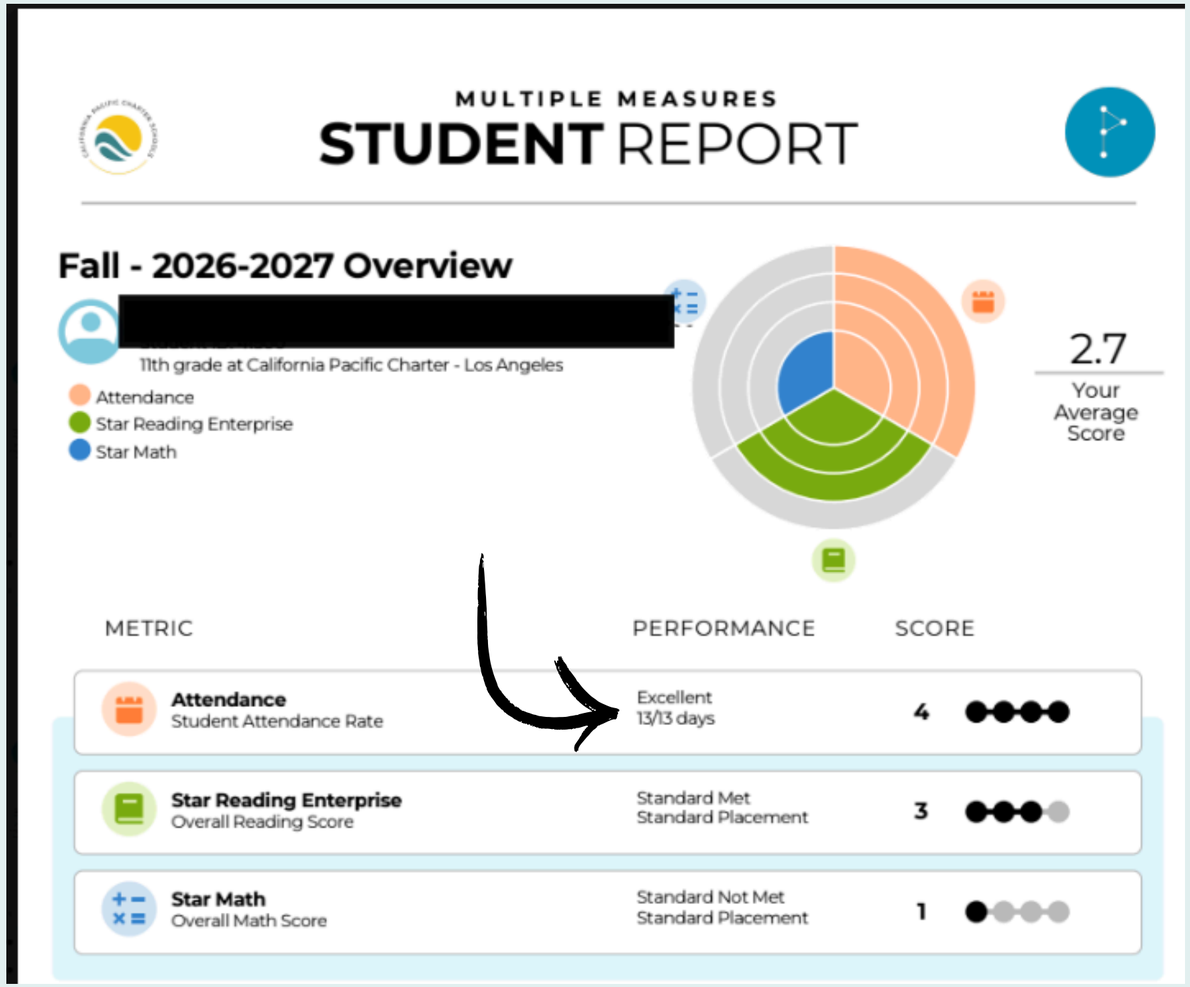
- Renaissance Star Reading
- State ELA Test 2024-2025
- Renaissance Star Math
- State Math Test 2024-2025
- ELPAC Test 2024-2025
- CAST Test 2024-2025

4-Excellent 3-Good 2-Fair 1-Intervention

METRIC	PERFORMANCE	SCORE
Renaissance Star Reading Overall Reading Score	Standard Not Met Standard Placement	1
State ELA Test 2024-2025 Overall English Language Arts Score	Standard Nearly Met Standard Placement	2
Renaissance Star Math Overall Math Score	Standard Not Met Standard Placement	1
State Math Test 2024-2025 Overall Math Score	Standard Nearly Met Standard Placement	2
ELPAC Test 2024-2025 Overall English Language Score	Standard Met Standard Placement	3
CAST Test 2024-2025 Overall Science Score	Standard Nearly Met Standard Placement	2



New This Year: Attendance on the MMRs



MULTIPLE MEASURES
STUDENT REPORT

Fall - 2026-2027 Overview

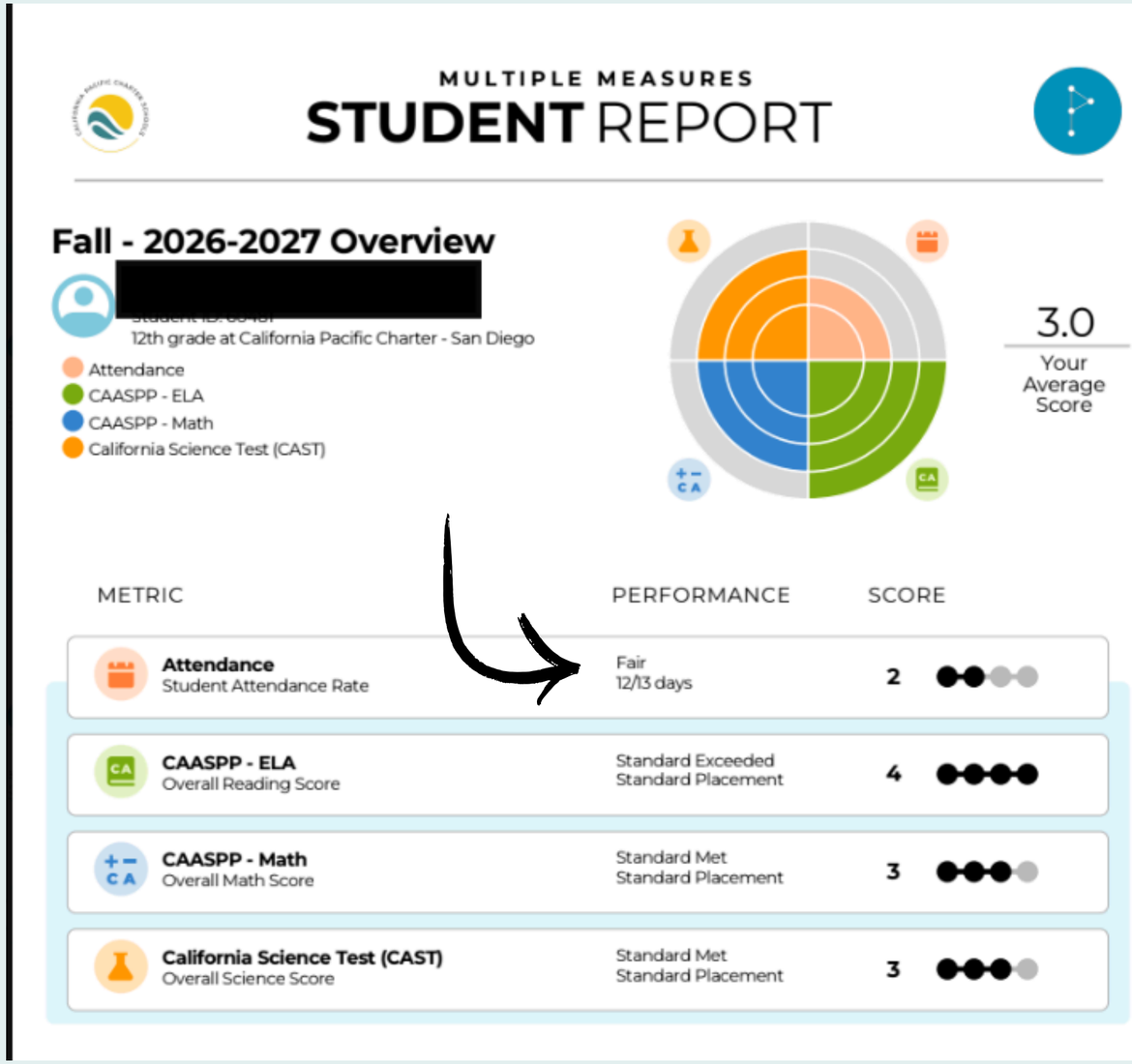
[redacted]

11th grade at California Pacific Charter - Los Angeles

- Attendance
- Star Reading Enterprise
- Star Math

2.7
Your Average Score

METRIC	PERFORMANCE	SCORE
Attendance Student Attendance Rate	Excellent 13/13 days	4
Star Reading Enterprise Overall Reading Score	Standard Met Standard Placement	3
Star Math Overall Math Score	Standard Not Met Standard Placement	1



MULTIPLE MEASURES
STUDENT REPORT

Fall - 2026-2027 Overview

[redacted]

12th grade at California Pacific Charter - San Diego

- Attendance
- CAASPP - ELA
- CAASPP - Math
- California Science Test (CAST)

3.0
Your Average Score

METRIC	PERFORMANCE	SCORE
Attendance Student Attendance Rate	Fair 12/13 days	2
CAASPP - ELA Overall Reading Score	Standard Exceeded Standard Placement	4
CAASPP - Math Overall Math Score	Standard Met Standard Placement	3
California Science Test (CAST) Overall Science Score	Standard Met Standard Placement	3

Continuing Interventions

Academic Support & Individualized Practice

Focusing on Literacy with Orton Gillingham

Teachers are integrating Orton Gillingham techniques to boost student phonematic awareness and fluency. We are excited to utilize the Orton Gillingham materials sent to students for hands on literacy practice this year.

Small Group Learning

In addition to daily class instruction students will participate in small groups throughout the year to target skills in reading and math.



Continuing Interventions

Academic Support & Individualized Practice



Focusing on Power Standards

Teachers have identified the most important math and language arts standards to target for test success. Students will complete activities and assignments during live sessions that build up their skills in these target power standards to support test readiness success.

GATE Explorers

We are excited to offer a GATE option this year. This is a special opportunity for students who are passionate about learning and eager to challenge themselves on a deeper intellectual level. We'll dive into project-based learning, engage in rich discussions, and collaborate on a group project. Plus, we'll explore the traditional depth and complexity concepts that are the heart of GATE programs. Students are selected to join from teacher nomination and academic performance.

Continuing Interventions

Academic Support & Individualized Practice



Amira

Amira listens as students read aloud, capturing the critical cognitive and linguistic markers of dyslexia. Informed by decades of neuroscience research, Amira provides validated, state-approved risk indicators and next steps to guide timely instruction and intervention.

Math Facts Practice

The Fact Practice component of Freckle allows students to do just that: practice their math facts. Students build math fact fluency by testing their ability to recall the basic facts in all four operations, accurately and quickly. Think of Freckle Fact Practice as computerized, adaptive flash cards. Grades 3-5 are adopting this as part of their daily in-class routine.



Thank You

cal-pacs.org

Coversheet

Consent - Business/Financial Services

Section: VII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: CalPac-LA Check Register September 2026.pdf
CalPac-SD Check Register September 2026.pdf
CalPac-SO Check Register September 2026.pdf
J.P. Morgan Statement September 2026.pdf
Chase Ink Business Card September 2026.pdf
J.P. Morgan End of Day Sweep Statement September 2026.pdf
Surplus of Electronics - October 2026.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 10/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/01/26	KELL000--Kelly Wylie	20137004938	30.34	Mileage & Parking for Board Meeting 08/11/26	55--California Pacific Charter - Los Angeles
		KELL000--Kelly Wylie	20137004938	8.58	Meals for Board Meeting 08/11/26	55--California Pacific Charter - Los Angeles
	09/01/26	TANY001--Tanya Rogers	20137004939	30.91	Mileage for Board Meeting 08/11/26	55--California Pacific Charter - Los Angeles
	09/01/26	AMAZ000--Amazon	20137004937	2.53	Office Supplies for Board Member	55--California Pacific Charter - Los Angeles
	09/03/26	WORL000--Worldwide Express	2464868296TC	195.08	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	ARNE001--A&R Parcel Three	245714029TC	179.88	Office Space DOE - September 2026	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	245714029TC	3,724.65	Office Space Rent - September 2026	55--California Pacific Charter - Los Angeles
	09/04/26	CHAR003--Charter Tech Services	20137004963	4,961.25	Monthly Technology Services for September 2026	55--California Pacific Charter - Los Angeles
	09/04/26	RING000--RingCentral	20137004961	1,743.71	Phone Bill Monthly - August 2026	55--California Pacific Charter - Los Angeles
	09/04/26	CHAR001--Charter Impact	20137004962	1,240.31	Payroll & Retirement Services Monthly - September 2026	55--California Pacific Charter - Los Angeles
	09/04/26	ALPH000--Alpha Vision, Inc.	101372196	170.55	Google Drive Back-Up Monthly - September 2026	55--California Pacific Charter - Los Angeles
	09/04/26	EDGE001--Imagine Learning LLC	20137004952	250.00	Edgenuity Exceptional Students Course for LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004955	23.37	Office supplies- Printer paper	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004953	47.61	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004957	47.18	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004956	46.54	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004958	46.11	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004960	8.53	Office supplies- shipping labels	55--California Pacific Charter - Los Angeles
	09/04/26	CLIF000--Clifton Larson Allen LLP	20137004951	5,275.94	Audit of 06/30/2026 Fiscal Year Final Audit Billing	55--California Pacific Charter - Los Angeles
	09/04/26	ERIK001--Erika Stevens	20137004945	28.29	Board Meeting August 2026 - Mileage	55--California Pacific Charter - Los Angeles
	09/04/26	CULL001--Culligan	101372195	31.03	Water Cooler Rental Monthly - September 2026	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004950	25.21	Office supplies- Printer paper	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004946	47.18	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004949	47.18	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004944	12.46	Office supplies- envelopes	55--California Pacific Charter - Los Angeles
	09/04/26	AMAZ000--Amazon	20137004943	8.53	Office supplies- shipping labels	55--California Pacific Charter - Los Angeles
	09/10/26	WORL000--Worldwide Express	2535850714TC	7,540.37	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 10/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/10/26	ECCI000--ECC Imaging LLC	101372197	29.15	Copier Overages Monthly - August 2026	55--California Pacific Charter - Los Angeles
	09/11/26	WAY0001--Wayfinder Family Services	101372199	3,747.15	NPS Placement - July 2026 CPC-LA	55--California Pacific Charter - Los Angeles
	09/11/26	WAY0001--Wayfinder Family Services	101372200	2,842.14	NPS Placement - August 2026 CPC-LA	55--California Pacific Charter - Los Angeles
	09/11/26	ALLS001--All Systems Go Veterinary Solutions	20137004965	3,396.74	Marketing Monthly - September 2026	55--California Pacific Charter - Los Angeles
	09/11/26	RENA001--Renaissance Learning, Inc.	20137004969	3,260.45	Curriculum for 26/27 SY	55--California Pacific Charter - Los Angeles
	09/11/26	RIDS001--Rids Brother Company Inc	20137004968	3,714.00	NPS Transportation Services for August 2026	55--California Pacific Charter - Los Angeles
	09/11/26	LEAR002--Language Tree Online, Inc.	20137004967	1,431.00	COMP ELD Levels 1 & 2 (50-99)	55--California Pacific Charter - Los Angeles
		LEAR002--Language Tree Online, Inc.	20137004967	162.00	ELPAC Performance Indicator (21-99)	55--California Pacific Charter - Los Angeles
	09/11/26	HAND001--Hand2Mind	20137004966	1,273.77	Custom Student Math Kits	55--California Pacific Charter - Los Angeles
	09/11/26	BOOM001--Boom Learning	20137004970	269.10	Boom Passport Teacher Seats 26/27 SY	55--California Pacific Charter - Los Angeles
		BOOM001--Boom Learning	20137004970	134.55	Boom Passport Teacher Seats 26/27 SY	55--California Pacific Charter - Los Angeles
	09/14/26	ZOOM000--Zoom	20137004972	9,112.50	Zoom Workplace Subscription for 9/9/2026-6/30/2027	55--California Pacific Charter - Los Angeles
		ZOOM000--Zoom	20137004972	1,822.50	Zoom Workplace Subscription for 7/1/2027-9/8/2027	55--California Pacific Charter - Los Angeles
	09/14/26	CHAR003--Charter Tech Services	20137004971	392.15	Staff Monitor and Docking Station for Victoria Campbell	55--California Pacific Charter - Los Angeles
	09/14/26	TYLE001--Tyler Phipps	20137004977	61.05	Office Visit Mileage & Tolls	55--California Pacific Charter - Los Angeles
	09/14/26	AMAZ000--Amazon	20137004974	47.61	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/14/26	AMAZ000--Amazon	20137004975	47.50	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/14/26	AMAZ000--Amazon	20137004976	46.32	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/17/26	WORL000--Worldwide Express	2606550070TC	1,603.85	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372203	820.58	Legal Services for August 2026	55--California Pacific Charter - Los Angeles
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372201	589.73	Legal Services for July 2026	55--California Pacific Charter - Los Angeles
	09/21/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372202	67.05	LEA Medi-Cal Billing Services Fee Monthly August 2026	55--California Pacific Charter - Los Angeles
	09/22/26	CHAR003--Charter Tech Services	20137004978	13,441.96	MacBook Pros for Teachers	55--California Pacific Charter - Los Angeles
	09/22/26	LEAR001--Learning A-Z	20137004984	184.38	Curriculum for K-8 26/27 SY	55--California Pacific Charter - Los Angeles
	09/22/26	WILL000--William J Howard Jr.	20137004979	7.47	BOD Teleconference Mileage 09/08/26	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 10/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/22/26	JASO000--Jason D. McFaul	20137004980	6.97	BOD Meeting 9/8/26	55--California Pacific Charter - Los Angeles
	09/22/26	SHIR000--Shirley Peterson	20137004985	6.16	BOD Teleconference Mileage 09/08/26	55--California Pacific Charter - Los Angeles
	09/23/26	PHIL000--Philadelphia Insurance Companies	2667668336TC	2,747.39	September Installment Insurance Premiums FY 26/27	55--California Pacific Charter - Los Angeles
	09/24/26	JASO000--Jason D. McFaul	1233541618	233.34	September 2026 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	09/24/26	WILL000--William J Howard Jr.	1233541613	233.34	September 2026 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	09/24/26	TANY001--Tanya Rogers	1233541610	233.34	September 2026 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	09/24/26	KELL000--Kelly Wylie	1233541619	233.34	September 2026 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	09/24/26	SHIR000--Shirley Peterson	1233541628	233.34	September 2026 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	09/24/26	WORL000--Worldwide Express	2679661703TC	13,952.43	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	09/28/26	UKG0001--UKG	20137004997	2,954.07	Payroll Processing Fees Qrtrly Oct-Dec 2026	55--California Pacific Charter - Los Angeles
	09/28/26	EVER000--Evergreen Educational Group	101372213	449.55	DLAC Standard School/District Membership - 26/27 SY	55--California Pacific Charter - Los Angeles
	09/28/26	DELA000--De Lage Landen Financial Services Inc.	20137004996	195.55	Copier Lease Monthly - October 2026	55--California Pacific Charter - Los Angeles
	09/28/26	APLU001--A Plus ID LP	101372212	100.00	Student IDs for LA	55--California Pacific Charter - Los Angeles
	09/28/26	MICH003--Michael Luna	101372211	33.75	TB Risk Assessment	55--California Pacific Charter - Los Angeles
	09/28/26	MARI003--Marissa Probst	20137004995	65.20	LA Park Day September 2026	55--California Pacific Charter - Los Angeles
	09/28/26	VICKY01--Vicky Lin	101372209	60.65	LA Park Day September 2026	55--California Pacific Charter - Los Angeles
	09/28/26	HLG0001--Harbottle Law Group	20137004989	111.83	Legal Services for August 2026	55--California Pacific Charter - Los Angeles
	09/28/26	ALIS001--Alisa Sheveland	20137004990	93.92	LA Park Day - September 2026 - Mileage	55--California Pacific Charter - Los Angeles
		ALIS001--Alisa Sheveland	20137004990	9.15	LA Park Day - September 2026 - Meals	55--California Pacific Charter - Los Angeles
	09/28/26	JILL001--Jill Stubbs	20137004994	46.19	PK-3rd Credential Application Fee	55--California Pacific Charter - Los Angeles
	09/28/26	MCKE001--Mckenzie Jackson	101372208	91.80	LA Park Day September 2026	55--California Pacific Charter - Los Angeles
	09/28/26	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleges	101372204	2,100.00	Annual Accreditation Membership Fee: 2026-2027	55--California Pacific Charter - Los Angeles
	09/28/26	OXFO000--Oxford Consulting Services, Inc.	20137004987	256.00	BIS - August 2026	55--California Pacific Charter - Los Angeles
	09/29/26	AMAZ000--Amazon	20137005009	47.50	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	09/29/26	AMAZ000--Amazon	20137005008	47.50	CTE Art Kit for students in CPC-LA	55--California Pacific Charter - Los Angeles
	09/29/26	AMAZ000--Amazon	20137005001	46.54	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 10/1/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
Total for CHASE 1781				**$ 98,866.87**		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/01/26	KAIS001--Kaiser	2440803031TC	44,363.89	Medical Premiums Monthly - September 2026	44--California Pacific Charter - San Diego
	09/01/26	KELL000--Kelly Wylie	20137004938	30.34	Mileage & Parking for Board Meeting 08/11/26	44--California Pacific Charter - San Diego
		KELL000--Kelly Wylie	20137004938	8.57	Meals for Board Meeting 08/11/26	44--California Pacific Charter - San Diego
	09/01/26	TANY001--Tanya Rogers	20137004939	30.91	Mileage for Board Meeting 08/11/26	44--California Pacific Charter - San Diego
	09/01/26	AMAZ000--Amazon	20137004937	2.52	Office Supplies for Board Member	44--California Pacific Charter - San Diego
	09/02/26	ANTH001--Anthem	2451509996TC	76,326.11	Medical Premiums Monthly - September 2026	44--California Pacific Charter - San Diego
	09/03/26	WORL000--Worldwide Express	2464868296TC	202.31	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	09/04/26	ARNE001--A&R Parcel Three	245714029TC	2,814.18	Office Space Rent - September 2026	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	245714029TC	135.91	Office Space DOE - September 2026	44--California Pacific Charter - San Diego
	09/04/26	CHAR003--Charter Tech Services	20137004963	3,748.50	Monthly Technology Services for September 2026	44--California Pacific Charter - San Diego
	09/04/26	RING000--RingCentral	20137004961	1,317.47	Phone Bill Monthly - August 2026	44--California Pacific Charter - San Diego
	09/04/26	CHAR001--Charter Impact	20137004962	937.13	Payroll & Retirement Services Monthly - September 2026	44--California Pacific Charter - San Diego
	09/04/26	ALPH000--Alpha Vision, Inc.	101372196	128.86	Google Drive Back-Up Monthly - September 2026	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004955	17.65	Office supplies- Printer paper	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004959	25.46	Headphone for SpEd student in CPC-SD	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004960	6.44	Office supplies- shipping labels	44--California Pacific Charter - San Diego
	09/04/26	CLIF000--Clifton Larson Allen LLP	20137004951	3,986.26	Audit of 06/30/2026 Fiscal Year Final Audit Billing	44--California Pacific Charter - San Diego
	09/04/26	ERIK001--Erika Stevens	20137004945	21.37	Board Meeting August 2026 - Mileage	44--California Pacific Charter - San Diego
	09/04/26	CULL001--Culligan	101372195	23.45	Water Cooler Rental Monthly - September 2026	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004950	19.05	Office supplies- Printer paper	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004947	46.75	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004944	9.41	Office supplies- envelopes	44--California Pacific Charter - San Diego
	09/04/26	AMAZ000--Amazon	20137004943	6.44	Office supplies- shipping labels	44--California Pacific Charter - San Diego
	09/04/26	METL001--MetLife Small Business Center	20137004942	9,308.74	September 2026 Insurance Premiums	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/04/26	METL001--MetLife Small Business Center	20137004941	8,783.67	August 2026 Insurance Premiums	44--California Pacific Charter - San Diego
	09/10/26	WORL000--Worldwide Express	2535850714TC	5,849.94	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	09/10/26	ECCI000--ECC Imaging LLC	101372197	22.02	Copier Overages Monthly - August 2026	44--California Pacific Charter - San Diego
	09/11/26	ALLS001--All Systems Go Veterinary Solutions	20137004965	2,566.42	Marketing Monthly - September 2026	44--California Pacific Charter - San Diego
	09/11/26	RENA001--Renaissance Learning, Inc.	20137004969	2,463.46	Curriculum for 26/27 SY	44--California Pacific Charter - San Diego
	09/11/26	LEAR002--Language Tree Online, Inc.	20137004967	1,081.20	COMP ELD Levels 1 & 2 (50-99)	44--California Pacific Charter - San Diego
		LEAR002--Language Tree Online, Inc.	20137004967	122.40	ELPAC Performance Indicator (21-99)	44--California Pacific Charter - San Diego
	09/11/26	HAND001--Hand2Mind	20137004966	962.40	Custom Student Math Kits	44--California Pacific Charter - San Diego
	09/11/26	BOOM001--Boom Learning	20137004970	101.66	Boom Passport Teacher Seats 26/27 SY	44--California Pacific Charter - San Diego
		BOOM001--Boom Learning	20137004970	203.32	Boom Passport Teacher Seats 26/27 SY	44--California Pacific Charter - San Diego
	09/14/26	ZOOM000--Zoom	20137004972	1,377.00	Zoom Workplace Subscription for 7/1/2027-9/8/2027	44--California Pacific Charter - San Diego
		ZOOM000--Zoom	20137004972	6,885.00	Zoom Workplace Subscription for 9/9/2026-6/30/2027	44--California Pacific Charter - San Diego
	09/14/26	TYLE001--Tyler Phipps	20137004977	46.12	Office Visit Mileage & Tolls	44--California Pacific Charter - San Diego
	09/14/26	AMAZ000--Amazon	20137004973	46.75	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	09/15/26	BERK000--Berkshire Hathaway	2581253474TC	6,840.83	Worker's Comp August 2026	44--California Pacific Charter - San Diego
	09/17/26	WORL000--Worldwide Express	2606550070TC	1,388.28	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	09/21/26	METL001--MetLife Small Business Center	Voided - 10287	(0.01)	VOID check to set up Auto-Pay	44--California Pacific Charter - San Diego
	09/21/26	METL001--MetLife Small Business Center	10287	0.01	VOID check to set up Auto-Pay	44--California Pacific Charter - San Diego
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372203	619.98	Legal Services for August 2026	44--California Pacific Charter - San Diego
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372201	445.56	Legal Services for July 2026	44--California Pacific Charter - San Diego
	09/21/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372202	50.66	LEA Medi-Cal Billing Services Fee Monthly August 2026	44--California Pacific Charter - San Diego
	09/22/26	METL001--MetLife Small Business Center	20137004983	10,531.93	October 2026 Insurance Premiums	44--California Pacific Charter - San Diego
	09/22/26	LEAR001--Learning A-Z	20137004984	139.31	Curriculum for K-8 26/27 SY	44--California Pacific Charter - San Diego
	09/22/26	WILL000--William J Howard Jr.	20137004979	7.48	BOD Teleconference Mileage 09/08/26	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/22/26	JASO000--Jason D. McFaul	20137004980	6.96	BOD Meeting 9/8/26	44--California Pacific Charter - San Diego
	09/22/26	SHIR000--Shirley Peterson	20137004985	6.15	BOD Teleconference Mileage 09/08/26	44--California Pacific Charter - San Diego
	09/23/26	PHIL000--Philadelphia Insurance Companies	2667668336TC	2,075.80	September Installment Insurance Premiums FY 26/27	44--California Pacific Charter - San Diego
	09/24/26	JASO000--Jason D. McFaul	1233541618	233.33	September 2026 Board Stipends - JM	44--California Pacific Charter - San Diego
	09/24/26	WILL000--William J Howard Jr.	1233541613	233.33	September 2026 Board Stipends - WH	44--California Pacific Charter - San Diego
	09/24/26	TANY001--Tanya Rogers	1233541610	233.33	September 2026 Board Stipends - TR	44--California Pacific Charter - San Diego
	09/24/26	KELL000--Kelly Wylie	1233541619	233.33	September 2026 Board Stipends - KW	44--California Pacific Charter - San Diego
	09/24/26	SHIR000--Shirley Peterson	1233541628	233.33	September 2026 Board Stipends - SP	44--California Pacific Charter - San Diego
	09/24/26	WORL000--Worldwide Express	2679661703TC	9,971.92	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	09/28/26	ALEX001--Alexis Pacheco	20137004998	135.43	SD Park Day September 2026 - Mileage	44--California Pacific Charter - San Diego
		ALEX001--Alexis Pacheco	20137004998	23.93	SD Park Day September 2026 - Meals	44--California Pacific Charter - San Diego
	09/28/26	UKG0001--UKG	20137004997	2,231.96	Payroll Processing Fees Qrtrly Oct-Dec 2026	44--California Pacific Charter - San Diego
	09/28/26	EVER000--Evergreen Educational Group	101372213	339.66	DLAC Standard School/District Membership - 26/27 SY	44--California Pacific Charter - San Diego
	09/28/26	DELA000--De Lage Landen Financial Services Inc.	20137004996	147.75	Copier Lease Monthly - October 2026	44--California Pacific Charter - San Diego
	09/28/26	APLU001--A Plus ID LP	101372212	40.00	Student IDs for SD	44--California Pacific Charter - San Diego
	09/28/26	MICH003--Michael Luna	101372211	25.50	TB Risk Assessment	44--California Pacific Charter - San Diego
	09/28/26	KATI001--Katherine Johnson	101372210	6.51	SD Park Day September 2026	44--California Pacific Charter - San Diego
	09/28/26	HLG0001--Harbottle Law Group	20137004989	84.48	Legal Services for August 2026	44--California Pacific Charter - San Diego
	09/28/26	JILL001--Jill Stubbs	20137004991	86.91	SD Park Day September 2026 - Meals	44--California Pacific Charter - San Diego
		JILL001--Jill Stubbs	20137004991	34.66	SD Park Day September 2026 - Mileage	44--California Pacific Charter - San Diego
	09/28/26	KRIS000--Kristine Kim	20137004992	112.48	SD Park Day September 2026	44--California Pacific Charter - San Diego
	09/28/26	JILL001--Jill Stubbs	20137004994	34.90	PK-3rd Credential Application Fee	44--California Pacific Charter - San Diego
	09/28/26	MARL000--Marla Malfavon	20137004993	46.36	SD Park Day September 2026	44--California Pacific Charter - San Diego
	09/28/26	TAMA001--Tamara Hicks	101372207	38.00	SD Park Day - September 2026	44--California Pacific Charter - San Diego
	09/28/26	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleges	101372206	1,840.00	Annual Accreditation Membership Fee: 2026-2027 CPC-SD	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/01/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/29/26	AMAZ000--Amazon	20137005002	46.32	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	09/29/26	AMAZ000--Amazon	20137005006	46.32	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	09/29/26	AMAZ000--Amazon	20137005010	46.32	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
Total for CHASE 1781				**$ 212,648.08**		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/01/26	KELL000--Kelly Wylie	20137004938	8.57	Meals for Board Meeting 08/11/26	95--California Pacific Charter - Sonoma
		KELL000--Kelly Wylie	20137004938	30.33	Mileage & Parking for Board Meeting 08/11/26	95--California Pacific Charter - Sonoma
	09/01/26	TANY001--Tanya Rogers	20137004939	30.90	Mileage for Board Meeting 08/11/26	95--California Pacific Charter - Sonoma
	09/01/26	AMAZ000--Amazon	20137004937	2.53	Office Supplies for Board Member	95--California Pacific Charter - Sonoma
	09/03/26	WORL000--Worldwide Express	2464868296TC	169.58	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	09/04/26	ARNE001--A&R Parcel Three	245714029TC	83.95	Office Space DOE - September 2026	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	245714029TC	1,738.17	Office Space Rent - September 2026	95--California Pacific Charter - Sonoma
	09/04/26	CHAR003--Charter Tech Services	20137004963	2,315.25	Monthly Technology Services for September 2026	95--California Pacific Charter - Sonoma
	09/04/26	RING000--RingCentral	20137004961	813.73	Phone Bill Monthly - August 2026	95--California Pacific Charter - Sonoma
	09/04/26	CHAR001--Charter Impact	20137004962	578.81	Payroll & Retirement Services Monthly - September 2026	95--California Pacific Charter - Sonoma
	09/04/26	ALPH000--Alpha Vision, Inc.	101372196	79.59	Google Drive Back-Up Monthly - September 2026	95--California Pacific Charter - Sonoma
	09/04/26	UNPL001--Unplug Studio LLC	20137004964	65.00	Website Hosting and Maintenance Monthly - September 2026	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004955	10.91	Office supplies- Printer paper	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004954	46.48	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004960	3.98	Office supplies- shipping labels	95--California Pacific Charter - Sonoma
	09/04/26	CLIF000--Clifton Larson Allen LLP	20137004951	2,462.10	Audit of 06/30/2026 Fiscal Year Final Audit Billing	95--California Pacific Charter - Sonoma
	09/04/26	ERIK001--Erika Stevens	20137004945	13.20	Board Meeting August 2026 - Mileage	95--California Pacific Charter - Sonoma
		ERIK001--Erika Stevens	20137004945	6.37	Certified Mail to Parent - Sonoma Scope	95--California Pacific Charter - Sonoma
	09/04/26	CULL001--Culligan	101372195	14.48	Water Cooler Rental Monthly - September 2026	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004950	11.76	Office supplies- Printer paper	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004948	47.18	CTE Art Kit for students in CPC-SO	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004944	5.81	Office supplies- envelopes	95--California Pacific Charter - Sonoma
	09/04/26	AMAZ000--Amazon	20137004943	3.98	Office supplies- shipping labels	95--California Pacific Charter - Sonoma
	09/10/26	WORL000--Worldwide Express	2535850714TC	4,343.97	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	09/10/26	KRIS003--Kristen Raven	Voided - 101372	(2.27)	CalSTRS excess contribution net refund	95--California Pacific Charter - Sonoma
	09/10/26	ECCI000--ECC Imaging LLC	101372197	13.60	Copier Overages Monthly - August 2026	95--California Pacific Charter - Sonoma
	09/11/26	KRIS003--Kristen Raven	101372198	2.27	CalSTRS excess contribution net refund	95--California Pacific Charter - Sonoma
	09/11/26	ALLS001--All Systems Go Veterinary Solutions	20137004965	1,585.14	Marketing Monthly - September 2026	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/11/26	RENA001--Renaissance Learning, Inc.	20137004969	1,521.54	Curriculum for 26/27 SY	95--California Pacific Charter - Sonoma
	09/11/26	LEAR002--Language Tree Online, Inc.	20137004967	75.60	ELPAC Performance Indicator (21-99)	95--California Pacific Charter - Sonoma
		LEAR002--Language Tree Online, Inc.	20137004967	667.80	COMP ELD Levels 1 & 2 (50-99)	95--California Pacific Charter - Sonoma
	09/11/26	HAND001--Hand2Mind	20137004966	594.43	Custom Student Math Kits	95--California Pacific Charter - Sonoma
	09/11/26	BOOM001--Boom Learning	20137004970	125.58	Boom Passport Teacher Seats 26/27 SY	95--California Pacific Charter - Sonoma
		BOOM001--Boom Learning	20137004970	62.79	Boom Passport Teacher Seats 26/27 SY	95--California Pacific Charter - Sonoma
	09/14/26	ZOOM000--Zoom	20137004972	850.50	Zoom Workplace Subscription for 7/1/2027-9/8/2027	95--California Pacific Charter - Sonoma
		ZOOM000--Zoom	20137004972	4,252.50	Zoom Workplace Subscription for 9/9/2026-6/30/2027	95--California Pacific Charter - Sonoma
	09/14/26	TYLE001--Tyler Phipps	20137004977	28.49	Office Visit Mileage & Tolls	95--California Pacific Charter - Sonoma
	09/17/26	WORL000--Worldwide Express	2606550070TC	1,053.16	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372203	382.94	Legal Services for August 2026	95--California Pacific Charter - Sonoma
	09/21/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101372201	275.21	Legal Services for July 2026	95--California Pacific Charter - Sonoma
	09/21/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101372202	31.29	LEA Medi-Cal Billing Services Fee Monthly August 2026	95--California Pacific Charter - Sonoma
	09/22/26	TLC0001--TLC Child & Family Services	20137004981	3,078.00	NPS Placement Journey HS - August 2026	95--California Pacific Charter - Sonoma
	09/22/26	TLC0001--TLC Child & Family Services	20137004982	724.43	NPS Placement - August 2026	95--California Pacific Charter - Sonoma
	09/22/26	LEAR001--Learning A-Z	20137004984	86.05	Curriculum for K-8 26/27 SY	95--California Pacific Charter - Sonoma
	09/22/26	WILL000--William J Howard Jr.	20137004979	7.47	BOD Teleconference Mileage 09/08/26	95--California Pacific Charter - Sonoma
	09/22/26	JASO000--Jason D. McFaul	20137004980	6.97	BOD Meeting 9/8/26	95--California Pacific Charter - Sonoma
	09/22/26	SHIR000--Shirley Peterson	20137004985	6.16	BOD Teleconference Mileage 09/08/26	95--California Pacific Charter - Sonoma
	09/23/26	PHIL000--Philadelphia Insurance Companies	2667668336TC	1,282.11	September Installment Insurance Premiums FY 26/27	95--California Pacific Charter - Sonoma
	09/24/26	JASO000--Jason D. McFaul	1233541618	233.33	September 2026 Board Stipends - JM	95--California Pacific Charter - Sonoma
	09/24/26	WILL000--William J Howard Jr.	1233541613	233.33	September 2026 Board Stipends - WH	95--California Pacific Charter - Sonoma
	09/24/26	TANY001--Tanya Rogers	1233541610	233.33	September 2026 Board Stipends - TR	95--California Pacific Charter - Sonoma
	09/24/26	KELL000--Kelly Wylie	1233541619	233.33	September 2026 Board Stipends - KW	95--California Pacific Charter - Sonoma
	09/24/26	SHIR000--Shirley Peterson	1233541628	233.33	September 2026 Board Stipends - SP	95--California Pacific Charter - Sonoma
	09/24/26	WORL000--Worldwide Express	2679661703TC	6,007.71	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	09/28/26	UKG0001--UKG	20137004997	1,378.57	Payroll Processing Fees Qrtrly Oct-Dec 2026	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/1/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	09/28/26	EVER000--Evergreen Educational Group	101372213	209.79	DLAC Standard School/District Membership - 26/27 SY	95--California Pacific Charter - Sonoma
	09/28/26	DELA000--De Lage Landen Financial Services Inc.	20137004996	91.26	Copier Lease Monthly - October 2026	95--California Pacific Charter - Sonoma
	09/28/26	APLU001--A Plus ID LP	101372212	60.00	Student IDs for SO	95--California Pacific Charter - Sonoma
	09/28/26	MICH003--Michael Luna	101372211	15.75	TB Risk Assessment	95--California Pacific Charter - Sonoma
	09/28/26	HLG0001--Harbottle Law Group	20137004988	12,025.50	Legal Services for August 2026	95--California Pacific Charter - Sonoma
	09/28/26	HLG0001--Harbottle Law Group	20137004989	288.00	Legal Services for August 2026	95--California Pacific Charter - Sonoma
		HLG0001--Harbottle Law Group	20137004989	52.19	Legal Services for August 2026	95--California Pacific Charter - Sonoma
	09/28/26	JILL001--Jill Stubbs	20137004994	21.56	PK-3rd Credential Application Fee	95--California Pacific Charter - Sonoma
	09/28/26	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleges	101372205	1,310.00	Annual Accreditation Membership Fee 2026-2027	95--California Pacific Charter - Sonoma
	09/28/26	OXFO000--Oxford Consulting Services, Inc.	20137004986	128.00	BIS - August 2026	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137005004	47.18	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137005005	47.18	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137005007	47.18	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137004999	46.97	CTE Art Kit for students in CPC-SO	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137005000	46.97	CTE Art Kit for students in CPC-SO	95--California Pacific Charter - Sonoma
	09/29/26	AMAZ000--Amazon	20137005003	46.59	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
Total for CHASE 1781				**$ 52,635.44**		

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	10/25/2026
AMOUNT DUE	$7,422.55
CURRENT BALANCE	$7,422.55

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

AMOUNT ENCLOSED $

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

** 0000000

5563757900100937007422550074225 56

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	09-30-26
CREDIT LIMIT	100,000
AVAILABLE CREDIT	92,577

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

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

SEND BILLING INQUIRIES TO:

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

PREVIOUS BALANCE	61,393.83
PURCHASES AND OTHER CHARGES	7,422.55
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	61,393.83-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**7,422.55**
TOTAL PAYMENT DUE	7,422.55
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
$61,393.83CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-25	09-25		AUTO PAYMENT DEDUCTION	61,393.83 CR

INDIVIDUAL CARDHOLDER ACTIVITY

DAISY CARLOS
5563-7581-1531-6581

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$448.86	$0.00	$448.86

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-01	08-31	5543286624320977353 9366	MYFAX SERVICE LOS ANGELES CA	10.00
09-01	08-31	55432866243209773539374	MYFAX SERVICE LOS ANGELES CA	10.00
09-10	09-09	55432866252200143256979	MYFAX SERVICE LOS ANGELES CA	10.00
09-10	09-09	55432866252200143256987	MYFAX SERVICE LOS ANGELES CA	10.00
09-10	09-09	55432866252200143256995	MYFAX SERVICE LOS ANGELES CA	10.00
09-14	09-12	55480776255252047002065	ONTIMETEL DIALMYCALLS JUPITER FL	107.99
09-16	09-15	55432866258202243961577	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	205.20
09-21	09-19	55432866262203643823973	MYFAX SERVICE LOS ANGELES CA	12.00
			Total Purchasing Activity	$375.19

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-02	09-01	5531020624549768439 7982	CHIPOTLE MEX GR ONLINE NEWPORT BEACH CA	73.67
			Total Travel Activity	$73.67

CHRISTINE FEHER
5563-7581-4730-8655

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$6,910.19	$0.00	$6,910.19

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-02	09-01	1527021624400154709 9090	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	6,910.19
			Total Purchasing Activity	$6,910.19

CHRISTINE FEHER
5563-7581-6708-3774

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$63.50	$0.00	$63.50

ACCOUNTING CODE:

Continued on next page

ACCT. NUMBER: 5563 7579 0010 0937 CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-09	09-08	55506296252889013000250	ANDRE BOUDIN BAKERIES SAN FRANCISCO CA	63.50
			Total Purchasing Activity	$63.50

ink.

Manage your account online at: www.chase.com/cardhelp

Customer Service: 1-800-310-1650

Mobile: Download the Chase Mobile® app today

October 2026						
S	M	T	W	T	F	S
27	28	29	30	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

New Balance
$23,260.90
Minimum Payment Due
$11,950.69
Payment Due Date
10/25/26

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.

CHASE ULTIMATE REWARDS® SUMMARY

Previous points balance	101,338
+2% (2 Pts)/$1 earned on all purchases	46,522
- Points redeemed this statement period	101,338
Total points available for redemption	**46,522**

Redeem for cash back- any amount, anytime. Log on to chase.com/ultimaterewards to explore all your reward options.

You earn unlimited 2% cash back on every purchase and an additional 0.5% cash back on purchases of $5K or more. There are no limits to the amount you can earn! Redeem for cash with no minimum, and your Cash Back rewards do not expire as long as your account is open.

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	$41,668.80	$12,000.00	$29,668.80
Payment, Credits	$41,668.80	$12,000.00	$29,668.80
Purchases	$23,260.90	$11,836.69	$11,424.21
Fees Charged	$0.00	$0.00	$0.00
Interest Charged	$0.00	$0.00	$0.00
New Balance	$23,260.90	$11,836.69	$11,424.21
Minimum Payment Due	$11,950.69	$11,836.69	$114.00

ADDITIONAL DETAILS

Opening/Closing Date: 09/04/26 - 10/03/26

	Total	Available
Credit Access Line	$75,000.00	$51,739.00
Flex for Business Limit	$30,000.00	$18,575.00
Cash Access Line	$2,500.00	$2,500.00
Balance over the Credit Access Line	$0.00	

YOUR ACCOUNT MESSAGES

Your next AutoPay payment for $23,260.90 will be deducted from your Pay From account and credited on your due date. If your due date falls on a Saturday, we'll credit your payment the Friday before.

ink.

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

42463154650872190119506902326090000000000

AUTOPAY IS ON
See Your Account Messages for details.

Payment Due Date:	**10/25/26**
New Balance:	**$23,260.90**
Minimum Payment Due:	**$11,950.69**

Account number: XXXX XXXX XXXX 7219

$_____.____ Amount Enclosed
AUTOPAY IS ON

44848 BEX 9 27626 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

⑆5000160 28⑆159546508721961⑈

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

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.

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Manage your account online at : www.chase.com/cardhelp

Customer Service: 1-800-310-1650

Mobile: Download the Chase Mobile® app today

YOUR ACCOUNT MESSAGES (CONTINUED)

Your AutoPay amount will be reduced by any payments or merchant credits that post to your account before we process your AutoPay payment. If the total of these payments and merchant credits is more than your set AutoPay amount, your AutoPay payment for that month will be zero.

ACCOUNT ACTIVITY

■ Denotes Flex for Business activity

Date of Transaction		Merchant Name or Transaction Description	$ Amount
09/25		AUTOMATIC PAYMENT - THANK YOU SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) $41668.80- INCLUDING PAYMENTS RECEIVED	-41,668.80
09/02	■	CITY OF SAN MARINO REC D 626-3000737 CA	290.00
09/02		UCOP SPONSORED EVENT1 510-987-9278 CA	180.00
09/04	■	TARGET.COM * WWW.TARGET.CO MN	40.77
09/06		AWL*PEARSON EDUCATION PRSONCS.COM NJ	147.70
09/14		OPENAI *CHATGPT SUBSCR OPENAI.COM CA	20.00
09/15		IMSE 800-6469788 MI	66.95
09/15		ULTIMATE SLP ULTIMATESLP.C CT	12.95
09/15		4TE*FACILITRON 800-272-2962 CA	313.91
09/15		WPS PUBLISH WPSPUBLISH.CO CA	149.01
09/16		OMNI RANCHO LAS PALMAS ON 800-8096664 CA	2,771.04
09/17		Mailchimp 678-9990141 GA	82.87
09/18		WPS PUBLISH WPSPUBLISH.CO CA	80.60
09/17		SHERATON GRD SCRMNTO SACRAMENTO CA	886.79
09/17		SHERATON GRD SCRMNTO SACRAMENTO CA	886.79
09/17		SHERATON GRD SCRMNTO SACRAMENTO CA	886.79
09/17		SHERATON GRD SCRMNTO SACRAMENTO CA	886.79
09/17		SHERATON GRD SCRMNTO SACRAMENTO CA	886.79
09/18		AWL*PEARSON EDUCATION PRSONCS.COM NJ	280.97
09/21		FSP*NAT SCHOOL PUBLIC REL 301-519-0496 MD	826.97
09/22		FEDEX97910461 901-397-3889 TN	177.80
09/22		GRAND HYATT SAN DIEGO 6192321234 CA	411.73
09/23		CALIFORNIA SCHOLARSHIP CSF-CJSF.ORG CA	225.00
09/24		ANTHROPIC* CLAUDE TEAM ANTHROPIC.COM CA	121.02
09/23		GRAND HYATT SAN DIEGO 6192321234 CA	65.06
09/25	■	CCEAP 619-2808485 CA	2,340.00
09/25	■	CCEAP 619-2808485 CA	2,340.00
09/25	■	CCEAP 619-2808485 CA	2,340.00
09/30	■	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA	75.00
09/30	■	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA	75.00
09/30	■	SDSU RESEARCH FOUND CASHI 858-7335050 CA	50.00
10/01	■	STAMPLI FOR 9-2026 STAMPLI.COM CA	1,276.45
09/30	■	EB *PROCOPIO 2026 LABO 801-413-7200 CA DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) $19544.75	350.00
09/09		IMSE 800-6469788 MI	1,237.50
09/09		IMSE 800-6469788 MI	231.66
10/01	■	GOOGLE *ADS3267517799 cc@google.com CA CHRISTINE FEHER TRANSACTIONS THIS CYCLE (CARD 7235) $3716.15	2,246.99

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	17.99%(v)(d)	- 0 -	- 0 -

Powered by BoardOnTrack

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.

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JPMorganChase

END OF DAY INVESTMENT SWEEP

IN US DOLLARS

JPMorgan Chase Bank, N.A.
ALL BALANCES IN THIS STATEMENT ARE BASED ON THE CLOSING
COLLECTED BALANCE IN YOUR DEMAND DEPOSIT ACCOUNT

05045 LQS 001 001 26273 - NNNNNNNNNNN LQ1 AT 01
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

JPMorganChase

END OF DAY INVESTMENT SWEEP

DIVIDEND SUMMARY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

AVERAGE INVESTMENT BALANCE THIS MONTH (Shares):	3,210,190.64
AVERAGE INVESTMENT BALANCE THIS YEAR (Shares): (BASED ON INVESTED DAYS)	2,679,246.24
NUMBER OF DAYS INVESTED THIS MONTH:	30
NUMBER OF DAYS INVESTED THIS YEAR:	260
7 DAY SEC YIELD (%):	3.44
30 DAY AVERAGE YIELD (%):	3.26
BASIS POINT FEE (a) FOR PRIOR MONTH ($):	662.48
BASIS POINT FEE (a) FOR CURRENT MONTH ($):	659.63

PERIOD OF: SEPTEMBER 1 - SEPTEMBER 30, 2026

ACCOUNT NUMBER: 00000000505911781
INVESTMENT ACCOUNT NUMBER: 00000000505911781

	DIVIDENDS PAID	INVESTMENT EARNINGS			
PERIOD		EARNINGS ($)	ADJUSTMENTS ($)	ADJUSTED EARNINGS ($)	NET TOTAL ($)
CURRENT PERIOD					
SEPTEMBER, 2026	8,375.25	8,576.93	0.00	8,576.93	8,576.93
NET TOTAL					8,576.93
YEAR TO DATE	51,703.33				60,280.26
WITHHOLDING TAX MTD ($):	0.00				
WITHHOLDING TAX YTD ($):	0.00				
SHORT TERM CAP GAIN PD YTD ($):	0.00				
LONG TERM CAP GAIN PD YTD ($):	0.00				

© 2019 JPMorgan Chase & Co. All Rights Reserved. JPMorgan Chase Bank, N.A. Member FDIC. This statement will be deemed correct if no query is received within 90 days. You could lose money by investing in a money market fund ("MMF"). With respect to a US registered MMF that qualifies as a "government" MMF, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. In the case of a US Registered MMF that does not qualify as a "government" MMF, because the share price of the MMF may fluctuate, when you sell your MMF shares they may be worth more or less than what you originally paid for them. If a US Registered MMF does not qualify as a "government" MMF, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell shares if the MMF's liquidity falls below required minimums because of market conditions or other factors. With respect to an offshore MMF that qualifies as a "CNAV" or "LVNAV" MMF under applicable money market fund regulations, although the MMF seeks to preserve the value of your investment at $1.00 per share, it cannot guarantee it will do so. Further, effective on or before January 21, 2019, the MMF may impose a fee upon sale of your shares or may temporarily suspend your ability to sell all or a portion of your shares if the MMF's liquidity falls below required minimums because of market conditions or other factors. In the case of an offshore MMF that qualifies as a "VNAV" MMF, because the share price of the MMF will fluctuate, when you sell your shares they may be worth more or less than what you originally paid for them.
An investment in a MMF is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC), any other government agency or JPMorgan Chase Bank, N.A ("Bank"). A MMF's sponsor has no legal obligation to provide financial support to the MMF, and you should not expect that the sponsor will provide financial support to the MMF at any time. Investors should carefully consider the investment objectives and risks as well as changes to the MMF before investing. The prospectus contains this and other information about the MMF. Please refer to the MMF prospectus for the most current MMF information. For a fund prospectus, please contact your Bank relationship manager.
Basis Point Fee: the yield calculations above do not take into consideration any sweep basis point fees. If basis point fees were included the returns would be lower.

JPMorganChase

END OF DAY INVESTMENT SWEEP

CURRENT PERIOD ACTIVITY

IN US DOLLARS

CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

INVESTMENT VEHICLE: JPMORGAN U.S. GOVT MONEY MARKET FUND - MORGAN SHARES - FUND 3916
TICKER SYMBOL: MJGXX
TARGET BALANCE ($): 1,000,000.00
INVESTMENT CAP ($): 1,000,000.00

PERIOD OF: SEPTEMBER 1 - SEPTEMBER 30, 2026
ACTIVITY OF: SEPTEMBER, 2026

ACCOUNT NUMBER: 00000000505911781
INVESTMENT ACCOUNT NUMBER: 00000000505911781

DATE	ENDING BALANCE (SHARES)	AMOUNT REDEEMED ($)	PURCHASE NET ASSET VALUE	REDEMPTIONS NET ASSET VALUE	SHARES REDEEMED	AMOUNT INVESTED ($)	1 DAY YIELD (%)	DIVIDENDS EARNED ($)
09/01	3,319,782.950	3,357,725.24	1.0000	1.0000	3,357,725.240	3,319,782.95	3.1788	289.13
09/02	3,243,450.100	3,319,782.95	1.0000	1.0000	3,319,782.950	3,243,450.10	3.1750	282.14
09/03	3,216,569.090	3,243,450.10	1.0000	1.0000	3,243,450.100	3,216,569.09	3.1765	279.94
09/04	3,489,042.050	3,216,569.09	1.0000	1.0000	3,216,569.090	3,489,042.05	3.1772	303.72
09/05	3,489,042.050	0.00	1.0000	0.0000	0.000	0.00	3.1772	303.72
09/06	3,489,042.050	0.00	1.0000	0.0000	0.000	0.00	3.1772	303.72
09/07	3,489,042.050	0.00	1.0000	0.0000	0.000	0.00	3.1772	303.72
09/08	3,486,195.480	3,489,042.05	1.0000	1.0000	3,489,042.050	3,486,195.48	3.1722	302.98
09/09	3,444,142.390	3,486,195.48	1.0000	1.0000	3,486,195.480	3,444,142.39	3.1729	299.40
09/10	3,425,930.150	3,444,142.39	1.0000	1.0000	3,444,142.390	3,425,930.15	3.1665	297.21
09/11	3,528,327.470	3,425,930.15	1.0000	1.0000	3,425,930.150	3,528,327.47	3.1624	305.70
09/12	3,528,327.470	0.00	1.0000	0.0000	0.000	0.00	3.1624	305.70
09/13	3,528,327.470	0.00	1.0000	0.0000	0.000	0.00	3.1624	305.70
09/14	3,499,956.030	3,528,327.47	1.0000	1.0000	3,528,327.470	3,499,956.03	3.1621	303.21
09/15	3,493,155.200	3,499,956.03	1.0000	1.0000	3,499,956.030	3,493,155.20	3.1736	303.72
09/16	3,491,429.500	3,493,155.20	1.0000	1.0000	3,493,155.200	3,491,429.50	3.1742	303.64
09/17	3,483,480.440	3,491,429.50	1.0000	1.0000	3,491,429.500	3,483,480.44	3.2612	311.24
09/18	3,483,394.440	3,483,480.44	1.0000	1.0000	3,483,480.440	3,483,394.44	3.3428	319.03
09/19	3,483,394.440	0.00	1.0000	0.0000	0.000	0.00	3.3428	319.03
09/20	3,483,394.440	0.00	1.0000	0.0000	0.000	0.00	3.3428	319.03
09/21	3,482,738.000	3,483,394.44	1.0000	1.0000	3,483,394.440	3,482,738.00	3.3479	319.45
09/22	3,454,490.150	3,482,738.00	1.0000	1.0000	3,482,738.000	3,454,490.15	3.3575	317.78
09/23	3,441,795.560	3,454,490.15	1.0000	1.0000	3,454,490.150	3,441,795.56	3.3655	317.36
09/24	2,539,384.210	3,441,795.56	1.0000	1.0000	3,441,795.560	2,539,384.21	3.3820	235.30
09/25	2,538,712.670	2,539,384.21	1.0000	1.0000	2,539,384.210	2,538,712.67	3.3819	235.23
09/26	2,538,712.670	0.00	1.0000	0.0000	0.000	0.00	3.3819	235.23
09/27	2,538,712.670	0.00	1.0000	0.0000	0.000	0.00	3.3819	235.23
09/28	2,261,045.600	2,538,712.67	1.0000	1.0000	2,538,712.670	2,261,045.60	3.3924	210.15
09/29	2,207,511.140	2,261,045.60	1.0000	1.0000	2,261,045.600	2,207,511.14	3.3859	204.78
09/30	2,207,191.390	2,207,511.14	1.0000	1.0000	2,207,511.140	2,207,191.39	3.3857	204.74

Serial #	Device Type	Asset #
PF4Z7SZP		sd-20210785
LA-20211161	Lenovo 100e Chromebook Gen 4	PF4Z69E9
4K9V9FDNC19868R	Samsung Chromebook 4	LA-20210759
4K9V9FDR304424V	Samsung Chromebook 4	la-20210663
4K9V9FDW600041P	Samsung Chromebook 4	SD-20210627
4K9V9FDW600204V	Samsung Chromebook 4	LA-20210902
4K9V9FDR304516J	Samsung Chromebook 4	LA-20210708
PF4RBPZR	Samsung Chromebook 4	SD-20210903
4K9V9FDNC19971J	Samsung Chromebook 4	la-20210754
4WQR9FBR304542J	Samsung Chromebook 4	SO-20210279
4K9V9FER216511T	Samsung Chromebook 4	LA-20210653
4K9V9FANC02066L	Samsung Chromebook 4	SD-20210031
PF441PXM	Samsung Chromebook 4	SD-20210651
PF45KRAM	Samsung Chromebook 4	SO-20210320
4K9V9FCR202369Z	Samsung Chromebook 4	SO00105
4WQR9FAWB00535Y	Samsung Chromebook 4	LA-20211136
PF5LRWGW	Samsung Chromebook 4	LA-00152
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4K9V9FDNC19738W	Samsung Chromebook 4	LA-20210746
4WQR9FAR306944L	Samsung Chromebook 4	SO-00101
4K9V9FFNC02942K	Samsung Chromebook 4	la-20210795
4WQR9FAWB00516H	Samsung Chromebook 4	LA-20211046
4K9V9FFR121323D	Samsung Chromebook 4	SD-20210969
4K9V9FDW600216B	Samsung Chromebook 4	LA-20210831
PF4Z69E9	Lenovo 100e Chromebook Gen 4	LA-20211161

Coversheet

Consent - Education/Student Services

Section: VII. Consent
Item: B. Consent - Education/Student Services
Purpose:
Submitted by:
Related Material: BUS CPCS Consent Education 10.13.26.pdf
2026-27 English Learner Master Plan.pdf
2026-27 English Learner Master Plan_redline_10.13.26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 7.B **Date:** October 13, 2026

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

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

1. Item: Approval of 2026-27 English Learner Master Plan (Revised)

Background: On September 27th, 2026, Assembly Bill (AB) 2555 amended and/or added California Education Code (EC) sections 51101, 51225.33, 313, 313.3, 313.4, 313.5, 313.6, 313.7, 313.8, and 313.9. These modifications to California EC include establishing English language proficiency, as demonstrated through the student's score on the English Language Proficiency Assessments for California (ELPAC) or Alternate ELPAC, as the sole criterion for reclassification of English learner (EL) students, instead of the four criteria previously included in Section 313(f). By its own terms, sections of this bill are effective immediately.

According to the amended statutes, effective immediately, local educational agencies (LEAs) must now reclassify EL students when a student achieves a Performance Level (PL) 4 on the Summative ELPAC or a PL 3 on the Summative Alternate ELPAC. LEAs are to immediately begin using Summative ELPAC and Summative Alternate ELPAC scores from the 2025–26 administration to determine if an EL student is eligible to be reclassified. Students with a PL 4 on the Summative ELPAC or a PL 3 on the Summative Alternate ELPAC must be reclassified as soon as possible, and no later than January 31, 2027

The reclassification section of Calpac’s English Learner Master Plan was updated to reflect these changes.

Recommendation: It is recommended the Board approve the 2026-27 English Learner Master Plan (Revised) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Fiscal Impact: None

MASTER PLAN FOR ENGLISH LEARNERS

California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (October 13, 2026)

Updated to reflect 2025–26 Consolidated Application General Requirements

Kelly Wylie, Chairperson
Dr. Shirley Peterson, Vice Chairperson
Tanya Rogers, Clerk
Bill Howard, Member
Jason McFaul, Member

Presented by: Christine Feher, Superintendent
EL Master Plan Committee Members:
Gretchen Chamberlain • Dr. Ericka Zemmer • Erika Stevens

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Mission and Vision

California Pacific Charter Schools' ("CalPac") mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community. In partnership with our community, California Pacific Charter Schools 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, and 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.

Goals and Purpose of the English Learner Master Plan

Federal case law (Castañeda v. Pickard, 648 F.2d 989, 5th Cir. 1981) requires that the primary goals of the English Learner Program ("ELP") are to develop the English language fluency of each English Learner ("EL") as effectively and efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers. The court established three standards for effective EL programs:

- The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
- The programs or practices used are calculated to effectively implement the adopted theory.
- The program successfully produces results that indicate language barriers are being overcome.

This Master Plan is CalPac's standard for consistent program implementation and evaluation of services for English Learners, and is designed to meet the Consolidated Application General Requirements – EL Student Assurances for fiscal year 2025–26 (EC §§305, 306, 310, 313, 60810; 5 CCR §§11302–11308; ESSA Title III; Castañeda v. Pickard). English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high-quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent, understandable communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student throughout life



Figure 1. The EL Master Plan follows students through a continuous annual cycle, from identification through program evaluation.

Identification, Assessment, and Initial Placement

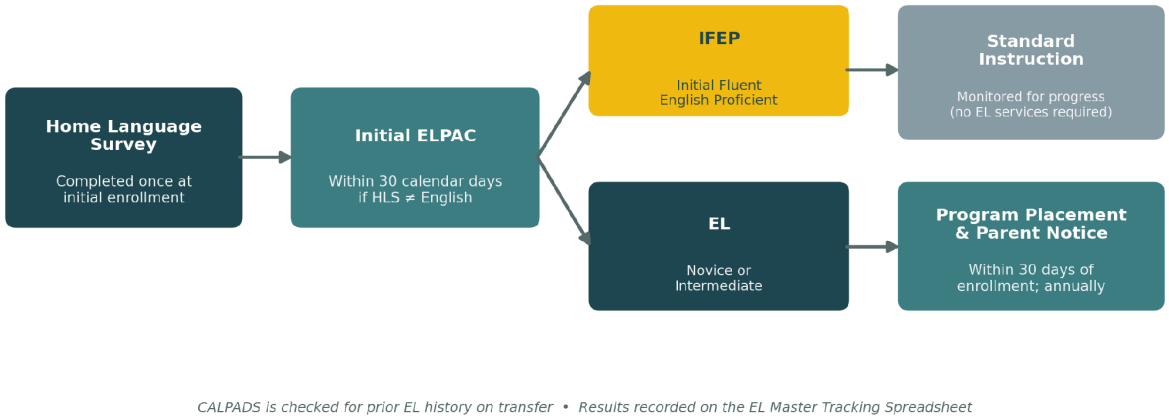


Figure 2. The identification and initial placement pathway, from Home Language Survey through program placement.

Home Language Survey

For all students in TK–12, upon first enrollment in a California public school, CalPac uses a standardized procedure to determine each student's primary language, beginning with a Home Language Survey ("HLS") completed once by the parent/guardian at initial enrollment. The HLS is not re-administered annually or upon transfer to a new LEA. A parent or guardian may request a correction to the HLS prior to assessment; however, once a student is identified as an EL through the Initial ELPAC (or has been administered a Summative ELPAC), a change to the HLS does not change the student's identification. CALPADS records are checked for transferring students to determine any history of EL identification.

ELPAC Testing

State law (EC §§313, 60810) and federal law (ESSA Titles I and III) require CalPac to administer the state test of English language proficiency, the ELPAC, as an Initial assessment for newly enrolled students whose primary language is not English, and as a Summative assessment for currently identified ELs.

- Initial ELPAC: Given within 30 calendar days of first enrollment (and no earlier than 60 calendar days before instruction begins, but not before July 1) to any student whose HLS indicates a language other than English on any of the first three questions. Identifies students as English Learner ("EL") or Initial Fluent English Proficient ("IFEP").
- Summative ELPAC: Given annually, during the annual testing window, to every identified EL until the student is reclassified as Fluent English Proficient ("RFEP"). Determines the student's level of English proficiency and progress in listening, speaking, reading, and writing.

Students in grade TK are exempt from ELPAC administration until enrolled in Kindergarten (AB 2268; EC §60810[b][3]).

Performance Levels

ELPAC results are not used to measure academic achievement; they measure English language proficiency only.

Assessment	Performance Levels
Initial ELPAC	Initial Fluent English Proficient (IFEP) • Intermediate EL • Novice EL
Summative ELPAC	Level 4 (well developed) • Level 3 (moderately developed) • Level 2 (somewhat developed) • Level 1 (minimally developed)

Full performance-level descriptors are published by the CDE and are available to staff and parents through the ELPAC website: https://www.elpac.org.

Using Assessment Results

Once scores are released, individual Student Score Reports (SSRs) are posted to the parent and student portals of the school's student information system. Initial ELPAC results, together with other local assessments, inform initial program placement decisions. Summative ELPAC results inform annual program monitoring and evaluation and form one of the criteria used in the reclassification process. Each student's results are recorded on the EL Master Tracking Spreadsheet and, upon withdrawal, are included in the student's cumulative file.

Parent Notification

Parents/guardians of EL and RFEP students are notified in writing of:

- Initial and Summative ELPAC results, within 30 calendar days of the school receiving the results from the testing contractor;
- Initial and annual program placement, including a description of the program, instructional materials used, and the parent's right to request a program waiver, within 30 days of enrollment and annually thereafter.

Notifications are provided in any language spoken by 15% or more of the student population and are also available orally upon request.

English Language Development Program

ELD Standards

The state-adopted 2012 California ELD Standards establish what students should know and be able to do at each of the proficiency levels, and are aligned to the CA Common Core State Standards for ELA/Literacy. When students attain the Early Advanced/Bridging proficiency level, they are expected to be reclassified and to meet the same grade-level standards as native English speakers. As an LEA, CalPac has a dual obligation (Castañeda v. Pickard) to provide a program designed to overcome language barriers and to provide access to the core curriculum. (ELD Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp)

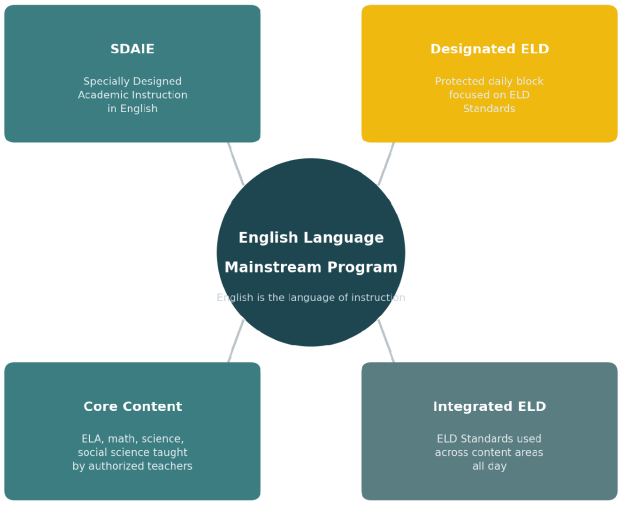


Figure 3. CalPac's instructional model places every EL in the English Language Mainstream Program, supported by SDAIE, designated ELD, and integrated ELD.

English Language Mainstream Program

English Learners at CalPac are placed in an English Language Mainstream Program designed to promote high levels of English proficiency and access to the core curriculum. English is the language of instruction for all subjects, with SDAIE support from the primary instructor; students may also be concurrently enrolled in a designated ELD support class. ELD instruction continues until the student is reclassified.

- Core instruction in ELA, math, science, and social science is taught in English using charter-approved curriculum and SDAIE methodology.
- ELs receive designated ELD instruction addressing listening, speaking, reading, and writing standards.
- Teachers working with EL students are appropriately authorized (e.g., CLAD or equivalent).

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is an instructional methodology – not a program (EC §44253.2[b]) – in which academic instruction delivered in English is modified to match the student's language proficiency. Strategies include:

- Front-loading academic vocabulary

- Visuals and realia
- Manipulatives
- Activating prior knowledge
- Slower speech and repetition
- Graphic organizers/charts
- Preview-review
- Gestures and facial expressions
- Scaffolding (sentence frames, visual supports)
- Consistent, immediate feedback
- Summarizing and re-teaching
- Reciprocal teaching

Designated and Integrated ELD Instruction

CalPac provides both designated ELD (a protected instructional block using the ELD Standards as focal standards) and integrated ELD (ELD Standards used throughout content instruction across the school day). CalPac creates a personalized ELD pathway for each EL to build English Language Arts skills: students take a diagnostic at the start of the course to identify skill gaps and receive targeted instruction addressing those needs, along with tutoring support as needed.

Instructional Materials

The State Board of Education adopts instructional materials for grades K–8; LEAs are not required to purchase state-adopted materials (EC §60210[a]) but must conduct their own evaluation, involving a majority of classroom teachers in the relevant content area or grade level (EC §60210[c]) as well as parents and community members (EC §60002), when selecting non-adopted materials. CalPac's ELA/literacy and ELD curricula are selected to be well-designed, comprehensive, and integrated, and are aligned to the CA CCSS for ELA/Literacy and the CA ELD Standards.

Access to Core Curriculum and Prevention of Academic Deficits

Consistent with EC §305(a) and 5 CCR §11302(b), CalPac ensures that every EL has access to the same content and performance standards as their grade-level peers, and monitors academic progress through a multi-tiered system of support (MTSS) to identify and address any deficits before they become irreparable.

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
ELPAC (Initial/Summative)	Annually	EL Coordinator / Teacher / Administrator	Adjust ELD small group instruction; flag for LTEL monitoring, identify for monitoring
Smarter Balanced (CAASPP) ELA/Math	Annually	Teacher/Administrator	Refer to MTSS intervention

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
Local benchmark/formative assessments	Ongoing	Teacher/Administrator	Small-group or 1:1 academic intervention; document on tracking spreadsheet
Course grades and attendance	Ongoing	Teacher/Administrator	Parent contact; academic support plan

Long-Term English Learners ("LTEL")

California uses two distinct legal definitions to flag Long-Term English Learner (LTEL) students. The Dashboard definition (EC Section 52052), used for state accountability purposes, relies strictly on time elapsed since a student was first classified as an English Learner. According to this definition, any student in grades TK-12 who has been classified as an English Learner for 7 years or more, is considered an LTEL. The DataQuest definition (EC Section 313.1), which is used for public date reporting, CAASPP testing and ELPAC monitoring, layers time constraints with grade levels, academic testing benchmarks, and stagnant English proficiency scores. According to this definition, Long-Term English Learners are students in grades 6–12 who have been enrolled in U.S. schools for more than six years, have remained at the same English proficiency level for two or more years, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment. Because ELs with little or no English proficiency need more time to meet grade-level benchmarks, CalPac monitors LTEL and at-risk-of-LTEL students using benchmark assessments, course grades, CAASPP results, and years enrolled as an EL. If a student is not making adequate progress despite school-wide supports, the MTSS process is utilized to plan further evaluation and intervention; interventions are documented on the EL Master Tracking Spreadsheet and in the student's cumulative record. Parents are notified annually if their student is at risk of or has been classified as an LTEL.

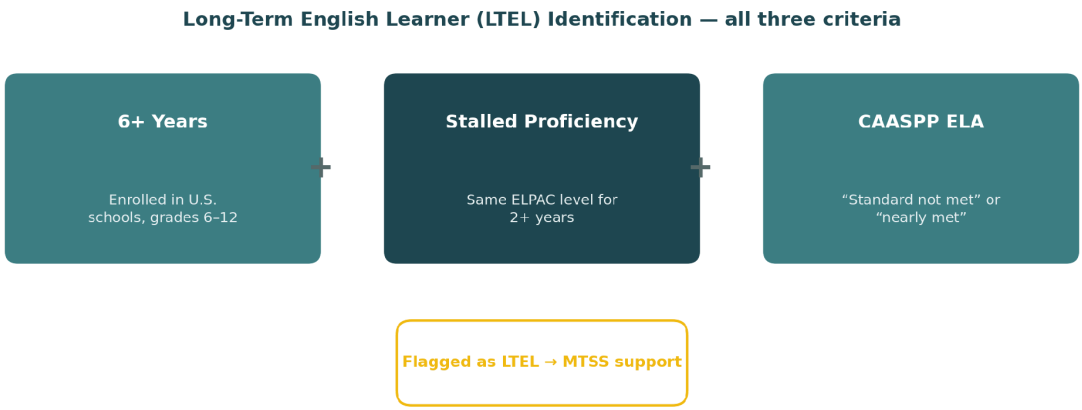


Figure 4. According to the DataQuest definition, a student is identified as an LTEL when all three criteria are met.

Supports for LTELs

CalPac follows research-based practices that emphasize dedicated, standards-based ELD alignment across all four language domains; support for home-language literacy where feasible; enriched oral-language development; modified instructional strategies and supplemental materials; program coherence across grade levels; and, at the secondary level, instruction that recognizes LTELs' distinct needs, builds on prior knowledge, integrates language/literacy/content, fosters relationships, and maintains rigor, relevance, and active engagement, with continuous progress monitoring.

Staffing and Professional Development

Staffing Authorizations

Under the Director of Human Resources, CalPac actively recruits and staffs authorized personnel for all EL programs and prioritizes hiring CLAD or equivalent-authorized teachers. Teachers providing instruction in the Mainstream English Program must be authorized to provide core content and ELD instruction (CLAD or equivalent). Teachers who are not yet authorized but are working with ELs sign a memorandum of understanding committing to complete an appropriate authorization within two years; HR monitors participation in the required professional development to ensure teachers remain on track.

Plan to Address a Shortage of Qualified Teachers

Consistent with EC §§44253.1–44253.3 and 44253.10, CalPac maintains a continuing plan to ensure an adequate number of qualified teachers for EL instruction:

- Recruitment: CalPac recruits teachers holding or actively pursuing a CLAD, BCLAD, CTEL, or equivalent authorization, and specifies credential requirements in every job posting.
- Interim assignment: Teachers assigned to EL students without an authorization sign an MOU and complete authorization coursework within two years, monitored by HR.
- Training pipeline: CalPac provides access to CTEL/CLAD preparation resources and covers or reimburses costs where budgeted.
- Annual review: The Director of Human Resources reports staffing/authorization status to the Superintendent annually so that any emerging shortage is identified and addressed before the following school year.

Professional Development

CalPac provides ongoing professional development to all teachers and paraprofessionals/instructional aides who work with English Learners, so that both are equipped with the skills needed to help ELs learn English and access grade-level content and performance standards. Topics include, but are not limited to:

- ELD Standards
- EL Roadmap Principles
- ELPAC assessment and identification levels
- Designated and Integrated ELD strategies
- SDAIE strategies and instruction
- Differentiated instruction
- Use of the EL Master Tracking Spreadsheet
- Supporting dually identified students (ELs with IEPs)
- Shared best practices

Participation and completion of training is documented for all staff, including instructional aides, working with EL students or their parents.

Funding and Resources

Consistent with 20 USC §1703(f) and Castañeda v. Pickard, CalPac ensures that every EL has adequate basic and supplemental resources and an equal opportunity for academic achievement across the full core curriculum, including courses necessary to complete graduation requirements.

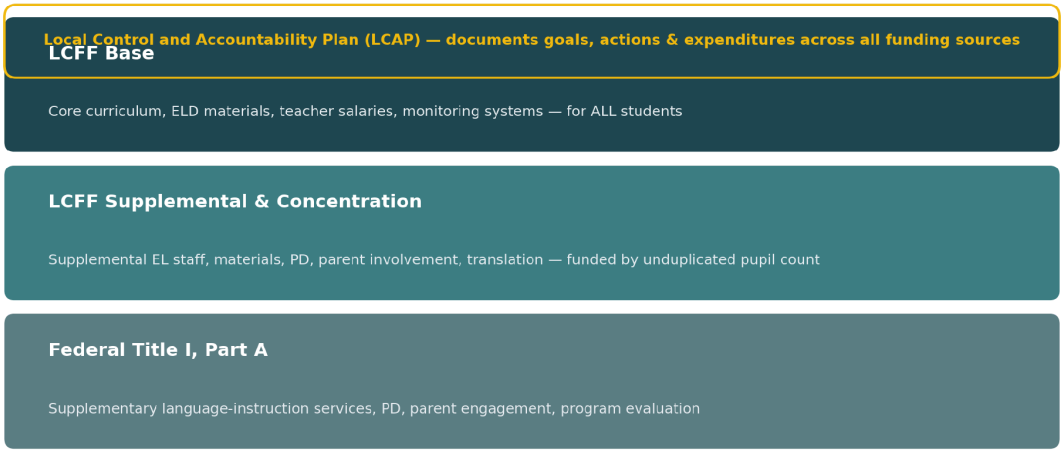


Figure 5. EL services are supported by layered funding streams, coordinated through the LCAP.

Base Program (LCFF Base)

CalPac's general fund/LCFF Base provides the core program for all students, including core curricular materials, ELD program materials, teacher salaries, and the systems used to monitor program implementation and student progress. Core materials provide universal access so that ELs can access the core curriculum alongside their peers, including courses required for graduation.

Supplemental Funds (LCFF Supplemental and Concentration)

LCFF Supplemental funds, generated by CalPac's unduplicated EL/low-income/foster youth pupil count, supplement (not supplant) the base program. These funds may support:

- Supplemental EL teachers, tutors, or intervention staff
- Supplemental ELD/SDAIE instructional materials
- Professional development for teachers and instructional aides
- Parent involvement and training activities
- Translation and interpretation services
- Other reasonable expenditures that benefit identified EL students

Federal Title I

Title I, Part A funds support supplementary language-instruction services and are used to help ELs, including immigrant students, attain English proficiency and meet the same academic content and achievement standards as all students, while also supporting professional development, parent engagement, and program evaluation activities related to EL services.

Local Control and Accountability Plan (LCAP)

CalPac's LCAP, developed annually with input from parents, students and staff, and the community (including parent advisory input), documents the goals, actions, and expenditures – including LCFF Supplemental and Title III funds – that support EL achievement across the eight state priority areas, and is used to assess the effectiveness of EL services year over year.

Reclassification

Updated 9/27/26
Assembly Bill (AB) 2555 amends and/or adds California Education Code (EC) sections 51101, 51225.33, 313, 313.3, 313.4, 313.5, 313.6, 313.7, 313.8, and 313.9. These modifications to California EC include establishing English language proficiency, as demonstrated through the student's score on the English Language Proficiency Assessments for California (ELPAC) or Alternate ELPAC, as the sole criterion for reclassification of English learner (EL) students, instead of the four criteria previously included in Section 313(f). By its own terms, sections of this bill are effective immediately.

According to the amended statutes, effective immediately, local educational agencies (LEAs) must now reclassify EL students when a student achieves a Performance Level (PL) 4 on the Summative ELPAC or a PL 3 on the Summative Alternate ELPAC. LEAs are to immediately begin using Summative ELPAC and Summative Alternate ELPAC scores from the 2025–26 administration to determine if an EL student is eligible to be reclassified. Students with a PL 4 on the Summative ELPAC or a PL 3 on the Summative Alternate ELPAC must be reclassified as soon as possible, and no later than January 31, 2027, by the LEA, with a reclassification date between September 27, 2026 and January 31, 2027.

Reclassification Criteria – Standard ELPAC

Criterion	Standard
State-required: Summative ELPAC Overall Score	Level 4

Reclassification Criteria – Alternate ELPAC (Students in Special Education)

Criterion	Standard
State-required: Summative Alternate ELPAC Overall Score	Level 3

Reclassification Process

Reclassification is conducted each year when ELPAC score reports are received. When a student meets criteria, administration drafts an RFEP notification letter documenting all data considered and sends it electronically for parent signature. Once signed, the student's language-acquisition status is updated in the student information system, on the EL Master Tracking Spreadsheet, and in CALPADS, and all of the student's teachers are notified.

Monitoring of Reclassified (RFEP) Students

Per state and federal law, reclassified students must be monitored for at least four years following reclassification. CalPac uses benchmark data to monitor RFEP students for no less than four years, ensuring the students are able to meaningfully participate in a standard instructional program comparable to their English Only peers. Students showing signs of regression are referred to the MTSS process for academic intervention and targeted instruction.

English Learners in Special Education

The IEP team, not English proficiency status, determines placement for any student with a disability (20 USC §1414[d][A][B], [d][3][B][ii]). All ELs with disabilities participate in the annual ELPAC, as determined by the IEP team: (1) the regular ELPAC without accommodations; (2) the regular ELPAC with universal tools, designated supports, and/or accommodations; or (3) the Alternate ELPAC, for students whose IEP team determines they cannot participate in the regular assessment even with supports. An IEP team may not exempt a student from the annual ELP assessment altogether.

Role of the IEP Team

Per 2023 U.S. Department of Education guidance, IEP teams must include a member with expertise in second-language acquisition and must ensure EL students with disabilities are not delayed in receiving language-acquisition services because of their disability status. The IEP team is responsible for:

- Determining how the student will participate in the state ELP assessment (ELPAC or Alternate ELPAC, and with or without supports and/or accommodations);
- Developing linguistically appropriate goals and services as part of the IEP;
- Ensuring parents who are ELs can meaningfully participate in IEP meetings, including through interpretation/translation services (34 CFR §300.322[e]; Title VI, Civil Rights Act of 1964).

Addressing EL Needs on the IEP

Students identified as EL must have their ELD needs addressed in the IEP. Students who are RFEP or IFEP are not considered ELs for IEP purposes, though their progress continues to be monitored.

- Eligibility: whether the student is an EL, has been reclassified, their primary language, and whether an interpreter is needed for parents.
- Present Levels: most recent ELPAC scores by domain; how ELD needs will be addressed in each academic area; and the student's language development and its impact on school performance.
- Special Factors: whether primary-language support is needed during integrated ELD; if yes, the supports to be provided, the setting for designated ELD, and how designated ELD will be delivered (e.g., Structured Language Immersion)
- Statewide Assessments: ELPAC accommodations mirror any CAASPP accommodations/modifications already listed in the IEP.
- Annual Goals: must be linguistically appropriate and address the student's disability-related educational needs while considering the student's English language proficiency (5 CCR §3001[m]). The IEP team must address the student's ELD needs regardless of the nature of the disability. When the student's disability also affects English language development, goals should be developed in coordination with designated and integrated ELD instruction (Ed. Code §56345)

Writing Linguistically Appropriate Goals

Based on the most recent ELPAC results, the IEP team identifies areas of need aligned to both ELD and academic standards, reflecting the student's proficiency level (e.g., Emerging, Expanding, Bridging). Baselines describe

current performance and note the ELPAC domain/level in parentheses; goals include the phrase “in English” to make the language component explicit (for example: “By [date], following teacher-led prewriting activities, [student] will compose a single paragraph in English including a topic sentence, three supporting sentences, and a concluding sentence with __% accuracy in __ of __ trials as measured by student work samples.”) The “Linguistically Appropriate” box on the IEP is checked to confirm the goal meets this standard.

Parent and Community Involvement

English Learner Advisory Committee (ELAC)

Consistent with EC §§35147, 52176(b)-(c), 62002.5, 64001(a) and 5 CCR §11308, every CalPac school site with 21 or more English Learners maintains an English Learner Advisory Committee (ELAC) composed of parents, staff, and community members. Parents/guardians of ELs constitute at least the same percentage of ELAC membership as their children represent in the student body and elect the parent members. The ELAC:

- Advises the site administrator and staff on development of the site plan for English Learners for inclusion in the School Plan for Student Achievement;
- Assists with the site's needs assessment;
- Advises on ways to make parents aware of the importance of regular school attendance;
- Elects at least one representative to the charter-wide English Learner Advisory Committee.

ELAC members receive training and materials, planned in consultation with the committee, to carry out these responsibilities; costs may be covered with appropriate categorical funds. Meeting agendas and minutes are posted on the school website.

Charter-Wide English Learner Advisory Committee

Because California Pacific Charter Schools operates multiple school sites under a single LEA, CalPac maintains a charter-wide English Learner Advisory Committee, composed of the elected ELAC representatives from each site, to fulfill the district-level advisory role required by EC §62002.5. This committee meets at least four times per year and advises the Superintendent and Governing Board on: development and revision of this Master Plan; the charter-wide needs assessment; program goals and objectives; compliance with staffing requirements; the annual Language Census; the reclassification process described in this plan; and required parent notifications. A staff liaison assists with agenda preparation, meeting logistics, minutes, and translation of materials and communications.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

Program Evaluation and Accountability

Consistent with EC §6841 and Castañeda v. Pickard, CalPac has established a process and criteria to determine the effectiveness of its EL program(s). The assessment and accountability program considers what students are asked to do, how performance is evaluated, and how results are used, and is responsive to the developmental, linguistic, and individual needs of English Learners. CalPac's assessment practices are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement against grade-level core standards
- Assess progress toward ELD grade-level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are effective

Assessment data is compiled and analyzed by CalPac's Data and Assessment Department and reviewed by the Superintendent and Assistant Superintendent, who develop suggested program modifications shared with the Governing Board, teachers, EL coordinators, and EL parents (including through ELAC or the charter-wide advisory committee) for input and approval.

Annual Goals and Measures

Goal	Key Measures
Increase English language proficiency	**Annual ELPAC growth by proficiency level; percentage of ELs reclassified (RFEP) each year**
Provide equal opportunity for academic achievement	**CAASPP ELA/Math results for EL, RFEP, and EO students; course grades; retention rates**
Promote positive self-concept and cross-cultural understanding	**Attendance and participation rates in school activities by EL/RFEP/EO status**

CalPac annually determines the number and percentage of EL students who become RFEP through ongoing CALPADS reporting, which also reports counts of EL, IFEP, and RFEP students and the number of teachers authorized to provide EL instruction.

Glossary of Terms

Term	Definition
CALPADS	California Longitudinal Pupil Achievement Data System
EL	English Learner
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ELAC	English Learner Advisory Committee (school site)
HLS	Home Language Survey
IFEP	Initial Fluent English Proficient
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LTEL	Long-Term English Learner
RFEP	Reclassified Fluent English Proficient
SDAIE	Specially Designed Academic Instruction in English
SST	Student Study Team

MASTER PLAN FOR ENGLISH LEARNERS

California Pacific Charter Schools

Approved by the California Pacific Charter School Board of Trustees (August 11, 2026)

Updated to reflect 2025–26 Consolidated Application General Requirements

Kelly Wylie, Chairperson
Dr. Shirley Peterson, Vice Chairperson
Tanya Rogers, Clerk
Bill Howard, Member
Jason McFaul, Member

Presented by: Christine Feher, Superintendent
EL Master Plan Committee Members:
Gretchen Chamberlain • Dr. Ericka Zemmer • Erika Stevens

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Mission and Vision

California Pacific Charter Schools' ("CalPac") mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible, inclusive, and personalized learning community. In partnership with our community, California Pacific Charter Schools 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, and 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.

Goals and Purpose of the English Learner Master Plan

Federal case law (Castañeda v. Pickard, 648 F.2d 989, 5th Cir. 1981) requires that the primary goals of the English Learner Program ("ELP") are to develop the English language fluency of each English Learner ("EL") as effectively and efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers. The court established three standards for effective EL programs:

- The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
- The programs or practices used are calculated to effectively implement the adopted theory.
- The program successfully produces results that indicate language barriers are being overcome.

This Master Plan is CalPac's standard for consistent program implementation and evaluation of services for English Learners, and is designed to meet the Consolidated Application General Requirements – EL Student Assurances for fiscal year 2025–26 (EC §§305, 306, 310, 313, 60810; 5 CCR §§11302–11308; ESSA Title III; Castañeda v. Pickard). English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high-quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent, understandable communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student throughout life



Figure 1. The EL Master Plan follows students through a continuous annual cycle, from identification through program evaluation.

Identification, Assessment, and Initial Placement

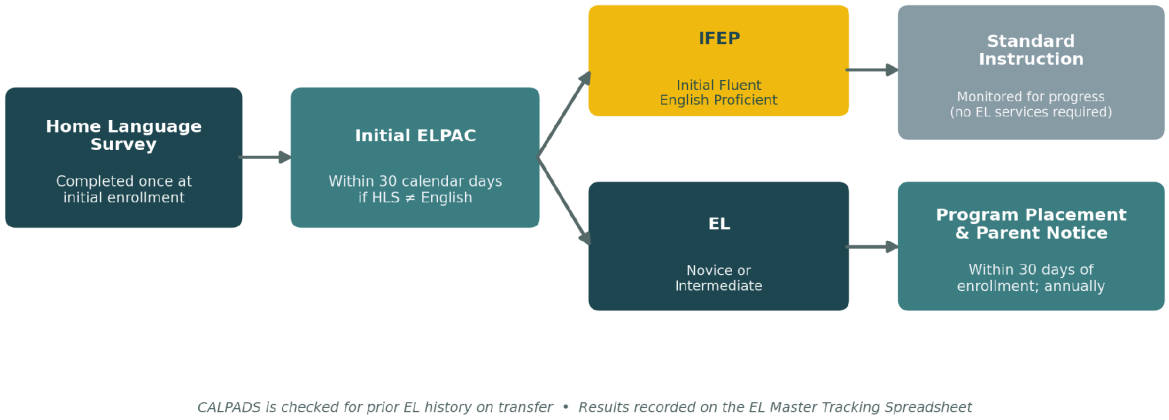


Figure 2. The identification and initial placement pathway, from Home Language Survey through program placement.

Home Language Survey

For all students in TK–12, upon first enrollment in a California public school, CalPac uses a standardized procedure to determine each student's primary language, beginning with a Home Language Survey ("HLS") completed once by the parent/guardian at initial enrollment. The HLS is not re-administered annually or upon transfer to a new LEA. A parent or guardian may request a correction to the HLS prior to assessment; however, once a student is identified as an EL through the Initial ELPAC (or has been administered a Summative ELPAC), a change to the HLS does not change the student's identification. CALPADS records are checked for transferring students to determine any history of EL identification.

ELPAC Testing

State law (EC §§313, 60810) and federal law (ESSA Titles I and III) require CalPac to administer the state test of English language proficiency, the ELPAC, as an Initial assessment for newly enrolled students whose primary language is not English, and as a Summative assessment for currently identified ELs.

- Initial ELPAC: Given within 30 calendar days of first enrollment (and no earlier than 60 calendar days before instruction begins, but not before July 1) to any student whose HLS indicates a language other than English on any of the first three questions. Identifies students as English Learner ("EL") or Initial Fluent English Proficient ("IFEP").
- Summative ELPAC: Given annually, during the annual testing window, to every identified EL until the student is reclassified as Fluent English Proficient ("RFEP"). Determines the student's level of English proficiency and progress in listening, speaking, reading, and writing.

Students in grade TK are exempt from ELPAC administration until enrolled in Kindergarten (AB 2268; EC §60810[b][3]).

Performance Levels

ELPAC results are not used to measure academic achievement; they measure English language proficiency only.

Assessment	Performance Levels
Initial ELPAC	Initial Fluent English Proficient (IFEP) • Intermediate EL • Novice EL
Summative ELPAC	Level 4 (well developed) • Level 3 (moderately developed) • Level 2 (somewhat developed) • Level 1 (minimally developed)

Full performance-level descriptors are published by the CDE and are available to staff and parents through the ELPAC website: https://www.elpac.org.

Using Assessment Results

Once scores are released, individual Student Score Reports (SSRs) are posted to the parent and student portals of the school's student information system. Initial ELPAC results, together with other local assessments, inform initial program placement decisions. Summative ELPAC results inform annual program monitoring and evaluation and form one of the criteria used in the reclassification process. Each student's results are recorded on the EL Master Tracking Spreadsheet and, upon withdrawal, are included in the student's cumulative file.

Parent Notification

Parents/guardians of EL and RFEP students are notified in writing of:

- Initial and Summative ELPAC results, within 30 calendar days of the school receiving the results from the testing contractor;
- Initial and annual program placement, including a description of the program, instructional materials used, and the parent's right to request a program waiver, within 30 days of enrollment and annually thereafter.

Notifications are provided in any language spoken by 15% or more of the student population and are also available orally upon request.

English Language Development Program

ELD Standards

The state-adopted 2012 California ELD Standards establish what students should know and be able to do at each of the proficiency levels, and are aligned to the CA Common Core State Standards for ELA/Literacy. When students attain the Early Advanced/Bridging proficiency level, they are expected to be reclassified and to meet the same grade-level standards as native English speakers. As an LEA, CalPac has a dual obligation (Castañeda v. Pickard) to provide a program designed to overcome language barriers and to provide access to the core curriculum. (ELD Standards: https://www.cde.ca.gov/sp/el/er/eldstandards.asp)

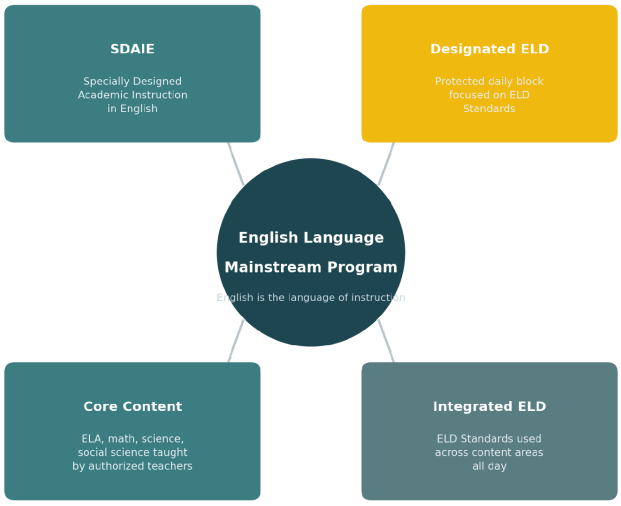


Figure 3. CalPac's instructional model places every EL in the English Language Mainstream Program, supported by SDAIE, designated ELD, and integrated ELD.

English Language Mainstream Program

English Learners at CalPac are placed in an English Language Mainstream Program designed to promote high levels of English proficiency and access to the core curriculum. English is the language of instruction for all subjects, with SDAIE support from the primary instructor; students may also be concurrently enrolled in a designated ELD support class. ELD instruction continues until the student is reclassified.

- Core instruction in ELA, math, science, and social science is taught in English using charter-approved curriculum and SDAIE methodology.
- ELs receive designated ELD instruction addressing listening, speaking, reading, and writing standards.
- Teachers working with EL students are appropriately authorized (e.g., CLAD or equivalent).

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is an instructional methodology – not a program (EC §44253.2[b]) – in which academic instruction delivered in English is modified to match the student's language proficiency. Strategies include:

- Front-loading academic vocabulary

- Visuals and realia
- Manipulatives
- Activating prior knowledge
- Slower speech and repetition
- Graphic organizers/charts
- Preview-review
- Gestures and facial expressions
- Scaffolding (sentence frames, visual supports)
- Consistent, immediate feedback
- Summarizing and re-teaching
- Reciprocal teaching

Designated and Integrated ELD Instruction

CalPac provides both designated ELD (a protected instructional block using the ELD Standards as focal standards) and integrated ELD (ELD Standards used throughout content instruction across the school day). CalPac creates a personalized ELD pathway for each EL to build English Language Arts skills: students take a diagnostic at the start of the course to identify skill gaps and receive targeted instruction addressing those needs, along with tutoring support as needed.

Instructional Materials

The State Board of Education adopts instructional materials for grades K–8; LEAs are not required to purchase state-adopted materials (EC §60210[a]) but must conduct their own evaluation, involving a majority of classroom teachers in the relevant content area or grade level (EC §60210[c]) as well as parents and community members (EC §60002), when selecting non-adopted materials. CalPac's ELA/literacy and ELD curricula are selected to be well-designed, comprehensive, and integrated, and are aligned to the CA CCSS for ELA/Literacy and the CA ELD Standards.

Access to Core Curriculum and Prevention of Academic Deficits

Consistent with EC §305(a) and 5 CCR §11302(b), CalPac ensures that every EL has access to the same content and performance standards as their grade-level peers, and monitors academic progress through a multi-tiered system of support (MTSS) to identify and address any deficits before they become irreparable.

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
ELPAC (Initial/Summative)	Annually	EL Coordinator / Teacher / Administrator	Adjust ELD small group instruction; flag for LTEL monitoring, identify for monitoring
Smarter Balanced (CAASPP) ELA/Math	Annually	Teacher/Administrator	Refer to MTSS intervention

Data Reviewed	Frequency	Responsible Party	Action if Below Standard
Local benchmark/formative assessments	Ongoing	Teacher/Administrator	Small-group or 1:1 academic intervention; document on tracking spreadsheet
Course grades and attendance	Ongoing	Teacher/Administrator	Parent contact; academic support plan

Long-Term English Learners ("LTEL")

California uses two distinct legal definitions to flag Long-Term English Learner (LTEL) students. The Dashboard definition (EC Section 52052), used for state accountability purposes, relies strictly on time elapsed since a student was first classified as an English Learner. According to this definition, any student in grades TK-12 who has been classified as an English Learner for 7 years or more, is considered an LTEL. The DataQuest definition (EC Section 313.1), which is used for public date reporting, CAASPP testing and ELPAC monitoring, layers time constraints with grade levels, academic testing benchmarks, and stagnant English proficiency scores. According to this definition, Long-Term English Learners are students in grades 6–12 who have been enrolled in U.S. schools for more than six years, have remained at the same English proficiency level for two or more years, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment. Because ELs with little or no English proficiency need more time to meet grade-level benchmarks, CalPac monitors LTEL and at-risk-of-LTEL students using benchmark assessments, course grades, CAASPP results, and years enrolled as an EL. If a student is not making adequate progress despite school-wide supports, the MTSS process is utilized to plan further evaluation and intervention; interventions are documented on the EL Master Tracking Spreadsheet and in the student's cumulative record. Parents are notified annually if their student is at risk of or has been classified as an LTEL.

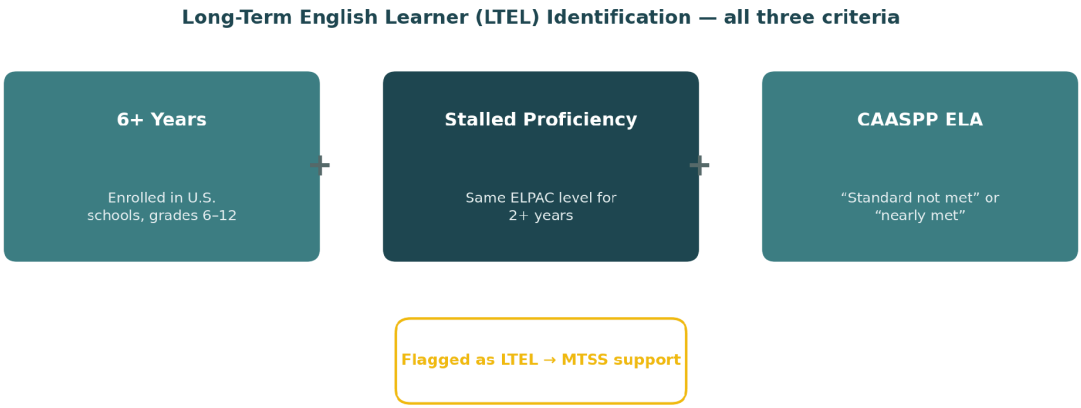


Figure 4. According to the DataQuest definition, a student is identified as an LTEL when all three criteria are met.

Supports for LTELs

CalPac follows research-based practices that emphasize dedicated, standards-based ELD alignment across all four language domains; support for home-language literacy where feasible; enriched oral-language development; modified instructional strategies and supplemental materials; program coherence across grade levels; and, at the secondary level, instruction that recognizes LTELs' distinct needs, builds on prior knowledge, integrates language/literacy/content, fosters relationships, and maintains rigor, relevance, and active engagement, with continuous progress monitoring.

Staffing and Professional Development

Staffing Authorizations

Under the Director of Human Resources, CalPac actively recruits and staffs authorized personnel for all EL programs and prioritizes hiring CLAD or equivalent-authorized teachers. Teachers providing instruction in the Mainstream English Program must be authorized to provide core content and ELD instruction (CLAD or equivalent). Teachers who are not yet authorized but are working with ELs sign a memorandum of understanding committing to complete an appropriate authorization within two years; HR monitors participation in the required professional development to ensure teachers remain on track.

Plan to Address a Shortage of Qualified Teachers

Consistent with EC §§44253.1–44253.3 and 44253.10, CalPac maintains a continuing plan to ensure an adequate number of qualified teachers for EL instruction:

- Recruitment: CalPac recruits teachers holding or actively pursuing a CLAD, BCLAD, CTEL, or equivalent authorization, and specifies credential requirements in every job posting.
- Interim assignment: Teachers assigned to EL students without an authorization sign an MOU and complete authorization coursework within two years, monitored by HR.
- Training pipeline: CalPac provides access to CTEL/CLAD preparation resources and covers or reimburses costs where budgeted.
- Annual review: The Director of Human Resources reports staffing/authorization status to the Superintendent annually so that any emerging shortage is identified and addressed before the following school year.

Professional Development

CalPac provides ongoing professional development to all teachers and paraprofessionals/instructional aides who work with English Learners, so that both are equipped with the skills needed to help ELs learn English and access grade-level content and performance standards. Topics include, but are not limited to:

- ELD Standards
- EL Roadmap Principles
- ELPAC assessment and identification levels
- Designated and Integrated ELD strategies
- SDAIE strategies and instruction
- Differentiated instruction
- Use of the EL Master Tracking Spreadsheet
- Supporting dually identified students (ELs with IEPs)
- Shared best practices

Participation and completion of training is documented for all staff, including instructional aides, working with EL students or their parents.

Funding and Resources

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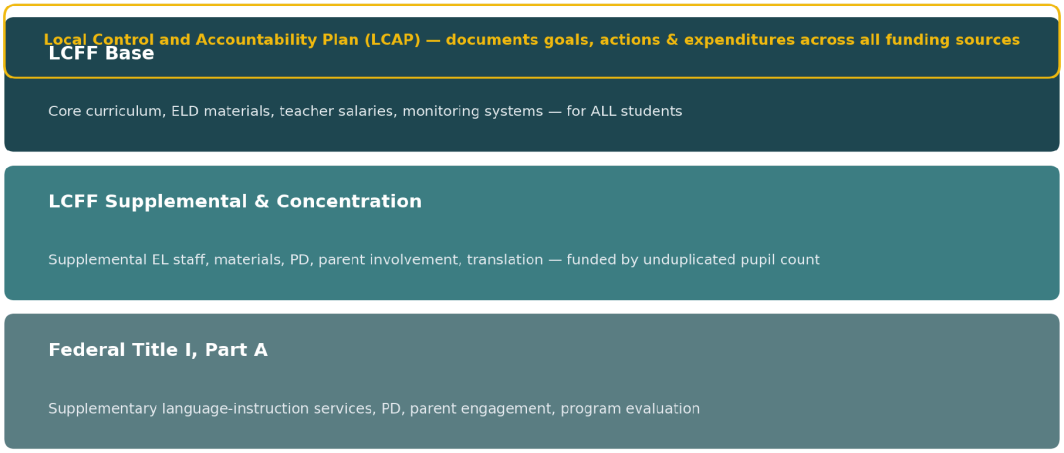


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Reclassification

~~EC §313 and 5 CCR §11308 require that any EL who (1) has demonstrated English proficiency comparable to the average native English speaker and (2) can participate effectively in a curriculum designed for native-English-speaking peers of the same age be reclassified Fluent English Proficient (RFEP). CalPac uses the following verifiable, locally established criteria, consistent with EC §313(f):¶~~

Updated 9/27/26
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Monitoring of Reclassified (RFEP) Students

Per state and federal law, reclassified students must be monitored for at least four years following reclassification. CalPac uses benchmark data to monitor RFEP students for no less than four years, ensuring the students are able to meaningfully participate in a standard instructional program comparable to their English

Reclassification

EC §313 and 5 CCR §11308 require that any EL who (1) has demonstrated English proficiency comparable to the average native English speaker and (2) can participate effectively in a curriculum designed for native-English-speaking peers of the same age be reclassified Fluent English Proficient (RFEP). CalPac uses the following verifiable, locally established criteria, consistent with EC §313(f):

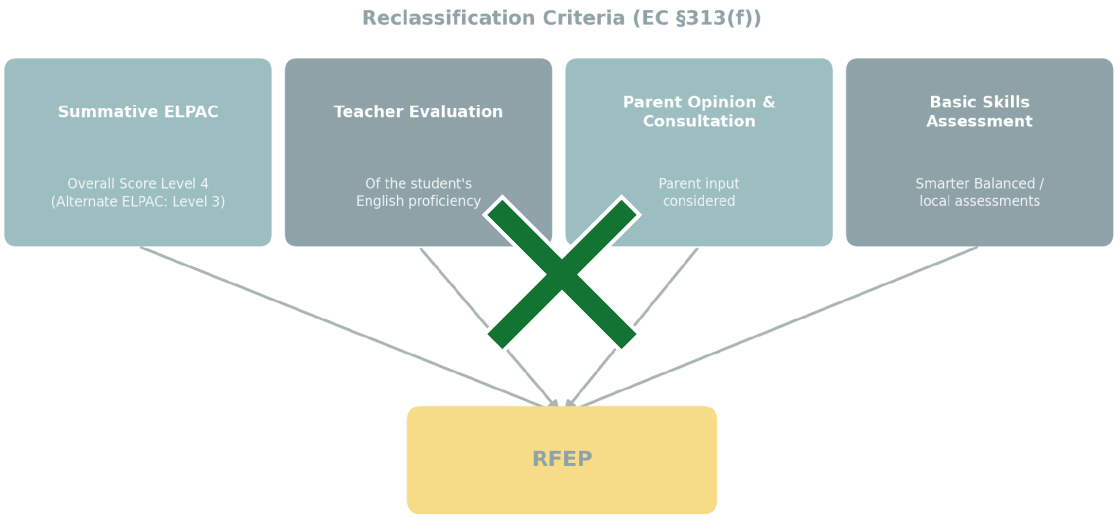


Figure 6. Four criteria are considered together to determine reclassification.

Reclassification Criteria – Standard ELPAC

Criterion	Standard
State-required: Summative ELPAC Overall Score	Level 4
~~Teacher evaluation~~¶	~~Considered~~¶
~~Parent opinion and consultation~~¶	~~Considered~~¶
~~Objective assessment of basic skills (Smarter Balanced/local assessments)~~¶	~~Considered~~¶

Reclassification Criteria – Alternate ELPAC (Students in Special Education)

Criterion	Standard
State-required: Summative Alternate ELPAC Overall Score	Level 3
~~Teacher evaluation~~¶	~~Considered~~¶
~~Parent approval~~¶	~~Considered~~¶
~~Smarter Balanced and/or local/formal assessments~~¶	~~Considered~~¶

Only peers. Students showing signs of regression are referred to the MTSS process for academic intervention and targeted instruction.

English Learners in Special Education

The IEP team, not English proficiency status, determines placement for any student with a disability (20 USC §1414[d][A][B], [d][3][B][ii]). All ELs with disabilities participate in the annual ELPAC, as determined by the IEP team: (1) the regular ELPAC without accommodations; (2) the regular ELPAC with universal tools, designated supports, and/or accommodations; or (3) the Alternate ELPAC, for students whose IEP team determines they cannot participate in the regular assessment even with supports. An IEP team may not exempt a student from the annual ELP assessment altogether.

Role of the IEP Team

Per 2023 U.S. Department of Education guidance, IEP teams must include a member with expertise in second-language acquisition and must ensure EL students with disabilities are not delayed in receiving language-acquisition services because of their disability status. The IEP team is responsible for:

- Determining how the student will participate in the state ELP assessment (ELPAC or Alternate ELPAC, and with or without supports and/or accommodations);
- Developing linguistically appropriate goals and services as part of the IEP;
- Ensuring parents who are ELs can meaningfully participate in IEP meetings, including through interpretation/translation services (34 CFR §300.322[e]; Title VI, Civil Rights Act of 1964).

Addressing EL Needs on the IEP

Students identified as EL must have their ELD needs addressed in the IEP. Students who are RFEP or IFEP are not considered ELs for IEP purposes, though their progress continues to be monitored.

- Eligibility: whether the student is an EL, has been reclassified, their primary language, and whether an interpreter is needed for parents.
- Present Levels: most recent ELPAC scores by domain; how ELD needs will be addressed in each academic area; and the student's language development and its impact on school performance.
- Special Factors: whether primary-language support is needed during integrated ELD; if yes, the supports to be provided, the setting for designated ELD, and how designated ELD will be delivered (e.g., Structured Language Immersion)
- Statewide Assessments: ELPAC accommodations mirror any CAASPP accommodations/modifications already listed in the IEP.
- Annual Goals: must be linguistically appropriate and address the student's disability-related educational needs while considering the student's English language proficiency (5 CCR §3001[m]). The IEP team must address the student's ELD needs regardless of the nature of the disability. When the student's disability also affects English language development, goals should be developed in coordination with designated and integrated ELD instruction (Ed. Code §56345)

Writing Linguistically Appropriate Goals

Based on the most recent ELPAC results, the IEP team identifies areas of need aligned to both ELD and academic standards, reflecting the student's proficiency level (e.g., Emerging, Expanding, Bridging). Baselines describe

current performance and note the ELPAC domain/level in parentheses; goals include the phrase “in English” to make the language component explicit (for example: “By [date], following teacher-led prewriting activities, [student] will compose a single paragraph in English including a topic sentence, three supporting sentences, and a concluding sentence with __% accuracy in __ of __ trials as measured by student work samples.”) The “Linguistically Appropriate” box on the IEP is checked to confirm the goal meets this standard.

Parent and Community Involvement

English Learner Advisory Committee (ELAC)

Consistent with EC §§35147, 52176(b)-(c), 62002.5, 64001(a) and 5 CCR §11308, every CalPac school site with 21 or more English Learners maintains an English Learner Advisory Committee (ELAC) composed of parents, staff, and community members. Parents/guardians of ELs constitute at least the same percentage of ELAC membership as their children represent in the student body and elect the parent members. The ELAC:

- Advises the site administrator and staff on development of the site plan for English Learners for inclusion in the School Plan for Student Achievement;
- Assists with the site's needs assessment;
- Advises on ways to make parents aware of the importance of regular school attendance;
- Elects at least one representative to the charter-wide English Learner Advisory Committee.

ELAC members receive training and materials, planned in consultation with the committee, to carry out these responsibilities; costs may be covered with appropriate categorical funds. Meeting agendas and minutes are posted on the school website.

Charter-Wide English Learner Advisory Committee

Because California Pacific Charter Schools operates multiple school sites under a single LEA, CalPac maintains a charter-wide English Learner Advisory Committee, composed of the elected ELAC representatives from each site, to fulfill the district-level advisory role required by EC §62002.5. This committee meets at least four times per year and advises the Superintendent and Governing Board on: development and revision of this Master Plan; the charter-wide needs assessment; program goals and objectives; compliance with staffing requirements; the annual Language Census; the reclassification process described in this plan; and required parent notifications. A staff liaison assists with agenda preparation, meeting logistics, minutes, and translation of materials and communications.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

Program Evaluation and Accountability

Consistent with EC §6841 and Castañeda v. Pickard, CalPac has established a process and criteria to determine the effectiveness of its EL program(s). The assessment and accountability program considers what students are asked to do, how performance is evaluated, and how results are used, and is responsive to the developmental, linguistic, and individual needs of English Learners. CalPac's assessment practices are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement against grade-level core standards
- Assess progress toward ELD grade-level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are effective

Assessment data is compiled and analyzed by CalPac's Data and Assessment Department and reviewed by the Superintendent and Assistant Superintendent, who develop suggested program modifications shared with the Governing Board, teachers, EL coordinators, and EL parents (including through ELAC or the charter-wide advisory committee) for input and approval.

Annual Goals and Measures

Goal	Key Measures
Increase English language proficiency	**Annual ELPAC growth by proficiency level; percentage of ELs reclassified (RFEP) each year**
Provide equal opportunity for academic achievement	**CAASPP ELA/Math results for EL, RFEP, and EO students; course grades; retention rates**
Promote positive self-concept and cross-cultural understanding	**Attendance and participation rates in school activities by EL/RFEP/EO status**

CalPac annually determines the number and percentage of EL students who become RFEP through ongoing CALPADS reporting, which also reports counts of EL, IFEP, and RFEP students and the number of teachers authorized to provide EL instruction.

Glossary of Terms

Term	Definition
CALPADS	California Longitudinal Pupil Achievement Data System
EL	English Learner
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ELAC	English Learner Advisory Committee (school site)
HLS	Home Language Survey
IFEP	Initial Fluent English Proficient
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LTEL	Long-Term English Learner
RFEP	Reclassified Fluent English Proficient
SDAIE	Specially Designed Academic Instruction in English
SST	Student Study Team

Coversheet

Consent - Policy Development

Section:	VII. Consent
Item:	D. Consent - Policy Development
Purpose:	Vote
Submitted by:	
Related Material:	BUS CPCS Consent Policy Development 10.13.26.pdf 4045 - CPCS Professional Boundaries Policy.pdf 4045 - CPCS Professional Boundaries Policy_redline_10.13.26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 7.D **Date:** October 13, 2026

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

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

Item: Approval of existing board policies reviewed and revised by staff for the 2026-27 School Year.

Background: It is recommended that the board approve the following policy, as presented, to ensure adherence to State and Federal laws that recently took effect.

RESCIND:
The following is a current policy which is no longer applicable and should, therefore, be archived.

4000 Series - Personnel Services
4045 - CPCS Professional Boundaries

- Policy replaced by new policy 1045 per Education Code 32100

Fiscal Impact: None

PROFESSIONAL BOUNDARIES POLICY

California Pacific Charter Schools ("School") adopts this Professional Boundaries Policy to recognize its responsibility to make and enforce all rules and regulations governing student and School personnel standards of behavior to ensure a safe, learning-conducive environment. The expectation of the Board is for all School personnel to conduct themselves in a way that reflects the high standards of professionalism required and to adhere to appropriate boundaries between School personnel and students.

For the purpose of this policy, the term "boundaries" is defined as acceptable professional behavior by School personnel while interacting with a student, whether during school hours or outside of school hours. Trespassing the boundaries of an adult/student relationship is deemed an abuse of power and a betrayal of public trust. Although sincere, competent interaction with students certainly fosters learning, adult/student interactions must have boundaries surrounding activities, locations, and intentions. It is each employee's obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or school leaders. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. School personnel are required to follow the School's adopted safety policies, plans, and facility-related procedures that are designed to promote safe environments for pupil learning and engagement, including classroom and nonclassroom settings.

Professional boundaries apply not only between students and staff, volunteers, and contractors, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the school community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment.

Examples of Specific Behaviors

The following are examples of unacceptable behavior, and are not intended to be an exhaustive list.

Unacceptable Adult/Student Behaviors

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.

PROFESSIONAL BOUNDARIES POLICY

4. Intentionally being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.
6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the adult's home.
9. Having a student in an adult's vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Communication with students via an employee's personal accounts such as email and/or social media.
12. Engaging in any electronic, digital, or social media communication with a student that is not school-related.
13. Any form behavior designed to build secrecy or inappropriate trust.

Acceptable and Recommended Adult/Student Behaviors

1. Exhibiting professionalism in all communications with students, (e.g. emails, text, and phone calls to students) keeping discussion related to school content. All forms of communication must be professional and brief.
2. Obtaining parental written consent for any school activity such as field days, field trips, or competitions.
3. Taking precautions when alone with a student such as: maintaining appropriate physical distance, keeping the door of a classroom open, being near to another individual, or if possible asking another staff member to be present.
4. Keeping reasonable personal distance from students.
5. Stopping and correcting students if they cross personal boundaries.
6. Keeping parents informed when a significant issue develops with a student.
7. Asking for advice from fellow staff or administrators in a difficult situation related to boundaries.
8. Involving a supervisor if a conflict arises with the student or if situations occur that have the potential to become more severe.
9. Making detailed notes about an incident that could evolve into a more serious situation later.
10. Recognizing the responsibility to intervene to stop unacceptable behavior of students or other adults.

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PROFESSIONAL BOUNDARIES POLICY

11. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives or handshakes.
12. Keeping professional conduct a high priority.
13. Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

Duty to Report Suspected Misconduct

When any individual performing services for the School reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, the individual must immediately report the matter to Human Resources. It is the duty of the administrator to investigate and thoroughly report the situation to the Superintendent. If the complaint is regarding the superintendent, Human Resources shall report to the Board of Directors. Individuals must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for abuse.

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Coversheet

Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2026 - California Pacific Charter Schools (Draft)

Section: VIII. Business/Financial Services
Item: A. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2026 - California Pacific Charter Schools (Draft)
Purpose: Vote
Submitted by: Shannon Green
Related Material:
California Pacific Charter Schools 2026 Draft Audit Report.pdf
California Pacific Charter Schools 2026 Draft Governance Communication.pdf

BACKGROUND:

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

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

Board review of the Annual Audit Report ensures fiscal transparency and supports informed oversight.

RECOMMENDATION:

It is recommended the Board approve the draft Annual Audit Report - Year Ended June 30, 2026, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

CALIFORNIA PACIFIC CHARTER SCHOOLS

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2026

Operated by:

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
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INDEPENDENT AUDITORS' REPORT

Board of Directors
California Pacific Charter Schools
Costa Mesa, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of California Pacific Charter Schools (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2026, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

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Board of Directors
California Pacific Charter Schools

Auditors' Responsibility for the Audit of the Financial Statements

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

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

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

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

DRAFT

Board of Directors
California Pacific Charter Schools

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The San Diego, Los Angeles and Sonoma columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

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

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

Other Reporting Required by *Government Auditing Standards*

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

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2026

	San Diego	Los Angeles	Sonoma	Total
ASSETS				
CURRENT ASSETS				
Cash and Cash Equivalents	$ 1,827,079	$ 2,529,194	$ 643,850	$ 5,000,123
Accounts Receivable	727,541	1,077,780	783,201	2,588,522
Prepaid Expenses and Other Assets	279,956	379,664	184,152	843,772
Total Current Assets	2,834,576	3,986,638	1,611,203	8,432,417
LONG-TERM ASSETS				
Property, Plant and Equipment	4,506	-	-	4,506
Operating Right-of-Use Asset	42,070	63,350	20,650	126,070
Total Assets	$ 2,881,152	$ 4,049,988	$ 1,631,853	$ 8,562,993
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts Payable and Accrued Liabilities	$ 272,453	$ 148,034	$ 261,675	$ 682,162
Deferred Revenue	340,832	466,049	209,826	1,016,707
Lease Liability, Current	2,366	3,586	1,219	7,171
Total Current Liabilities	615,651	617,669	472,720	1,706,040
LONG-TERM LIABILITIES				
Lease Liability, Net	43,818	65,960	21,451	131,229
Total Liabilities	659,469	683,629	494,171	1,837,269
NET ASSETS				
Net Assets Without Donor Restrictions	2,221,683	3,366,359	1,137,682	6,725,724
Total Net Assets	2,221,683	3,366,359	1,137,682	6,725,724
Total Liabilities and Net Assets	$ 2,881,152	$ 4,049,988	$ 1,631,853	$ 8,562,993

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See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2026

	San Diego	Los Angeles	Sonoma	Total
REVENUES WITHOUT DONOR RESTRICTIONS				
State Revenue:				
State Aid	$ 4,406,240	$ 6,289,055	$ 2,100,318	$ 12,795,613
Other State Revenue	745,825	955,569	517,494	2,218,888
Federal Revenue:				
Grants and Entitlements	157,589	213,990	98,417	469,996
Local Revenue:				
In-Lieu Property Tax Revenue	174,083	223,388	980,365	1,377,836
Investment Income	48,197	22,346	12,494	83,037
Other Revenue	38,588	49,390	28,011	115,989
Total Revenues	5,570,522	7,753,738	3,737,099	17,061,359
EXPENSES				
Program Services	4,806,211	6,698,618	3,190,592	14,695,421
Management and General	622,689	891,594	477,947	1,992,230
Total Expenses	5,428,900	7,590,212	3,668,539	16,687,651
CHANGE IN NET ASSETS	141,622	163,526	68,560	373,708
Net Assets Without Donor Restrictions - Beginning of Year	2,080,061	3,202,833	1,069,122	6,352,016
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	$ 2,221,683	$ 3,366,359	$ 1,137,682	$ 6,725,724

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See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2026

	San Diego	Los Angeles	Sonoma	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in Net Assets	$ 141,622	$ 163,526	$ 68,560	$ 373,708
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:				
Depreciation	783	-	-	783
Noncash Lease Expense	(1,663)	(2,504)	(815)	(4,982)
Changes in Assets and Liabilities:				
Accounts Receivable	(246,847)	(520,020)	(158,595)	(925,462)
Prepaid Expenses and Other Assets	(246,897)	(335,034)	(161,665)	(743,596)
Accounts Payable and Accrued Liabilities	(22,919)	48,406	81,731	107,218
Deferred Revenue	(83,263)	(70,209)	(63,084)	(216,556)
Net Cash Provided (Used) by Operating Activities	(459,184)	(715,835)	(233,868)	(1,408,887)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(459,184)	(715,835)	(233,868)	(1,408,887)
Cash and Cash Equivalents - Beginning of Year	2,286,263	3,245,029	877,718	6,409,010
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 1,827,079	$ 2,529,194	$ 643,850	$ 5,000,123

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See accompanying Notes to Financial Statements.

CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSE (CONTINUED)
JUNE 30, 2026

	San Diego		
	Program Services	Management and General	Total
Salaries and Wages	$ 2,989,721	$ 214,453	$ 3,204,174
Pension Expense	480,855	-	480,855
Other Employee Benefits	437,869	41,441	479,310
Payroll Taxes	70,803	16,579	87,382
Legal Expenses	-	21,001	21,001
Accounting Expenses	-	25,847	25,847
Instructional Materials	401,672	2,921	404,593
Other Fees for Services	241,681	39,177	280,858
Advertising and Promotion Expenses	-	138,929	138,929
Office Expenses	47,005	3,935	50,940
Information Technology Expenses	37,556	3,291	40,847
Occupancy Expenses	3,529	36,389	39,918
Travel Expenses	71,285	9,353	80,638
Depreciation Expense	783	-	783
Insurance Expense	-	16,109	16,109
Other Expenses	23,452	53,264	76,716
Total Expenses by Function	$ 4,806,211	$ 622,689	$ 5,428,900

	Los Angeles		
	Program Services	Management and General	Total
Salaries and Wages	$ 4,250,457	$ 303,648	$ 4,554,105
Pension Expense	662,608	-	662,608
Other Employee Benefits	597,601	56,509	654,110
Payroll Taxes	99,512	23,466	122,978
Legal Expenses	-	24,028	24,028
Accounting Expenses	-	35,246	35,246
Instructional Materials	551,415	9,578	560,993
Other Fees for Services	309,373	48,977	358,350
Advertising and Promotion Expenses	-	189,275	189,275
Office Expenses	62,990	5,362	68,352
Information Technology Expenses	46,651	3,680	50,331
Occupancy Expenses	4,989	52,841	57,830
Travel Expenses	79,033	12,113	91,146
Insurance Expense	-	21,953	21,953
Other Expenses	33,989	104,918	138,907
Total Expenses by Function	$ 6,698,618	$ 891,594	$ 7,590,212

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CALIFORNIA PACIFIC CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSE (CONTINUED)
JUNE 30, 2026

	Sonoma		
	Program Services	Management and General	Total
Salaries and Wages	$ 1,994,805	$ 142,968	$ 2,137,773
Pension Expense	320,989	-	320,989
Other Employee Benefits	291,904	27,627	319,531
Payroll Taxes	46,254	11,053	57,307
Legal Expenses	-	62,650	62,650
Accounting Expenses	-	17,231	17,231
Instructional Materials	263,701	2,044	265,745
Other Fees for Services	143,775	37,951	181,726
Advertising and Promotion Expenses	-	93,136	93,136
Office Expenses	33,364	2,959	36,323
Information Technology Expenses	21,537	1,779	23,316
Occupancy Expenses	1,731	19,900	21,631
Travel Expenses	57,202	6,749	63,951
Insurance Expense	-	10,740	10,740
Other Expenses	15,330	41,160	56,490
Total Expenses by Function	$ 3,190,592	$ 477,947	$ 3,668,539

	Total		
	Program Services	Management and General	Total
Salaries and Wages	$ 9,234,983	$ 661,069	$ 9,896,052
Pension Expense	1,464,452	-	1,464,452
Other Employee Benefits	1,327,374	125,577	1,452,951
Payroll Taxes	216,569	51,098	267,667
Legal Expenses	-	107,679	107,679
Accounting Expenses	-	78,324	78,324
Instructional Materials	1,216,788	14,543	1,231,331
Other Fees for Services	694,829	126,105	820,934
Advertising and Promotion Expenses	-	421,340	421,340
Office Expenses	143,359	12,256	155,615
Information Technology Expenses	105,744	8,750	114,494
Occupancy Expenses	10,249	109,130	119,379
Travel Expenses	207,520	28,215	235,735
Depreciation Expense	783	-	783
Insurance Expense	-	48,802	48,802
Other Expenses	72,771	199,342	272,113
Total Expenses by Function	$ 14,695,421	$ 1,992,230	$ 16,687,651

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

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

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

Basis of Accounting

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

Basis of Presentation

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

Use of Estimates

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

Functional Allocation of Expenses

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

Cash and Cash Equivalents

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

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

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

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

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2026. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset ranging from 3 to 40 years. The School capitalizes all expenditures for land, buildings and equipment in excess of $1,000.

Revenue Recognition

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

Contributions

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2026, the School has conditional grants of $1,176,882 of which $1,016,707 is recognized as deferred revenue in the statement of financial position.

Property Taxes

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

Income Taxes

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

Leases

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

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

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

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

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

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

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

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of $7,588,645.

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

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has balances at several financial institutions as of June 30, 2026 that exceed the balance insured by the FDIC by a total of approximately $4,505,517.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2026, as provided by the pool sponsor was $258,024.

NOTE 4 PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was $783 for the year ended June 30, 2026.

The components of property, plant, and equipment as of June 30, 2026 are as follows:

	Total
Furniture , Fixtures, and Equipment	$ 5,485
Less: Accumulated Depreciation and Amortization	(979)
Total Property, Plant, and Equipment	$ 4,506

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NOTE 5 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

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

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Annual Comprehensive Financial Report and Actuarial Valuation Report for the year ended June 30, 2025, total STRS plan net assets are $370 billion, the total actuarial present value of accumulated plan benefits is $499 billion, contributions from all employers totaled $8.751 billion, and the plan is 79.3% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2026, was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

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

Year Ended June 30,	Required Contribution	Percent Contributed
2024	$ 1,083,918	100%
2025	$ 1,125,721	100%
2026	$ 1,464,452	100%

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CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2026

NOTE 6 LEASES – ASC 842

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

The following table provides quantitative information concerning the School's lease for the year ended June 30, 2026:

Operating Lease Cost	$	99,633
Other Information:		
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:		
Operating Cash Flows from Operating Leases	$	97,949
Weighted-Average Remaining Lease Term - Operating Leases		1.4 years
Weighted-Average Discount Rate - Operating Leases		4.13%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2026, is as follows:

Year Ending June 30,	Amount
2027	101,263
2028	42,770
Undiscounted Cash Flows	144,033
(Less) Imputed Interest	(5,633)
Total Present Value	$ 138,400

NOTE 7 CONTINGENCIES, RISKS AND UNCERTAINTIES

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

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

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SUPPLEMENTARY INFORMATION

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CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2026

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

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See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2026

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac Los Angeles:				
Grades TK/K-3	-	118.95	-	118.67
Grades 4-6	-	63.94	-	63.75
Grades 7-8	-	72.14	-	71.91
Grades 9-12	-	191.89	-	191.62
ADA Totals	-	446.92	-	445.95

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac San Diego:				
Grades TK/K-3	-	93.14	-	91.82
Grades 4-6	-	51.55	-	50.19
Grades 7-8	-	50.29	-	50.34
Grades 9-12	-	126.64	-	125.90
ADA Totals	-	321.62	-	318.25

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
CalPac Sonoma:				
Grades TK/K-3	-	36.27	-	36.08
Grades 4-6	-	40.12	-	39.43
Grades 7-8	-	33.86	-	34.16
Grades 9-12	-	118.41	-	118.69
ADA Totals	-	228.66	-	228.36

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See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

	San Diego	Los Angeles	Sonoma
June 30, 2026 Annual Financial Report			
Fund Balances (Net Assets)	$ 2,221,683	$ 3,366,359	$ 1,137,682
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Cash and Cash Equivalents	(3,445)	(4,490)	(1,475)
Prepaid Expenses and Other Assets	3,445	4,490	1,475
Net Adjustments and Reclassifications	-	-	-
Fund Balances (Net Assets)	$ 2,221,683	$ 3,366,359	$ 1,137,682

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See Independent Auditors' Report and accompanying Notes to Supplementary Information

CALIFORNIA PACIFIC CHARTER SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2026

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

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OTHER INFORMATION

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CALIFORNIA PACIFIC CHARTER SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2026

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

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

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

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

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

The Board of Directors and the Administrators as of the year ended June 30, 2026 were as follows:

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BOARD OF DIRECTORS

Member	Office	Term End (5 Years)
Kelly Wylie	Chairperson	September 2028
Dr. Shirley Peterson	Vice Chairperson	December 2028
Tanya Rogers	Clerk	September 2026
Bill Howard	Member	December 2026
Jason McFail	Member	December 2026

ADMINISTRATORS

Christine Feher	Superintendent

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

Board of Directors
California Pacific Charter Schools
Costa Mesa, California

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We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of California Pacific Charter Schools (the School), which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

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

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

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

Board of Directors
California Pacific Charter Schools

Report on Compliance and Other Matters

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

Purpose of this Report

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

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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

Board of Directors
California Pacific Charter Schools
Costa Mesa, California

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Report on Compliance

Opinion on State Compliance

We have audited California Pacific Charter Schools's (the School) compliance with the types of compliance requirements applicable to the School described in the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2026. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2026.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

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

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Board of Directors
California Pacific Charter Schools

Compliance Requirements Tested

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

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Career Technical Education Incentive Grant (CTEIG)	Yes
Expanded Learning Opportunity Program	Not Applicable
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Comprehensive School Safety Plan	Yes
Attendance Recovery	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

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

Report on Internal Control over Compliance

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

Board of Directors
California Pacific Charter Schools

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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CALIFORNIA PACIFIC CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2026

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

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

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.*

DRAFT

CALIFORNIA PACIFIC CHARTER SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2026

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

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Board of Directors
California Pacific Charter Schools
Costa Mesa, California

We have audited the financial statements of California Pacific Charter Schools as of and for the year ended June 30, 2026, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, as well as certain information related to the planned scope and timing of our audit in our planning communication dated May 19, 2026. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

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

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2026.

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

Accounting estimates

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

Financial statement disclosures

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

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

Significant unusual transactions

We identified no significant unusual transactions.

Difficulties encountered in performing the audit

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

Uncorrected misstatements

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

Corrected misstatements

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

Disagreements with management

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

Management representations

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

Management consultations with other independent accountants

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

Significant issues discussed with management prior to engagement

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

Supplementary information in relation to the financial statements as a whole

With respect to the San Diego, Los Angeles and Sonoma columns, Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the

reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

Other information included in annual reports

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

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

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CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

Coversheet

Approval of Memorandum of Understanding (MOU) with Guerneville Elementary School District

Section: IX. Charter Affairs
Item: A. Approval of Memorandum of Understanding (MOU) with Guerneville Elementary School District
Purpose: Vote
Submitted by: Christine Feher
Related Material: Guerneville ESD MOU 2026-2031.pdf

BACKGROUND:

The Memorandum of Understanding (MOU) between Guerneville Elementary School District (District) and California Pacific Charter – Sonoma establishes the roles, responsibilities, and expectations of both parties for the charter term of July 1, 2026, through June 30, 2031.

The MOU outlines provisions related to charter school governance, District oversight, funding, fiscal accountability, reporting requirements, educational services, and operational responsibilities. It also establishes procedures for communication, compliance, and coordination between the District and the Charter School.

Under the agreement, the District will receive an oversight fee not to exceed one percent (1%) of the Charter School's applicable revenue for supervisorial oversight. An additional two percent (2%) of applicable revenue will be charged for services provided by the District, including access to facilities, instructional resources, professional development, testing services, and administrative support.

The MOU is intended to promote transparency, accountability, and continued collaboration between the District and California Pacific Charter – Sonoma throughout the charter term.

RECOMMENDATION:

It is recommended that the Board of Directors approve the Memorandum of Understanding between Guerneville Elementary School District and California Pacific Charter – Sonoma for the term of July 1, 2026, through June 30, 2031, as presented.

MEMORANDUM OF UNDERSTANDING BETWEEN THE GUERNEVILLE ELEMENTARY SCHOOL DISTRICT AND CALIFORNIA PACIFIC CHARTER - SONOMA

Effective 7/1/2026 - 6/30/2031

The governing board of the Guerneville Elementary School District ("District") granted a charter petition ("Charter") to California Pacific Charter - Sonoma ("School" or "Charter School") pursuant to the terms of the Charter Schools Act of 1992, as amended. This Charter, among other matters, calls for the District and School to enter into a mutually agreeable memorandum of understanding ("Agreement") regarding the funding entitlements of the School pursuant to the Charter Schools Act. The School and District intend to use this Agreement as the basis for developing similar understandings in future fiscal years.

This Agreement shall serve to clarify the status of the School and define the responsibilities of the parties. This Agreement provides for oversight, direct and indirect services to be provided by the District to School and the remuneration to be paid by the School to the District. Education Code Sections 47607(b) and 47605 provide the procedure for a material revision of an existing charter. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement. Both Parties agree to meet in good faith to negotiate necessary changes to align the Charter and the Agreement.

I. PURPOSE OF THIS MEMORANDUM OF UNDERSTANDING

- **A.** Outline specific funding sources anticipated to be available to the School.
- **B.** Define the oversight responsibility and services the District will provide to the School.
- **C.** Clarify responsibilities of each party.

II. TERM

- **A.** This Agreement is valid for the term of the Charter granted to California Pacific Charter - Sonoma, from July 1, 2026 through June 30, 2031. It may be modified or terminated with the written mutual consent of the governing bodies of the District and the School.
- **B.** This Agreement is automatically terminated if the School's Charter is revoked or non-renewed in compliance with Education Code Sections 47604.5, 47607, or 47607.2, or rescinded by the Charter School.

III. CHARTER SCHOOL AUTHORITY

- **A.** The School, in performing its duties and obligations under this Agreement and its Charter, shall have the power and authority, consistent with federal and state law and subject to other terms and conditions of this Agreement to, among other powers and authorities:
  1. Contract for goods and services with the District and/or any third party.
  2. Prepare a budget.
  3. Perform the personnel services not otherwise assumed by the District as outlined herein.
  4. Procure insurance.
  5. Lease or otherwise contract with any third party for the use of facilities for school purposes and the operation and maintenance thereof; Purchase, lease, or rent furniture, equipment, and supplies.
  6. Accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Agreement.
  7. Perform the business administration of the School.

8. Establish and conduct an educational program and curriculum for the School as provided in the School's charter.
9. Conduct extra and co-curricular activities and programs;
10. Conduct professional development for all administrators, instructional personnel, and non-instructional personnel.
11. Select and acquire instructional materials, equipment and supplies.
12. Exercise such other powers as are provided for elsewhere in this Agreement to the extent consistent with this Agreement.
13. Generally, take such other actions as may be necessary or desirable to properly and efficiently operate the School.
14. Engage in any activity not prohibited by applicable law or the terms of its Charter.

For avoidance of doubt, this list is not exhaustive.

IV. ORGANIZATIONAL STRUCTURE

A. The School shall be governed by an incorporated non-profit public benefit corporation ("Corporation"), formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corp. Code section 5110 et seq.), with the opportunity to contract for specific services and operational support from the District, public or private organizations and/or management companies. The administrator of the School shall conduct the day-to-day operations of the School by the power delegated to them by the School's governing board. The School shall carry on any activity in order to effectuate its goal of educating students that is not inconsistent with an express provision of its Charter or applicable law.

B. In accordance with applicable laws, including the Charter Schools Act, the Corporation shall designate and maintain a Corporate Board of Directors and Corporate Officers. Directors of the Corporation shall be selected and appointed in accordance with the corporate bylaws of the Corporation. The District shall have the authority to appoint one board member consistent with Education Code Section 47604(c).

C. The School recognizes its responsibility to promote public access to its deliberation and documents. Therefore, the Board of Directors will comply with the Ralph M. Brown Act (Gov. Code §§ 54950, et seq.), Education Code Section 47604.1(b)-(c), and all other statutes specifically applicable to charter schools operated as nonprofit corporations.

D. All employees of the Charter will be employees of –the Corporation and not employees of the District. The Charter School shall manage Employment Agreements, Personnel Reviews and other policies and procedures to further the Charter School's goals as outlined in the Charter.

E. The Charter School shall be solely responsible for all costs and expenses related to the Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

F. The Charter School shall have no authority to enter contracts for or on behalf of the District. Unless otherwise agreed to by the parties or provided by law, any contracts, purchase orders, or other documents shall be the Charter School's sole responsibility.

V. Funding

A. As established by Education Code Section 47630 *et seq.,* the Charter School shall receive funding under the charter school funding model as follows:

1. General purpose entitlement computed by the local control funding formula

pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

2. General-purpose funding that consists of state aid, local property taxes, and other revenues applied toward a school district's local control funding formula, pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
3. Lottery funds, pursuant to Education Code Section 47638.
4. A variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for funding that is beyond the basic statutory entitlement.
5. Any additional funds negotiated between the District and the Charter School in accordance with Education Code Section 47636.
    a) In addition to LCFF, the parties recognize the authority of the Charter School to pursue additional sources of funding.
    b) The Charter School has elected to receive funding from the State directly, pursuant to Education Code Section 47651.
    c) The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635.
    d) The School may apply for and receive loans from the District, and/or public or private agencies independently from the District. The District shall not be liable for the repayment of any principal, interest, penalties or legal cost associated with such loans.
    e) Banking Arrangements: The Charter School shall maintain an account at a federally insured commercial bank or credit union. The Charter School will deposit all funds received as soon as practical upon receipt.
    f) Payroll Service: The Charter School may contract with any reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements and to perform other payroll support functions.

VI. BOND FUNDS

A. The Charter School expressly waives any right to share in general obligation or construction bonds that have been or may be passed by the voters of the Guerneville Elementary School District.

VII. LEGAL RELATIONSHIP

A. The Parties recognize that the Charter School is a separate legal entity. The Charter School shall be operated by a non-profit public benefit corporation under Education Code Section 47604. As such, in accordance with Education Code Section 47604(d), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

B. With respect to its operations under this Agreement, the District and the Charter School shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend each other, their officers, their trustees, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs arising under this Agreement including attorneys' fees and costs arising out of injury to any persons, including death or damage to any

property caused by, connected with, or attributable to their willful misconduct, negligent acts, errors or omissions of their directors, trustees, officers, employees, agents and consultants under this Agreement. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School. However, nothing in this provision shall be construed to obligate the Charter School to indemnify indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an indemnitee's sole negligence or from an indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such indemnitee(s).

VIII. DISTRICT OVERSIGHT

A. In consideration for the actual costs of supervisorial oversight by the District, the Charter School shall pay an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee"), for the actual costs of supervisorial oversight, pursuant to Education Code section 47613. "Supervisorial oversight" for purposes of this section shall include those duties listed in Education Code section 47604.32. "Revenue" for purposes of this calculation means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03.

"Revenue" for purposes of this calculation shall not Include Charter School fund-raising activities, private donations, other public grants, or any other source of income developed by the Charter School. Payment by the Charter School shall be made in accordance with the provisions of Paragraph XVI below. These costs are in addition to, and not in lieu of, other costs set forth herein.

B. Charter School and the District agree that "supervisorial oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include, but is not limited to, the following:

1. All activities related to the Charter revocation and renewal and processes as described in Education Code Sections 47607 and 47607.2.
2. Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
3. Participate in the dispute resolution process described in the Charter. Charter School is aware that the District's discretion to revoke a charter is not proscribed as a requirement to participate in the Dispute Resolution Process.
4. Review and timely response (if required) to the Charter School's Annual Independent Fiscal Audit.
5. Select a representative to act as a liaison to the Charter School.
6. Visit the Charter School at least annually.
7. Monitor the fiscal condition of the Charter School.
8. Provide timely notification to the California Department of Education if any of the following circumstances occur:
    a. A renewal of the charter is granted or denied.
    b. The charter is revoked.
    c. The Charter School will cease operation for any reason.

IX. SERVICES

A. In addition to the supervisorial oversight responsibilities and the one percent (1%) oversight fee described in Paragraph VIII (A) above, the District shall collaborate with the Charter School

about services annually and shall be compensated by the Charter School as more fully set forth below.

1. Provide substantially rent-free use of the District's facilities throughout the school year which include office and meeting spaces, classrooms, computer technology, science labs, sport facilities, which shall be subject to the Parties entering into facilities agreement setting forth the terms, conditions, and obligations of the Parties as related to such use.
2. Access to District instructional materials and other resources throughout the school year to support social-emotional wellness, and interventions to keep students on track for promotion.
3. Provide staff development and training relative to online curriculum options.
4. Provide District testing services, including access to testing locations at District facilities.
5. Provide technical support for attendance accounting and student information data management.
6. Provide consulting, planning and staff development (for services beyond the scope of supervisorial oversight.

B. As consideration for the additional services provided by the District to the Charter School, the District shall charge the Charter School an amount equal to two percent (2%) of the revenue of the Charter School (as the term "revenue" is defined in Education Code section 47613(f)). Payment by the Charter School shall by made in accordance with the provisions of Paragraph XVI below.

X. SPECIAL EDUCATION SERVICES

A. The School is solely responsible for compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), including all applicable implementing California laws and regulations. This Agreement does not obligate the Authorizer to provide, fund, or oversee special education services, Section 504 accommodations, or ADA compliance on behalf of the School.

B. As a local educational agency (LEA), the School receives special education funds in the manner specified in the allocation plan of its Special Education Local Plan Area (SELPA).

XI. DATA REPORTING

A. Average Daily Attendance. The School will develop an attendance-reporting calendar and maintain a system to record and account for ADA in the manner above specified. The School will report ADA figures to the District for annual reporting and when requested and the District will be given data upon request after the completion of the most current learning period.

B. California Basic Educational Data System (Enrollment). The School shall complete and submit enrollment and other necessary demographic information to the California Basic Educational Data System (CBEDS).

C. Other Data. The District and School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources.

D. State Testing. The School shall submit as required all data related to the mandated State testing programs.

XII. BUDGET AND FINANCE

A. The School shall prepare and submit the following financial information to the District and County Superintendent of Schools consistent with Education Code Section 47604.33:

1. On or before July 1, a preliminary budget. On or before July 1, 2026, and

annually thereafter, an annual update (Local Control and Accountability Plan) required pursuant to Education Code Section 47606.5.

2. On or before December 15, an interim financial report this report shall reflect changes through October 31.
3. On or before March 15, a second interim financial report, this report shall reflect changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year. Written contemporaneous records that document all revenues received by
    a. The School, from all sources.
    b. The District shall provide all necessary backup data in its possession.
    c. The School shall promptly respond to all reasonable inquiries regarding its financial records (Education Code Section 47604.3).

XIII. AUDIT

A. The School will contract and pay for an independent annual audit of the School's financial affairs in accordance with Education Code Section 41020 and other applicable law. The audit will verify the accuracy of the School's financial statements, reporting practices, and amounts paid to the District and will be conducted in accordance with generally accepted accounting principles, applicable audit requirements, and the audit provisions of the Charter. Beginning with the audit for the 2025–26 fiscal year, the School shall submit its annual audit report no later than January 31 following the close of the fiscal year, or such other deadline as may be established by law, to the District, the applicable county office of education, the California Department of Education, and the State Controller's Office.

B. The Charter School Board of Directors shall review, at a public meeting and within 45 days after issuance of the audit report, the School's annual audit, including any audit exceptions, recommendations or findings contained in any management letter issued by the auditor, and any descriptions of corrections or plans to correct identified exceptions or management letter issues. The School shall address audit exceptions through corrections or plans of correction in accordance with Education Code Sections 41020 and 41020.3. Any required charter school corrective actions shall be submitted to the District no later than April 15, or such other deadline as may be established by law.

C. The School shall contract with an independent auditor within the timelines required by Education Code Section 41020. If the School has not contracted with an independent auditor by May 1 for the annual audit of the fiscal year then commencing, the District may contract with an independent auditor on behalf of the School as provided by law. If an audit contract is terminated or not renewed, the School and auditor shall provide all notices required by Education Code Section 41020, including notice to the District, the California Department of Education, and the State Controller's Office within 30 calendar days of the effective date of the termination or nonrenewal.

XIV. INSURANCE AND RISK MANAGEMENT

A. The Charter School will, at its own expense, provide and maintain insurance policies for the operation of the Charter School, including but not limited to general liability, property, and errors and omission policies.

B. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.

C. The Charter School shall provide the District with certificates of insurance upon

reasonable request by the District.

XV. MATERIAL REVISION OF THE CHARTER

A. Any Material Revision, as this term is defined below, to the Charter may be made only with District's approval. The Charter School may submit to District any proposed Material Revision to the Charter in accordance with District's policies and procedures that are in effect at the time of the submission.

B. Material Revision Defined. Changes to the Charter that constitute a Material Revision include, but are not limited to, the following (each referred to as a "Material Revision" and collectively referred to as "Material Revisions"):

1. Change in the legal status (i.e. changing from a nonprofit public benefit corporation to a non-incorporated entity), or ownership of the Charter School.
2. Substantive change to Charter School's mission statement.
3. Expansion to serve any grade levels that are not in accordance with the Charter.
4. Change in Charter School's calendar affecting the number of days of instruction that Charter School is required to provide pursuant to the Charter and state law.
5. Change in Charter School's admission preferences from those set forth in the Charter.
6. Substantive change to Charter School's educational program (e.g., moving from nonclassroom-based to classroom based except as required by law or upon written approval by District).

C. Non-Material Revision. A Non-Material Revision, as this term is defined in this Section, may be made effective by Charter School through written notification to the District. A "Non Material Revision" includes, but is not limited to, the following:

1. Change to Charter School's mailing address, telephone, and/or facsimile number.
2. Change of the individual who serves as a Party's Authorized Representative.
3. Amendment to the bylaws of Charter School (where Charter School is operated as a public nonprofit benefit corporation) provided that the amendment is consistent with existing policies.
4. Non-substantive change to Charter School's educational program in terms of either content or methodology as required by law or upon written approval by the District.
5. Addition, deletion, or relocation of existing resource centers; (However, The Charter School will inform/notify the District Superintendent (or designee) in writing before opening a new learning center or student facility.
6. Change of management or structure of the Board, including the composition of the Board (e.g., the addition or reduction of board members to the range included in the corporate Bylaws)
7. Any necessary changes that need to be made in order to stay in compliance with laws passed after the signing of this Agreement.

XVI. Payment Schedule

A. In accordance with the provision of Education Code Section 47635, the District shall provide the Charter School its in lieu of property tax funding. The District shall annually transfer to each of its charter schools funding in-lieu of property taxes equal to the greater of the following two amounts:

1. The average amount of property taxes per unit of average daily attendance, including average daily attendance attributable to charter schools, received by

the local educational agency, multiplied by the charter school's average daily attendance.

2. The statewide average general-purpose funding per unit of average daily attendance received by school districts, as determined by the State Department of Education, multiplied by the charter school's average daily attendance in each of the four corresponding grade level ranges:

transitional kindergarten, kindergarten, and grades 1, 2, and 3; grades 4, 5, and 6; grades 7 and 8;

and grades 9 to 12, inclusive.

B. In accordance with the provision of Education Code Section 47635, the District shall transfer funding in lieu of property taxes to the Charter School in monthly installments, by no later than the 15th of each month.

XVII. MISCELLANEOUS

A. Amendments, Modification and Supplements. Amendments, modifications, and supplements to this Agreement are allowed and will be binding on the parties after the effective date provided such amendments, modification and supplements (1) are in writing, signed by an authorized representatives of both parties, and (2) by reference incorporate this Agreement and identify the specific sections or clauses contained herein which are amended, modified and supplemented or indicate that the material is new. The term, "this Agreement" shall be deemed to include any future amendments, modifications and supplements.

B. Assignment. Neither party may assign or delegate its obligations under this Agreement without the prior written consent of the other.

C. Attorney's Fees. In the event any party to the Agreement shall be required to initiate legal proceedings (i) to interpret or to enforce performance of any term or condition of their Agreement; (ii) to enjoin any action prohibited hereunder; or (iii) to gain any other form of relief whatsoever, the prevailing party shall be entitled to recover such sums, in addition to any other damages or compensation received, as will reimburse the prevailing party for reasonable attorneys' fees and court costs incurred on account thereof notwithstanding the nature of the claim or cause of action asserted by the prevailing party.

D. Compliance with Laws and Regulations. The parties shall comply with all federal, state and local laws and regulations applicable to their performance as described in this Agreement.

E. Consent. Where consent, approval or mutual agreement is required of a party, it shall not be unreasonably withheld or delayed.

F. Default. If either party refuses or fails in any material respect properly to perform its obligations under this Agreement, or violates any of the material terms or conditions of the Agreement, such refusal, failure or violation shall constitute default. In such an event, the non-defaulting party may so notify the other party in writing of the default and allow that party a period of thirty (30) calendar days to cure such default. If the defaulting party does not cure such default within said thirty (30) calendar days; the non-defaulting party shall have the right to terminate this Agreement upon written notice to the other party. Termination of this Agreement shall not equate to revocation of the charter which may only be accomplished in accordance with Education Code Section 47607 and its implementing regulations. Notwithstanding rights provided through this clause, all service fees for current month and previously certified student attendance shall still be due and payable per the terms of this agreement. If such default is for failure of the District to pay service fees that have already been transferred to the District

from State or other granting entity, then the District shall only be granted a period of ten (10) working days to cure such default.

G. Charter Revocation. Should either the State Board of Education, Sonoma County Office of Education or the District revoke the Charter managed under this Agreement, this Agreement shall be canceled. All remaining ongoing financial obligations of the Parties shall remain in effect beyond revocation of the Charter until those obligations are fulfilled.

H. Entire Agreement. Except for written amendments, supplements or modifications made after the execution of this Agreement, this Agreement and its attachments represent the entire agreement between the parties hereto with respect to the subject matter of this Agreement and supersedes all prior renegotiations, representations and agreements, either oral or written.

I. Forces Outside the Control of the Parties (Force Majeure). In the event performance of this Agreement, or any obligations hereunder, is prevented, restricted or interfered with by reason of acts of God, wars, disease, revolution, civil commotion, acts of public enemy, embargo, acts of the government in its sovereign capacity, labor difficulties, including without limitation, strikes, slowdowns, picketing or boycotts, unavailability of equipment from vendors, or any other circumstances beyond the reasonable control and without the fault or negligence of the party affected, the party affected, upon giving prompt notice to the other party, shall be excused from such performance on a day-to-day basis to the extent of such prevention restriction, or interference (and the other party shall be excused from such performance on a day-today basis until the delay, restriction or interference has ceased), provided, however, that the party so affected shall use its best reasonable efforts to avoid and remove such cause of nonperformance and both parties shall proceed whenever such causes are removed or cease.

J. Severability. If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected and shall remain valid and fully enforceable.

K. Governing Law. This Agreement shall be governed by and interpreted or construed in accordance with the laws of the State of California, County of Sonoma.

L. Headings. The headings in this Agreement are inserted for convenience and identification only and are in no way intended to define or limit the scope, extend or intents of this Agreement or any of the provisions hereof.

M. Taxes and Assessments. Each party shall be responsible for payment of taxes, including federal, state and municipal taxes, chargeable or assessed with respect to its employees, such as Social Security, unemployment, worker's compensation, disability insurance, and federal and state withholding as required by applicable law.

N. Insolvency. Either party may terminate this Agreement by notice, in writing, if the other party admits insolvency, makes an assignment for the benefit of creditors, or has a trustee or receiver appointed over all or any substantial part of its assets.Successors. This Agreement shall be binding on and inure to the benefit of the respective successors and permitted assigns of the parties.

O. Notifications. All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District at:	To the Charter at:

Guerneville Elementary School District 14630 Armstrong Woods Rd. Guerneville , CA 95446	California Pacific Charter - Sonoma 940 South Coast Drive #185 Costa Mesa, CA 92626

IN WITNESS WHEREOF. the parties agree to execute this Agreement.

Guerneville Elementary School District

By: _____ Date: _____

California Pacific Charter - Sonoma

By: _____ Date: _____

Coversheet

Approval of Board Policy - Promoting Safe Environments for Student Learning and Engagement Policy

Section: X. Policy Development
Item: A. Approval of Board Policy - Promoting Safe Environments for Student Learning and Engagement Policy
Purpose: Vote
Submitted by:
Related Material:
CPCS BUS - Policy Development 10.13.26.pdf
1045 - CPCS Promoting Safe Environments for Student Learning and Engagement Policy.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 10.A **Date:** October 13, 2026

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

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

Item: Approval of New Board Policy

Background:
Board policies are established to provide direction in order to ensure the successful and efficient operations of the California Pacific Charter Schools. Staff have prepared policies at the direction of the Board in compliance with State and federal regulations and best practices.

NEW
1000 Series - Community Relations
1045 - CPCS Promoting Safe Environments for Student Learning and Engagement
Summary: Staff recommend this new policy be established in alignment with Education Code Section 32100. The policy meets mandated State requirements and outlines the behavioral expectations between students, employees, volunteers, and contractors to ensure safe learning environments.

It is recommended the Board approve the new board policy as presented.

Fiscal Impact: None.

PROMOTING SAFE ENVIRONMENTS FOR STUDENT LEARNING AND ENGAGEMENT POLICY

California Pacific Charter Schools, a California nonprofit public benefit corporation that operates public charter schools ("CPCS" or the "School"), is committed to promoting safe environments for student learning and engagement. CPCS ensures that the School is a safe and nurturing place for students that is free from fear, threats of violence, violent crimes, and sexual offenses committed by, or intended to be committed by, other students, employees, volunteers, and contractors. The School also promotes safe environments for learning and engagement that are easily supervised through its facilities and furnishing of facilities. This policy is intended to meet the requirements of Education Code section 32100(b).

The School may work with its insurance provider or other relevant stakeholder(s) as applicable or as needed, to identify and adopt best practices to prevent violent crimes, injury, sex offenses, and egregious misconduct. The School's Superintendent/CEO or designee is authorized to update this policy as needed to align with CDE guidance and/or applicable law.

Professional Boundaries and Appropriate Limits on Contact

CPCS expects all employees, volunteers, contractors (collectively "EVCs"), and students to behave professionally and exercise good judgment when interacting with each other. In accordance with Education Code section 32100, this policy addresses professional boundaries (i) between students and EVCs, (ii) among and between students, and (iii) among and between EVCs, and (iv) establishes appropriate limits on contact during or outside of the school day between students and EVCs via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the minor student's parent or guardian.

This policy may not apply to interactions that take place between students and their own parents, legal guardians, or family members, where those individuals are also EVCs. However, EVCs who are parents, legal guardians, or family members of current students are expected to behave professionally in the school environment.

Professional Boundaries Between Students and EVCs

The School expects its EVCs to maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. EVCs are expected to avoid situations that could reasonably create suspicion by parents/guardians, students, colleagues, or school leadership, even where the EVC does not intend misconduct. Each EVC is responsible for exercising professional judgment and seeking guidance from a supervisor or school administrator when uncertain whether conduct may cross professional boundaries or appear inappropriate.

The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between students and EVCs, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or grooming.

PROMOTING SAFE ENVIRONMENTS FOR STUDENT LEARNING AND ENGAGEMENT POLICY

The following are examples of acceptable behavior by EVCs with respect to students, including but not limited to:

- Handshakes
- "High-fives" and light fist/hand bumps
- Physical contact or touch required under an IEP, behavioral contract or 504 Plan
- Avoiding being alone with a student, keeping any doors wide open if you are in a room alone with a student unless in a counseling or other similar setting, keeping reasonable and appropriate space between you and the student unless permitted by the School (e.g. nurses, etc.)
- Holding hands while walking with young students or students with disabilities
- For employees and designated contractors, assisting with toileting of young or disabled students in view of another staff member and in compliance with applicable policies
- Stopping and correcting students if they cross your own personal boundaries, including, but not limited to, touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Prioritizing professional behavior during all moments of student contact
- Obtaining appropriate CPCS approval and parent/guardian consent before participating in or supervising any off-campus, after-school, field trip, competition, or similar activity involving students
- Keeping appropriate administrators and, where appropriate, parents/guardians informed when a significant issue develops involving a student

The following are examples of unacceptable behavior by EVCs with respect to students, including but not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Full frontal or rear hugs and lengthy embraces
- Touching buttocks, thighs, chest, stomach or genital area
- Wrestling or roughhousing except as permitted in the context of an athletics program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation or in an unobserved location
- Intentionally being alone with a student outside of ordinary job duties (e.g. a 1:1 counseling setting), including but not limited to being alone with a student when away from School and outside of school hours
- Furnishing alcohol, tobacco products, vaping products, CBD products, marijuana, drugs, or controlled substances to a student or failing to report knowledge of a student's possession of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting photographs or videos of students online without CPCS's express permission

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PROMOTING SAFE ENVIRONMENTS FOR STUDENT LEARNING AND ENGAGEMENT POLICY

- Giving student a ride to/from School or School activities without parent permission, unless it is an emergency
- Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
- Sharing a bed, mat, or sleeping bag with a student
- Excessive attention toward a particular student (when unwarranted)
- Making, or participating in, sexually inappropriate comments to or in the presence of students
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres to or in the presence of students
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an employee, volunteer, or contractor
- Listening to or telling stories that are sexually oriented to or in the presence of students
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

CPCS also maintains additional related policies in this regard, including the Student/Parent Handbook; Employee Handbook; Volunteer Assistance Policy; Uniform Complaint Procedures Policy; Title IX Policy; Civility Policy; Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy; and Harassment, Intimidation, Discrimination, and Bullying Policy.

Professional Boundaries Among and Between Students

Students are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between students, including but not limited to:

- Using respectful language in all interactions, both in person and online
- Keeping physical contact appropriate and respecting personal space
- Respecting other students' belongings
- Asking for and respecting consent before sharing photos or videos of other students
- Being mindful of any age and grade level differences with and among other students
- Setting clear personal boundaries, including by being able to voice discomfort and say "no" without pressure
- Using CPCS online platforms responsibly and for their intended educational purposes

The following are examples of unacceptable behavior among and between students in the School setting, including but not limited to:

- Using disrespectful language in person or online
- Engaging in unwanted physical contact with other students or invading another student's personal space

- Engaging in any form of sexual contact
- Making, or participating in, sexually inappropriate comments
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Pressuring peers to share images or personal information or sharing images or personal information of another student without permission
- Manipulating, coercing, or attempting to control another student's behavior or relationships
- Exploiting differences in age, grade, or social standing of other students or manipulating other students for personal gain
- Ignoring any student's stated boundaries
- Engaging in bullying, harassment, intimidation, or retaliation of any kind

CPCS also maintains additional related policies in this regard, including the Student/Parent Handbook; Uniform Complaint Procedures Policy; Title IX Policy; Civility Policy; Acceptable Use Policy; and Harassment, Intimidation, Discrimination, and Bullying Policy.

Professional Boundaries Among and Between EVCs

EVCs are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings or, for employees, during working hours, including in person and online.

The following are examples of acceptable behavior among and between EVCs, including but not limited to:

- Maintaining clear separation between personal and professional relationships
- Maintaining respectful, professional communication, both in person and online
- Keeping physical contact appropriate and limited to professional norms (e.g. handshakes)
- Using School-approved channels for School/work-related communications
- Respecting roles, responsibilities, and lines of supervision and authority
- Respecting others' time and workloads
- Protecting confidentiality of information pertaining to students, employees and other EVCs; no gossip or "watercooler" talk among EVCs
- Addressing concerns or conflicts through appropriate School channels

The following are examples of unacceptable behavior among and between EVCs in the School setting or, for employees, during working hours, including but not limited to:

- Inappropriately pressuring colleagues or other EVCs for personal favors
- Retaliating against or undermining others who raise concerns or report issues
- Blurring personal and professional relationships
- Showing inappropriate favoritism, bias, or preferential treatment to certain individuals over others
- Ignoring established roles, responsibilities, and lines of supervision and authority
- Engaging in gossip, rumors, or unprofessional discussions about others

- Using one's position to inappropriately exert influence, pressure, or control over others
- Threatening, physically aggressive, or violent behavior
- Theft, damage, or destruction of the property of School or the property of other EVCs

CPCS also maintains additional related policies in this regard, including the Employee Handbook; Volunteer Assistance Policy; Uniform Complaint Procedures Policy; Title IX Policy; Civility Policy; and Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy.

Nothing in these policies prohibits or restricts employees from exercising their rights under the National Labor Relations Act (NLRA), or any other applicable law.

Limits on Contact Between Students and EVCs via Social Media Internet Platforms, Text Messaging, and Other Forms of Communication

In addition to the general professional boundaries between students and EVCs described in Section (i) above, it is important to address reasonable limits on contact between students and EVCs during or outside of the school day via social media internet platforms, text messaging, and any other forms of communication (e.g. phone) that do not otherwise include the student's parent or guardian.

Communications between students and EVCs should be transparent, School-related, documentable, and accessible to parents/guardians:

- Students and EVCs may not communicate through 1:1 emails, text messages, instant messages, electronic or digital communications via any online or social media platform, phone calls, notes or letters, unless the communication serves a legitimate educational purpose and complies with the requirements herein.
    - If 1:1 communication by an EVC is permitted by CPCS (e.g. for homework, meetings, coordination of athletics events, etc.), messages must be limited to logistics and necessary information (e.g. practice time, cancellations, etc.)
    - EVCs should not have personal or ongoing/lengthy private exchanges with students.
    - If a student sends a 1:1 non-routine message to an EVC, the EVC should loop-in the School and/or minor student's parent or guardian as appropriate.
    - No late-night messages. Appropriate hours for sending any 1:1 communications to a student, if warranted, are 8 AM to 6 PM unless otherwise approved by CPCS.
    - "Disappearing messages" are never allowed between EVCs and students. EVCs and students may not communicate with each other through any medium designed to eliminate messages or hide or alter message history (e.g. Snapchat).
- EVCs may not "friend" or "follow" students on any social media accounts, and vice versa for students, except as expressly approved by CPCS, e.g. on CPCS-managed accounts or between family members.

PROMOTING SAFE ENVIRONMENTS FOR STUDENT LEARNING AND ENGAGEMENT POLICY

- EVCs may not seek out or engage with students' personal posts (likes, comments, direct messages) on social media, and vice versa for students.

Safe, Supervised Environments: School Facilities and Online Settings

CPCS operates a nonclassroom-based program where students primarily engage in instruction virtually, including synchronous and asynchronous instruction via learning management platforms, video conferencing platforms, and other online environments. In addition, CPCS students may attend in-person activities at CPCS vendors' facilities. For both in-person and online/virtual settings, CPCS promotes safe environments that are appropriate for learning and engagement and that can be easily supervised.

Physical environments used by CPCS and/or CPCS's vendors for any in-person student activities should have:

- Clear lines of sight for adult supervision of students at all times, with no isolated, unsupervised, or hidden spaces or furnishings (e.g. no tall furniture blocking sightlines).
- Adequate lighting, both indoors and outdoors.
- Maintain a layout that supports orderly movement and emergency egress, with clear wayfinding signage, as appropriate for the space, so that students do not end up in unsupervised or restricted areas.
- Schedules and procedures shall ensure continuous supervision of students.
- Furnishings that are age appropriate, safe, and in good repair.
- Windows or vision panels on classroom doors, or open doors, as appropriate.

Online platforms used by CPCS and/or CPCS's vendors for virtual activities should have:

- Log-in credentials to restrict access to authorized users, prevent unauthorized entry, and protect student data and privacy.
- The ability for authorized staff to review activity occurring in the platform.
- Records or logs of communications, and reasonable controls on private or 1:1 interactions.
- Reasonable monitoring of chat, breakout rooms, and collaborative tools.
- Digital citizenship or similar rules of use.

CPCS's vendors are responsible for reviewing their facilities, furnishings, online platforms, and supervision policies to ensure compliance with this policy.

Reporting Violations and Consequences

Any suspected violation of this policy should be reported immediately to CPCS. Prompt reporting is essential to promote safe environments for student learning and engagement. EVCs must also immediately report to CPCS's administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk

PROMOTING SAFE ENVIRONMENTS FOR STUDENT LEARNING AND ENGAGEMENT POLICY

for sexual abuse. Any violation of this policy may result in disciplinary action and may also be reported to relevant legal authorities, as appropriate.