

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on February 7, 2025 at 12:32 PM PST

Date and Time Tuesday February 11, 2025 at 5:00 PM PST

Location

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

Teleconference Locations

1850 Peary Way, Livermore, CA 9455032706 Spun Cotton Drive, Winchester, CA 92596Cape Rey Carlsbad Beach, Room: Sanderling Library, 1 Ponto Rd, Carlsbad, CA 92011

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: 958-5010-0894

https://cal-pacs-org.zoom.us/j/95850100894

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

			Purpose	Presenter	Time
I.	Оре	ening Items			5:00 PM
	Α.	Call the Meeting to Order		Board President	2 m
	В.	Record Attendance		Board President	2 m
		Roll Call: Kelly Wylie, President Dr. Shirley Peterson, Vice President Tanya Rogers, Clerk Bill Howard, Member Jason McFaul, Member			
II.	Ple	dge of Allegiance			5:04 PM
	Α.	Led by Board President or designee.		Board President	2 m
III.	Арр	prove Adopt/Agenda			5:06 PM
	Α.	Agenda	Vote	Board President	2 m
		It is recommended that the Board of Directors ado Meeting on February 11, 2025, as presented.	pt the agenda fo	r the Regular Board	

Roll Call Vote: Kelly Wylie

					Purpose	Presenter	Time
		Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul Moved by	son Seconded by	Ayes	Nays	Absent	
IV.	Арј	prove Minutes					5:08 PM
	Α.	Minutes of the R held on January	egular Board meetir 14, 2025	ng that was	Approve Minutes	Board President	2 m
			ed the Board of Dire neeting of January 9		e as presente	d, the minutes for the	
		Roll Call Vote: Kelly Wylie Dr. Shirley Peter Tanya Rogers Bill Howard Jason McFaul Moved by	son _ Seconded by	Ayes	Nays	Absent	
V.	Воа	ard Governance					5:10 PM

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

We are presenting our Board of Directors Calendar 2025-2026 for a second reading due to a change in the August 2025 date.

VI. **Public Comments/Recognition/Reports**

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

			Purpose	Presenter	Time
			·		
	-	estions for the Board, please provide the Board Pres administrator will provide answers at a later date.	sident with a wi	ritten statement and	
VII.	Co	rrespondence/Proposals/Reports			5:15 PM
	Α.	Special Education Department Mid-Year Update	Discuss	Dr. Vangie Akridge	20 m
		Presented by Dr. Vangie Akridge, Director of Spec	cial Education		
	В.	CalPac School Highlights	Discuss	Christine Feher	5 m
		Presented by C. Feher, Superintendent			
	C.	First Interim Report Correspondence from Authorizers	Discuss	Shannon Green	5 m
		California Pacific Charter Schools has received a First Interim Report from Guerneville School Distr	2	view of the 2024-25	
	D.	Mid-Year LCAP Report	Discuss	Ericka Zemmer	12 m
		All charter schools, school districts, and county of present a report on the annual update to the LCAI Parents on or before February 28 of each year at governing board or body of the LEA. all available metrics identified in the current year's LCAP, and and implementation data on all actions identified in sections 47606.5, 52062, and 52068)	P and the LCFI a regularly sch mid-year outco all available mi	Budget Overview for eduled meeting of the me data related to d-year expenditure	
VIII.	Со	nsent			5:57 PM
	mo rem	ns listed under Consent are considered routine and tion. There will be no separate discussion of thes noved from the Consent Calendar upon the requ cussed, and acted upon separately.	se items; howe	ever, any item may be	
	Α.	Consent - Business/Financial Services			2 m
		1. Check Registers - January 2025 2. J.P. Morgan Statement - January 2025			
		3. Approval of New Legal Fee Structure with F	Procopio LLP, I	Effective March 1,	

2025

			Purpose	Presenter	Time
	В.	Consent - Personnel Services			2 m
		1. Approval of Certificated Personnel Report			
	C.	Consent - Policy Development	Vote	Board President	2 m
		1. Approval of changes to existing board policies and federal law as well as best practices.	revised by sta	ff to align with State	
		Rescind:			
		 • 5015 - CPCS Title IX Policy Prohibiting Disc version) • 5016 - CPCS Harassment, Intimidation, Disc 			
		Restore:			
		• 5015 - Title IX, Harassment, Intimidation, D (2020 version)	iscrimination,	and Bullying Policy	
		Revise:			
		• 5115 - Pregnant and Parenting Students Po	olicy		
		Consent items listed A through C are a approved/adopted by a single motion.	considered	routine and will be	
		Roll Call Vote:			
		Kelly Wylie			
		Dr. Shirley Peterson			
		Tanya Rogers			
		Bill Howard			
		Jason McFaul			
		Moved by Seconded by Ayes	Nays	Absent	
IX.	Edu	ucation/Student Services			6:03 PM
	A.	Approval of Comprehensive School Safety Plan (CSSP), February 2025	Vote	Corrie Amador	5 m

		Purpose	Presenter	Time
	It is recommended the Board approve the Compre (CSSP), February 2025 for California Pacific Char Diego (#1758), and Los Angeles (#1751), for the 2	ter Schools	- Sonoma (#2037), San	
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes	Nays	Absent	
Per	rsonnel Services			6:08 PM
Α.	Approval of Professional Development Plan	Vote	Christine Feher	5 m
	It is recommended the Board approve the Profess California Pacific Charter Schools - Sonoma (#203 Angeles (#1751). Fiscal Impact for 2024-2025 : Up to \$128,000.00 California Pacific Charter - Los Angeles (#1751) \$ California Pacific Charter - San Diego (#1758) \$40 California Pacific Charter - Sonoma (#2037) \$25,6	37), San Die 61,440.00),960.00		
	Fiscal Impact for 2025-2026: Up to \$145,000.00	~~ ~~ ~~		
	California Pacific Charter - Los Angeles (#1751) \$ California Pacific Charter - San Diego (#1758) \$46 California Pacific Charter - Sonoma (#2037) \$29,0	6,400.00		
	Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by Seconded by Ayes	Nays	Absent	

Χ.

Purpose	Presenter	Time

XI. Calendar

The next scheduled regular meeting of the Board of Directors will be held on March 11, 2025.

XII.	Con	nments				6:13 PM
	Α.	Board Comments		Discuss		5 m
	В.	Superintendent Comments		Discuss		5 m
XIII.	Clos	sing Items				6:23 PM
	Α.	Adjourn Meeting		Vote	Board President	2 m
		Roll Call Vote:				
		Kelly Wylie				
		Dr. Shirley Peterson				
		Tanya Rogers				
		Bill Howard				
		Jason McFaul				
		Moved by Seconded by A	yes	_ Nays A	Absent	

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

Coversheet

Minutes of the Regular Board meeting that was held on January 14, 2025

Section:IV. Approve MinutesItem:A. Minutes of the Regular Board meeting that was held on January 14,2025Purpose:Purpose:Approve MinutesSubmitted by:Related Material:Minutes for Regular Meeting of the Board of Directors on January 14, 2025



California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday January 14, 2025 at 5:00 PM

Location

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

Teleconference Locations

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

Join by telephone or via Zoom conferencing link below:

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

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

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Directors Present

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

Directors Absent

J. McFaul

Guests Present

C. Amador (remote), C. Feher (remote), Carly Berry (remote), Cherie Cahn (remote), D. Carlos, D. Zemmer (remote), Debi Huber (remote), Elizabeth DelConte (remote), G. Chamberlain (remote), Joelene Morasch (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Jan 14, 2025 at 5:00 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

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

III. Approve Adopt/Agenda

A. Agenda

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

W. Howard seconded the motion.

The Board agreed to change the order of presentations if needed. The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

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

W. Howard made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-10-24.

S. Peterson seconded the motion.

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

Roll Call

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

V. Board Governance

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

Presented by C. Feher, Superintendent.

VI. Correspondence/Proposals/Reports

A. CalPac School Highlights

Presented by C. Feher, Superintendent.

B. CTE Program Highlights, School Community and Events Presentation

Presented by T. Phipps, D. Huber, E. DelConte, C. Berry, and CalPac students presented CTE Program Highlights and School Community and Events.

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

Presented by S. Green, Director of Fiscal Services

VII. Consent

A. Consent - Business/Financial Services

- 1. Check Registers December 2024
- 2. J.P. Morgan Statement December 2024
- 3. Approval of 2025 IRS Mileage Reimbursement Rate
- 4. Approval of Surplus of Electronic Devices

B. Consent - Personnel Services

- 1. Approval of Certificated Personnel Report
- 2. Approval of Classified Personnel Report
- 3. Approval of Employee Handbook Revisions, Effective January 1, 2025

T. Rogers made a motion to approve all items listed in Consent.

W. Howard seconded the motion.

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

Roll Call

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

VIII. Business/Financial Services

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

S. Peterson made a motion to approve the Commercial Office Building Lease Amendment with A&R Parcel Three.

W. Howard seconded the motion.

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

Roll Call

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

B. Approval of Office Furniture

T. Rogers made a motion to the Office Furniture.

S. Peterson seconded the motion.

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

Roll Call

J. McFaul Absent

Roll Call W. Howard Aye K. Wylie Aye T. Rogers Aye

S. Peterson Aye

IX. Education/Student Services

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

S. Peterson made a motion to approve the 2023-24 School Accountability Report Card (SARC).

W. Howard seconded the motion.

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

Roll Call

W. Howard Aye

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

B. Approval of 2025-26 Instructional Calendar

T. Rogers made a motion to approve the 2025-26 Instructional Calendar.

S. Peterson seconded the motion.

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

Roll Call

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

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

T. Rogers made a motion to approve the TK-5th and 6-12th Grade Curriculum Adoption and Agreements.

W. Howard seconded the motion.

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

Roll Call

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

X. Comments

A. Board Comments

The Board praised CTE's presentation and the students' enthusiasm. They thanked the staff for their work. The Board mentioned that their thoughts and prayers were with the fire victims. They hoped CalPac families were safe.

B. Superintendent Comments

C. Feher echoed concerns for student and staff safety, emphasizing the need for support for those affected by fires. She acknowledged Board Appreciation Month and thanked the Board for their contribution to CalPac's success. C. Feher is looking forward to a productive 2025.

XI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:54 PM.

Respectfully Submitted, K. Wylie

Documents used during the meeting

- 25-26 Board Meeting Calendar.pdf
- CTE Board Presentation 2024-25.pdf.pdf
- December 24-25 School Highlights Los Angeles.pdf
- December 24-25 School Highlights San Diego.pdf
- December 24-25 School Highlights Sonoma.pdf
- California Pacific Charter Schools 2024 Signed Final Report and Financial Statements.pdf
- California Pacific Charter Schools 2024 Signed Final Governance Communication.pdf
- CalPac-LA Check Register December 2024.pdf
- CalPac-SD Check Register December 2024.pdf
- · CalPac-SO Check Register December 2024.pdf
- J.P. Morgan Statement Dec 31 2024.pdf
- BUS Approval of 2025 IRS Mileage Reimbursement Rate.pdf
- Surplus of Electronic Devices for January 2025.pdf
- 2025 Employee Handbook Revisions 1.2025 Summary.docx.pdf

- Employee Handbook JANUARY 2025.docx.pdf
- CA Pacific Charter Schools Expansion Amendment.pdf
- CalPac Office Furniture Quote 01.2025.pdf
- SARC Board Presentation 23-24.pdf
- 2024 School Accountability Report Card Los Angeles.pdf
- 2024 School Accountability Report Card San Diego.pdf
- 2024 School Accountability Report Card Sonoma.pdf
- CalPac 2025-2026 Instructional Calendar.pdf
- Curriculum Committee Update Presentation.pdf
- CalPac Bright Thinker 25.28.pdf
- CalPac EdgeEX 25.28.pdf

FOR MORE INFORMATION

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

Coversheet

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

Section: Item:	V. Board Governance A. Second Reading of Regular Meeting of the Board of Directors Calendar
for 2025-2026 Purpose:	Discuss
Submitted by: Related Material:	25-26 Board Meeting Calendar - Modified.pdf



2025-2026 Board Meeting Calendar

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

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

Coversheet

Special Education Department Mid-Year Update

Section:	VII. Correspondence/Proposals/Reports
Item:	A. Special Education Department Mid-Year Update
Purpose:	Discuss
Submitted by:	
Related Material:	Special Education Department Mid-Year Update 2025.pdf







SPED Administrative Team



 \otimes



Dr. Vangie Akridge

Director of Special Education **Erika Stevens** Program Specialist



Romy Mason SPED Data & Compliance Specialist

Education Specialists



Monica Phillips Education Specialist



Lauren Curtis Education Specialist



Cean Colcord Education Specialist



Donald McLeish Education Specialist



Heather Goldbach Education Specialist



Marla Malfavon Education Specialist





Sunny Randel Education Specialist

Caryn Masters Education Specialist





Michelle Ignacio Education Specialist

Jasee Rana Education Specialist

DIS Providers



Melissa Bearup

Speech & Language Pathologist



Stephanie Martinez Speech & Language Pathologist

Brittany Van Kirk Speech & Language Pathologist Assistant



Victoria Law School Psychologist



Kelly Spinos School Psychologist



Jennifer Davis Occupational Therapist











Instructional Assistants



Esmeralda Brown Instructional Aide



Michael Luna Instructional Aide



Dana Resurreccion Instructional Aide



Vicki Virene Instructional Aide



Cherie Watson Instructional Aide



Melissa Magdenovski Instructional Aide



Aimara Vazquez Instructional Aide



Erin Twedell Instructional Aide

23 of 327

2024-2025 Special Education



Enrollment and Placement

⁰² New Programs and Medi-Cal



O4 Current Projects and Vision



Powered by BoardOnTrack



Special Education Enrollment

As of February 1, 2025:

Of the 907 total CalPac Students, 192 of them receive special education services.

Pacific Charter Sch







Semester 2

16 **NEW STUDENTS**

3 Diagnostic Placements





Special Education Enrollment













Eligible: 39 Pending: 5



Qualifying Conditions



	AUT	ED	ID	OHI
LA	19	Б	7	15
SD	16	4	2	20
SO	12	1	1	8

- AUT=Autism
- ED=Emotional Disability
- ID=Intellectual Disability
- OHI=Other Health Impaimrent
- SLD=Specific Learning Disability
- SLI=Speech or Language Impairment









Diagnostic Placements

Diagnostic placements defined

• Data, data, data

Potential outcomes of diagnostic placements 02

03

01

How diagnostic placements contribute to our

- Innovation
- SPED staffing needs





Least Restrictive Environment

A regular classroom with a general education teacher

Regular Classroom with accommodations Co-taught, collab, instructional aide, behavioral aide, push-in services

Regular Classroom with pull-out services Specialized Academic Instruction, Related Services (Speech, OT, APE, PT)

> **Separate Classroom** Special Day Class, Special Day Class +, Mod-Severe

Separate School

Non-Public School, Regional or County Program

Residential Treatment

Home Education Home Hospital

- Mild/Moderate 130
- Special Day Class 62
 - SDC 15
 - SDC + 20
 - NEW High School Diploma track, not a-g
 - NEW Addition of another class to support lower grades
 - Moderate/Severe 27

Mod/Sev vs. Modified Program

Higher level Mod/Sev

Supporting students at

grade levels 2-4

Students are able to:

Behavior: -Sit and engage with teacher and classmates 1 hr with a moderate level of Learning Coach support Academics: -Grade levels 2-4 with work submitted with the help of the Learning Coach Interactions: -Ask and answer questions of peers

Behavior: -Attend and remain engaged in class and with schoolwork without the of support a learning coach and Complete 4hours 6 of schoolwork per day

Modified GE (SDC and SDC +)

Supporting students at

grade levels 4+

Students are able to:

Academics: -2-4 levels below grade level and can meet grade level standards with reduced workload

Interactions: -Attend small group live sessions with peers and interact without the assistance of a learning coach

SDC vs. SDC +

SDC (Lower Level)

Supporting students who are in

EDG MC courses

Students are able to:

Course **Options:**

-MC Edgenuity Options customized to meet individual needs (courses are pared down and the Education Specialist will bypass assignments above the student's level)

Academic Level: -Approximately 5th grade Grad Plan: -Follows

Modified Curriculum 4-Year Pathway Grad Implications: Non a-g Courses but diploma track

the

Class Looks Like:

-Attend small group live sessions 4x/week with peers and interact without the assistance of a learning coach

Course **Options:**

-GE Edgenuity Credit **Recovery customized** to individual needs (content teachers will modify the course by removing 20-25% of the content)

SDC + (Higher Level)

Supporting students who are in the EDG GE courses

Students are able to:

Academic Level:

-2-4 levels below grade level -Able to complete independent work if modified to their level

Grad Implications: Non a-g Courses but diploma track

Class Looks Like:

-Attend small group live sessions with peers and interact without the assistance of a learning coach

Medi-Cal Billing

Medi-Cal billing in special education is a program that allows schools to bill Medicaid for health-related services for students with disabilities. The program is called Local Educational Agency (LEA) Medi-Cal Billing Option Program (LEA BOP). How it works:

How it Works

- The program is a fee-for-service model.
- Bill for approved health-related services for eligible students.
- Receive reimbursement for the federal share of the maximum allowable rate.
- The reimbursement helps schools improve health services for their students.



Medi-Cal Billing

What services are eligible?

- Audiology services
- Health and mental health evaluation and education assessments
- Medical transportation
- Nursing services
- Occupational therapy
- Physical therapy
- Psychology and counseling
- School health aide services
- Speech therapy
- Targeted case management





Medi-Cal Billing



	SPEECH	ΟΤ	COUNSELING	ΡΤ
All Students	89	31	10	1
LA	43	11	3	1
SD	30	11	6	0
SO	16	9	1	0

* This is only for the services provided by the School Psychologist. The School Social Worker is paid with ERMHS funds. We cannot bill for the counseling services she provides (double-dipping).

Next Steps: All paperwork has been submitted to the state for approval. Once approved, a report will be generated that will give us a projected dollar amount of how much we will be able to bill for based on the students who have given consent and have billable services.

Powered by BoardOnTrack



Assessments



ASSESSMENLS C			
			·
Туре	LA	SD 😲	Sonoma
Re-Evaluation	13	16	10
Initial	7	5	8
ERMHS	2	5	2
Speech	1	0	0
ΟΤ	1	1	0
PsychEd	1	0	0
Other	4	5	0
TOTAL	29	32	20
	Vendor: 2 EE, 3 Other	Vendor: 6 EE, I Initial, 1 OT, 2 Other	Vendor: 5 EE, 1 Initial

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM









Current Projects and

Increased collaboration ES/MS

Started Read 180

Each ES has a special project

CAA/CAASPP scores
Vision for Next Year

- Expand small group instruction grouping
- schedule
- Increasing speech and language support
- Increasing statewide assessment test scores
- Deeper dive into Freckle





- Including special education in
 - the formulation of a master

Questions?

Powered by BoardOnTrack



Thank you.



Coversheet

CalPac School Highlights

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



Current Enrollment

406



Program Highlights

January was busy month at CalPac wrapping up the first semester and kicking off the second semester. Final exams were proctored, early grads were celebrated, and new students were welcomed. Semester 2 started on January 28th. The beginning of the second semester brought a new start to all students and an opportunity to set goals for improvement. The entire school participated in the Great Kindness Challenge. A School Site Council meeting was held to review and approve the Comprehensive School Safety Plan.





Martin Luther King Jr. Event

Our 3rd-grade students had a special read-aloud guest, Anastasia Magloire Williams. Ms. Magloire Williams is an accomplished illustrator. She read her book for this event: "You are a Star, Martin Luther King, Jr." The book tells Dr. King's story, from his childhood experiences to his leadership in the Civil Rights Movement. Ms. Magloire Williams led a drawing activity where she and the students created protest signs with messages of peace, kindness, and hope. She answered questions about her inspiration in her drawing process and offered advice to aspiring illustrators, emphasizing the importance of drawing from the heart.

FAFSA/CADAA Presentation Event

Our counselors held a workshop to give our high school students an in-depth understanding of the FAFSA and CADAA programs. They reviewed each program's requirements, benefits, and application process. Our students were also given additional resources and encouraged to schedule an appointment with their counselor.

The Great Kindness Challenge Week

This year's Kindness Week theme was "Kindness Moves," reminding us that small acts of kindness can make a big difference. Our students, community, and staff submitted short videos showing their acts of kindness through movement, words, or gestures. This year, CalPac received the "Kindness Certified School" recognition from The Great Kindness Challenge organization.

Second Semester Kick-Off

Our new students were warmly welcomed with an introductory Zoom meeting, where they had the opportunity to meet their teachers and learn more about their classes. Students successfully completed orientation and participated in benchmark assessments to set a strong foundation for the semester ahead. Live sessions for Semester 2 begin the week of February 4th, and our students are present, engaged, and ready to start strong! Here's to a great semester ahead!



Page 2 Powered by BoardOnTrack



2nd School Site Council Meeting

The School Site Council met on January 29th. The council approved CalPac's Comprehensive School Safety Plan and heard presentations about the School Accountability Report Card (SARC) and Mid-Year LCAP Report.

High School Graduates

This semester, we celebrated the graduation of 9 students! Congratulations on meeting all requirements to earn their diplomas.



Professional Development

CCIS 2025 Annual Winter Conference

Christine Feher, Superintendent, and Dr. Vangie Akridge, Director of Special Education, attended and presented at the CCIS 2025 Annual Conference in San Francisco. Their session showcased CalPac's methods of delivering comprehensive support for special education students.



Smart Goals

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





CCIS 2025 Annual Winter Conference





Page 4 Powered by BoardOnTrack



Martin Luther King Jr. Event





Page 5 Powered by BoardOnTrack



FAFSA/CADAA Presentation Event



How to access resources and preview of the FAFSA & CADAA!



The Great Kindness Challenge Week







JANUARY 2025



Future Projects

National School Counseling Week Club Rush Legoland STEM In-Person Field Trip **Goal Setting Meetings On-A-Roll Awards** Spirit Day: We love to "Bee" at CalPac iFly STEM In-Person Field Trip







Program Highlights

January was busy month at CalPac wrapping up the first semester and kicking off the second semester. Final exams were proctored, early grads were celebrated, and new students were welcomed. Semester 2 started on January 28th. The beginning of the second semester brought a new start to all students and an opportunity to set goals for improvement. The entire school participated in the Great Kindness Challenge. A School Site Council meeting was held to review and approve the Comprehensive School Safety Plan.





Martin Luther King Jr. Event

Our 3rd-grade students had a special read-aloud guest, Anastasia Magloire Williams. Ms. Magloire Williams is an accomplished illustrator. She read her book for this event: "You are a Star, Martin Luther King, Jr." The book tells Dr. King's story, from his childhood experiences to his leadership in the Civil Rights Movement. Ms. Magloire Williams led a drawing activity where she and the students created protest signs with messages of peace, kindness, and hope. She answered questions about her inspiration in her drawing process and offered advice to aspiring illustrators, emphasizing the importance of drawing from the heart.

FAFSA/CADAA Presentation Event

Our counselors held a workshop to give our high school students an in-depth understanding of the FAFSA and CADAA programs. They reviewed each program's requirements, benefits, and application process. Our students were also given additional resources and encouraged to schedule an appointment with their counselor.

The Great Kindness Challenge Week

This year's Kindness Week theme was "Kindness Moves," reminding us that small acts of kindness can make a big difference. Our students, community, and staff submitted short videos showing their acts of kindness through movement, words, or gestures. This year, CalPac received the "Kindness Certified School" recognition from The Great Kindness Challenge organization.

Second Semester Kick-Off

Our new students were warmly welcomed with an introductory Zoom meeting, where they had the opportunity to meet their teachers and learn more about their classes. Students successfully completed orientation and participated in benchmark assessments to set a strong foundation for the semester ahead. Live sessions for Semester 2 begin the week of February 4th, and our students are present, engaged, and ready to start strong! Here's to a great semester ahead!

2nd School Site Council Meeting





The School Site Council met on January 29th. The council approved CalPac's Comprehensive School Safety Plan and heard presentations about the School Accountability Report Card (SARC) and Mid-Year LCAP Report.

High School Graduates

This semester, we celebrated the graduation of 9 students! Congratulations on meeting all requirements to earn their diplomas.





CCIS 2025 Annual Winter Conference

Christine Feher, Superintendent, and Dr. Vangie Akridge, Director of Special Education, attended and presented at the CCIS 2025 Annual Conference in San Francisco. Their session showcased CalPac's methods of delivering comprehensive support for special education students.



Smart Goals

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









CCIS 2025 Annual Winter Conference







Martin Luther King Jr. Event





Page 5 Powered by BoardOnTrack



FAFSA/CADAA Presentation Event



How to access resources and preview of the FAFSA & CADAA!



The Great Kindness Challenge Week







JANUARY 2025



Future Projects

National School Counseling Week Club Rush Legoland STEM In-Person Field Trip **Goal Setting Meetings On-A-Roll Awards** Spirit Day: We love to "Bee" at CalPac iFly STEM In-Person Field Trip





January was busy month at CalPac wrapping up the first semester and kicking off the second semester. Final exams were proctored, early grads were celebrated, and new students were welcomed. Semester 2 started on January 28th. The beginning of the second semester brought a new start to all students and an opportunity to set goals for improvement. The entire school participated in the Great Kindness Challenge. A School Site Council meeting was held to review and approve the Comprehensive School Safety Plan.

Program Highlights





Martin Luther King Jr. Event

Our 3rd-grade students had a special read-aloud guest, Anastasia Magloire Williams. Ms. Magloire Williams is an accomplished illustrator. She read her book for this event: "You are a Star, Martin Luther King, Jr." The book tells Dr. King's story, from his childhood experiences to his leadership in the Civil Rights Movement. Ms. Magloire Williams led a drawing activity where she and the students created protest signs with messages of peace, kindness, and hope. She answered questions about her inspiration in her drawing process and offered advice to aspiring illustrators, emphasizing the importance of drawing from the heart.

FAFSA/CADAA Presentation Event

Our counselors held a workshop to give our high school students an in-depth understanding of the FAFSA and CADAA programs. They reviewed each program's requirements, benefits, and application process. Our students were also given additional resources and encouraged to schedule an appointment with their counselor.

The Great Kindness Challenge Week

This year's Kindness Week theme was "Kindness Moves," reminding us that small acts of kindness can make a big difference. Our students, community, and staff submitted short videos showing their acts of kindness through movement, words, or gestures. This year, CalPac received the "Kindness Certified School" recognition from The Great Kindness Challenge organization.

Second Semester Kick-Off

Our new students were warmly welcomed with an introductory Zoom meeting, where they had the opportunity to meet their teachers and learn more about their classes. Students successfully completed orientation and participated in benchmark assessments to set a strong foundation for the semester ahead. Live sessions for Semester 2 begin the week of February 4th, and our students are present, engaged, and ready to start strong! Here's to a great semester ahead!





2nd School Site Council Meeting

The School Site Council met on January 29th. The council approved CalPac's Comprehensive School Safety Plan and heard presentations about the School Accountability Report Card (SARC) and Mid-Year LCAP Report.

High School Graduates

This semester, we celebrated the graduation of 9 students! Congratulations on meeting all requirements to earn their diplomas.



Professional Development

CCIS 2025 Annual Winter Conference

Christine Feher, Superintendent, and Dr. Vangie Akridge, Director of Special Education, attended and presented at the CCIS 2025 Annual Conference in San Francisco. Their session showcased CalPac's methods of delivering comprehensive support for special education students.



Smart Goals

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









CCIS 2025 Annual Winter Conference





Page 4 Powered by BoardOnTrack



JANUARY 2025

Martin Luther King Jr. Event





Page 5 Powered by BoardOnTrack



JANUARY 2025

FAFSA/CADAA Presentation Event



How to access resources and preview of the FAFSA & CADAA!



The Great Kindness Challenge Week







JANUARY 2025



Future Projects

National School Counseling Week Club Rush Legoland STEM In-Person Field Trip Goal Setting Meetings **On-A-Roll Awards** Spirit Day: We love to "Bee" at CalPac iFly STEM In-Person Field Trip



Coversheet

First Interim Report Correspondence from Authorizers

Section:	VII. Correspondence/Proposals/Reports		
Item:	C. First Interim Report Correspondence from Authorizers		
Purpose:	Discuss		
Submitted by:	Shannon Green		
Related Material:	Guerneville 2024-25 First Interim Review.pdf		

BACKGROUND:

Authorizing districts are required to review periodic financial reports, including the First Interim Report, submitted by charter schools as part of their financial oversight obligations. These reports are critical for assessing the charter school's financial health and sustainability.

Guerneville School District has conducted a review of California Pacific Charter-Sonoma's 2024-25 First Interim Report. The review has been completed satisfactorily, and the district has provided a positive evaluation of the charter school's financial position and compliance with reporting requirements.



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

Date 1/13/2025

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

Dear Christine:

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

Based on our review and analysis, we are satisfied that the first interim report approved by the charter school's board on December 10, 2024 accurately reflects the financial status of the school and is consistent with the state's Criteria and Standards. Projected ending fund balance for 2024-25 is \$1,029,537 or 36.19% reserve. We therefore concur with the district's positive certification, with our comments outlined below.

Enrollment was previously projected at 169 at budget adoption and is now updated to actual enrollment to date of 213 and 189 ADA. First Interim report reflects all adjustments to the revenue and expense budgets that are reasonable. The financials look healthy for the 2024-25 fiscal year and the following two years. Staffing adjustments have been made in accordance with the changes in enrollment.

The multi-year projection provided assumes an estimated ADA of 189 in each year. These estimates seem reasonable at this time and the charter has increased enrollment from past years. The LCFF COLA is estimated at 1%. While different from the SSC dashboard, it is reasonable to estimate less than the statutory COLA given these uncertain times. The multi-year projection estimates funding and staffing increases in line with the projected ADA and the ending fund balance is expected to increase steadily from 36.19% in 2024-25 to 38.33% in 2026-27. Cash flow is also reflecting a positive balance throughout the year.

Thank you for your clear and concise reporting! This is very helpful to review your financials.

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

Sincerely,

Cherix Cahn

Cherie Cahn Chief Business Official Guerneville School District

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

Coversheet

Mid-Year LCAP Report

Section: Item:	VII. Correspondence/Proposals/Reports D. Mid-Year LCAP Report
Purpose:	Discuss
Submitted by:	
Related Material:	2024-25 Mid-Year LCAP Report_Presentation.pdf
	2025_LCAP_Mid-Year_Monitoring_Report_CPC-Los Angeles.pdf
	2025_LCAP_Mid-Year_Monitoring_Report_CPC-San Diego.pdf
	2025_LCAP_Mid-Year_Monitoring_Report_CPC-Sonoma.pdf



2024-25 LCAP Mid-Year Report







This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.

Ared

Student Outcomes

Metrics

- % participation in local and state assessments (95% required for verifiable data) • Growth Metrics on CAASPP Growth metrics on local diagnostics Renaissance STAR • Course completion rates • College and Career Readiness

Planned Activities- Fully Implemented/ Ongoing

- Academic Monitoring • Professional Development
- EL Support
- CTE program
- Access to AP Exams



• English Learner Progress

- Academic Support for Student Groups







Course Completion Rates









California Pacific Charter- Los

Angeles

California Pacific Charter - San Diego



- Stayed the same color. 2 student ELA groups in Orange: Hispanic & White
- MATH • Improved 2 color bands from Red to Yellow. No student groups in Orange or Red.
- ELA
- Stayed the same color, no student ELA • Improved 1 color band, no student groups in Orange or Red groups in Orange or Red
- Improved 1 color band, no student MATH • Improved 1 color band, no MATH student groups in Orange or Red groups in Orange or Red

Powered by BoardOnTrack





California Pacific Charter -Sonoma



Fall 2024

Overall: Reading & Math Results



ELA: 51% meet or exceed the standard (-2.5%) MATH: 34% meet or exceed the standard (+3.5%)



S24 Completion Rates

	Elementary School	Middle School	High School
Passed with 60%+	93%	88.6%	94.5%
Passed with 70%+	93.4%	90%	84%
Change from S23	(maintained, +2.4%)	(+17%, +11%)	(+4%, maintained)



College & Career







SO





Powered by BoardOnTrack

In order to protect student privacy, data is suppressed because fewer than 11 students tested.

CIFIC CHAP
Goal 1 Funds Review

Goal Action	Tota	al Funds Budge	eted	Mid-	Year Expenditu	res
	LA	SD	so	LA	SD	so
1.1 Academic Performance Monitoring	\$78,676.00	\$52,451.00	\$32,782.00	39,338.00	26,226.00	16,391.00
1.2 Professional Development	\$59,008.00	\$39,339.00	\$24,587.00	29,504.00	19,670.00	12,294.00
1.3 Academic Support for Student Groups	\$284,338.00	\$189,559.00	\$118,475.00	145,501.00	97,001.00	60,626.00
1.4 EL Progress	\$97,068.00	\$64,712.00	\$40,445.00	48,534.00	32,356.00	20,223.00
1.5 Comprehensive CTE Program	\$164,698.00	\$109,799.00	\$68,624.00	118,273.00	78,381.00	48,958.00
1.6 Access to AP Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00





This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.

Ared

Conditions of Learning

Metrics

- Teacher Assignments

- Facilities

Planned Activities-Fully implemented/ongoing

- Staff Assignments
- Curriculum & Instruction
- Technology
- Professional Development
- Vendor Services



• Implementation of CC State Standards • Access to standards-aligned instructional materials

Goal 2 Funds Review

Goal Action	Tota	Total Funds Budgeted			Mid-Year Expenditures			
	LA	SD	so	LA	SD	so		
2.1 Staff Assignments	\$2,463,535.00	\$1,642,356.00	\$1,026,473.00	1,231,768.00	821,178.00	513,237.00		
2.2 Curriculum and Instruction	\$375,737.00	821,178.00	\$156,556.00	296,263.00	197,279.00	123,555.00		
2.3 Technology	\$112,320.00	\$74,880.00	\$46,800.00	42,189.00	65,924.00	43,450.00		
2.4 Professional Development	\$33,840.00	\$22,560.00	\$14,100.00	16,320.00	19,364.00	8,932.00		
2.5 Vendor Services	\$134,880.00	\$89,920.00	\$56,200.00	94,025.00	72,506.00	38,708.00		





This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.

Ared

Engagement

Metrics

- Stability Rate

Planned Activities- Fully Implmented/Ongoing

- Communication & Accessibility
- School Safety Plan
- School Climate

- Student Group Engagement
- Transcript Review & Evaluation



• Education Partner Surveys Overall school satisfaction rates • School Safety Plan Chronic Absenteeism Rate • Graduation & Drop Out Rates • Suspention & Expulsion Rate

• Education Partner Input

- Professional Development
- Attendance Monitoring
- Mental Health Support

Chronic Absenteeism

SD



LA







SO



Graduation Rates



Dropout Rates SD: 7% (-1%), LA: 2.5% (-1.6%), SO: 0% (-9.5%)







Suspensions & Expulsions







SO



Stability Rates

	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
California Pacific Charter - San Diego	340	189	55.6%	151	44.4%
California Pacific Charter- Los Angeles	493	277	56.2%	216	43.8%
California Pacific Charter - Sonoma	177	99	55.9%	78	44.1%

Warner Unified- 67.2% SD County- 90.1% Statewide- 91.2%

Acton Agua Dulce Unified- 54.6% LA County- 90.5% Statewide- 91.2%



Guerneville Elem Dist- 76.6% SO County- 92.3% Statewide- 91.2%

Goal 3 Funds Review

Goal Action	Tot	al Funds Budge	eted	Mid-	Year Expenditu	res
	LA	SD	so	LA	SD	so 💌
3.1 Education Partner Input	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3.2 Communication and Accessibility	\$72,315.00	\$48,210.00	\$30,131.00	60,462.00	43,143.00	27,116.00
3.3 School Safety Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3.4 School Climate	\$63,679.00	\$42,453.00	\$26,533.00	26,465.00	20,029.00	18,123.00
3.5 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3.6 Attendance Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3.7 Mental Health Support	\$431,088.00	\$287,392.00	\$179,620.00	215,544.00	143,696.00	89,810.00
3.8 Student Group Engagement	\$171,883.00	\$114,589.00	\$71,618.00	85,942.00	57,295.00	35,809.00
3.9 Transcript Review and Evaluation	\$247,474.00	\$164,983.00	\$103,114.00	123,737.00	82,492.00	51,557.00





Thank You cal-pacs.org

Powered by BoardOnTrack



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter - Los Angeles	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Goal 1

Goal Description Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA	CAASPP ELA 2022-23 *Met or exceeded 95% particiation All Students: (YELLOW) 43 points below standard 34.6% of students met or exceeded the standard. 11.2% exceeded the standard 23.4% met the standard 22.3% nearly met 43.1% standard not met ELs- 0% met or exceeded the standard SWD- 18.2% met or exceeded the standard HY- Not enough data SED- 29.4% met or exceeded the standard White- 35.3% met or exceeded Hispanic- 30% met or exceeded African American- 29.6% met or exceeded Asian-26% met or	particiation All Students: (YELLOW) 33.7 points below standard		In-progress	decrease distance from the standard by at least 3 points each year

1.2 CAASPP MATH CAASPP MATH 2022-23 CAASPP MATH 2022-24 CAASPP MATH 2022-24 Im-progress decrease distance from the standard by attention 1.2 CAASPP MATH CAASPP MATH 2022-23 CAASPP MATH 2023-24 Im-progress decrease distance from the standard by attention 1.2 CAASPP MATH CAASPP MATH 2023-24 Im-progress decrease distance from the standard by attention 1.2 CAASPP Math CAASPP Math 2023-24 Im-progress decrease distance from the standard by attention 2.1 % of students Proprogress attention decrease distance from the standard by attention 2.1 % of students Proprogress decrease distance from the standard from the standard by attention decrease distance from the standard from the		Two or more 26.4%		Data	2026-2027
23 24 from the standard by at least 3 points each year 18 Students: (ICRANGE) 90 points (ICRE) 190 points below standard		met or exceeded the			
exceeded the standard	1.2	23 *Met or exceeded 95% particiation All Students: (ORANGE) 90 points below standard 21.1% of students met or exceeded the standard. 8.5% exceeded the standard 12.6% met the standard 22.6% nearly met 56.3% standard not met ELs- 16.7% met or exceeded the standard SWD- 11.8% met or exceeded the standard (RED) 145 points below standard (36 students) HY- Not enough students SED- 15.4% met or exceeded the standard (RED) 110 points below standard (RED) 110 points below standard White- 18.8% met or exceeded Hispanic- 18.9% met or exceeded African American- 11.5% met or exceeded Asian- 16% met or	24 *Met or exceeded 95% particiation All Students: (YELLOW) 69.1 points below standard (increased 21.1 points) RED- no student groups ORANGE - no student groups YELLOW- Hispanic, SED, SWD, White GREEN - no student groups BLUE - no student	In-progress	from the standard by at least 3 points each

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or more- 15.8% met or exceeded the standard				
1.3	CAST (Science) (Grades 5, 8, & 11)	CAST Science 2022- 23 *Met or Exceeded 95% participation All Students: 20.97% met or exceeded the standard ELs- not enough students SWD- 9.3% HY- not enough students SED-15.65% White- 25.5% Hispanic- 16% African American- 15.8% Asian- not enough students Two or More Races- not enough students	CAST Science 2023- 24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 17.9 points below standard (increase of 1.6) No performance colors for student groups		In-progress	increase pecentage of students who meet and or exceed the standard by at least 2% each year
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%		In-progress	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%			
1.5	Renaissance STAR ELA	Renaissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 53% met or exceeded the standard Standard Exceeded- 25% Standard Met- 28% Standard Met- 28% Standard Nearly Met- 21% Standard Not met- 26% White- 47% met or exceeded Hispanic- 53% met or exceeded African American- 56% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 53% met or exceeded standard Standard Exceeded- 27.6% Standard Met- 30.8% Standard Met- 30.8% Standard Nearly Met- 16.6% Standard Not met- 25% White- 68.1% met or exceeded standard Hispanic- 47.3% met or exceeded standard African American- 60.7% met or exceeded standard African American- 60.7% met or exceeded standard Asian- 90.9% met or exceeded standard (11 students) Two or more- 73.1% met or exceeded standard SED- 51.9% met or exceeded standard		ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 53% met or exceeded standard Standard Exceeded- 27.6% Standard Met- 30.8% Standard Met- 30.8% Standard Nearly Met- 16.6% Standard Not met- 25% White- 68.1% met or exceeded standard Hispanic- 47.3% met or exceeded standard African American- 60.7% met or exceeded standard African American- 60.7% met or exceeded standard Asian- 90.9% met or exceeded standard (11 students) Two or more- 73.1% met or exceeded standard SED- 51.9% met or exceeded standard	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		 Renaissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 49% met or exceeded the standard Standard Exceeded- 22% Standard Met- 27% Standard Nearly Met- 22% Standard Not met- 29% White- 53% met or exceeded Hispanic- 43% met or exceeded African American- 60% met or exceeded Asian- 66% met or exceeded the standard Two or more- not enough students SED- 41% met or exceeded EL- 6% met or exceeded SWD- 382% met or exceeded 	EL- 15.5% met or exceeded standard SWD- 46% met or exceeded standard		EL- 15.5% met or exceeded standard SWD- 46% met or exceeded standard	
1.6	Renaissance STAR MATH	Renaissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14%	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 29.4% met or exceeded the standard Standard Exceeded- 17.5%		Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 29.4% met or exceeded the standard Standard Exceeded- 17.5%	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Standard Nearly Met- 21% Standard Not met- 52% White- 29% met or exceeded Hispanic- 32% met or exceeded African American- 27% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 30% met or exceeded EL- 14% met or exceeded SWD- 17% met or exceeded SWD- 17% met or exceeded SWD- 17% met or exceeded Renaissance STAR Spring 2024 *Met or Exceeded 95% participation MATH ALL STUDENTS: 30% met or exceeded the standard Standard Met- 14% Standard Met- 14% Standard Not met- 15% Standard Not met- 55% White- 30% met or exceeded Hispanic- 31% met or exceeded African American- 27% met or exceeded	Standard Met- 11.9% Standard Nearly Met- 20.6% Standard Not met- 50% White- 37.9% met or exceeded standard Hispanic- 26% met or exceeded standard African American- 20% met or exceeded standard Asian- 36.4% met or exceeded standard (11 students) Two or more- 33.3% met or exceeded standard SED- 25% met or exceeded standard EL- 14.3% met or exceeded standard SWD- 26.3% met or exceeded standard		Standard Met- 11.9% Standard Nearly Met- 20.6% Standard Not met- 50% White- 37.9% met or exceeded standard Hispanic- 26% met or exceeded standard African American- 20% met or exceeded standard Asian- 36.4% met or exceeded standard (11 students) Two or more- 33.3% met or exceeded standard SED- 25% met or exceeded standard EL- 14.3% met or exceeded standard SWD- 26.3% met or exceeded standard	

Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained)(compared to SPRING 2023)and the pass rates 2023)1% each y grade of 60% or higher (maintained)grade of 60% or higher (maintained)grade of 60% or higher (maintained)lementary School 93% completion at grade of 70% or higher (24% increase)grade of 60% or higher (maintained)lementary School 93% completion at grade of 70% or higher (2.4% increase)lementary School 93% completion at grade of 70% or higher (2.4% increase)lementary School 93.4% completion at grade of 70% or higher (2.4% increase)lementary School 93.4% completion at grade of 70% or higher (1% increase)lementary School 93.4% completion at grade of 70% or higher (4% increase)lementary School 93.4% completi	Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Fall 2023(compared to SPRING 2023)Big 202390% completion at grade of 60% or higher (maintained)2023)90% completion at 			exceeded the standard Two or more- not enough students SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or				
% graduates college and career Indicators ALL (78 students) number of pupils participating in 17.9% Prepared- LOW least 2% e	1.7	Course Completion Rates	Fall 2023 Elementary School 90% completion at grade of 60% or higher (maintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher	(compared to SPRING 2023) SPRING 2024 Elementary School 93% completion at grade of 60% or higher (maintained) 93.4% completion at grade of 70% or higher (2.4% increase) Middle School 88.6% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94.5% completion at grade of 60% or higher (4% increase) 84% completion at grade of 70% or higher		In-progress	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year
CTE number of pupils participating in Very low- 0- student	1.8	% graduates college and career prepared number of pupils participating in CTE	Indicators ALL (78 students) 17.9% Prepared- LOW			In-progress	increase CCI by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A- G courses EAP Program	Low- Hispanic, SED Medium- 0 student groups High- 0 student groups Very High- 0 student groups number of pupils participating in CTE- 56 % of pupils completing a CTE program and earn a HS diploma- 100 number of pupils participating in AP- 4 % pupils passed an AP exam with score of 3 or higher- 1 (25% of AP participants) % of pupils enrolled in courses required for US/CSU admission- 92.9% % of graduates who completed A-G courses - 21.5% EAP Program: ELA- 35.3% of 11th grade students met or exceeded the standard Math- 10.3% of 11th grade students met or exceeded the standard				
1.9	ELPAC/ EL Progress	ELPAC 2022-23 13 students tested: (100%) Level 1- 2 students (15.4%) Level 2- 3 students (23.1%) Level 3- 6 students (46.2%) Level 4- 2 students (15.4%)	EL Progress Number of students- 27 No performance Color		In-progress	increase by at least 1% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Performance Monitoring Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	No	Fully Implemented	see above metrics	N/A	\$78,676.00	\$39,338.00
1.2	Professional Development Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	No	Fully Implemented	N/A	N/A	\$59,008.00	\$29,504.00
1.3	Academic Support for Student Groups	Yes	Fully Implemented	N/A	N/A	\$284,338.00	\$145,501.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the SST, 504 or IEP team.						
1.4	EL Progress Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social- Emotional Learning.	Yes	Fully Implemented	N/A	N/A	\$97,068.00	\$48,534.00
1.5	Comprehensive CTE Program Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	No	Fully Implemented	N/A	N/A	\$164,698.00	\$118,273.00
1.6	Access to AP Exams	Yes	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal # Action #		Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.						

Goal Description

Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers		100% fully credentialed teachers 100% appropriately assigned teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	 The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are 			TBD	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		aligned to the recently				
		adopted academic standards and/or				
		curriculum frameworks				
		identified below				
		available in all classrooms where the				
		subject is taught.				
		ELA- 5 Full				
		Implementation and Sustainability				
		ELD- 5 Full				
		Implementation and				
		Sustainability MAthematics- 5 Full				
		Implementation and				
		Sustainability				
		NGSS Science- 5 Full				
		Implementation and Sustainability				
		History-Social				
		Science- 5 Full				
		Implementation and Sustainability				
		-				
		3. The LEA's progress				
		in implementing policies or programs to				
		support staff in				
		identifying areas				
		where they can improve in delivering				
		instruction aligned to				
		the recently adopted				
		academic standards and/or curriculum				
		frameworks identified				
		below (e.g.,				
		collaborative time,				
		focused classroom walkthroughs, teacher				
		pairing).				
		ELA- 4 Full				
		Implementation ELD- 4 Full				
		Implementation				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Metric #	Metric	Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability	Year 1 Outcome	Year 2 Outcome		
		World Language- 5 Full Implementation and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school				
		administrators during the prior school year (including the summer preceding the prior school year) • Identifying				
		the professional learning needs of groups of teachers or				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		 staff as a whole (4 Full Implementa tion) Identifying the professional learning needs of individual teachers (4 Full Implementa tion) Providing support for teachers on the standards they have not yet mastered (4 Full Implementa tion) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		% of students who do not have access to standards aligned instructional materials and resources- 0%	maintain
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.		CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	maintain

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Staff Assignments Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	No	Fully Implemented	N/A	N/A	\$2,463,535.00	\$1,231,768.00
2.2	Curriculum and Instruction All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program	No	Fully Implemented	N/A	N/A	\$375,737.00	\$296,263.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Technology Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Yes	Fully Implemented	N/A	N/A	\$112,320.00	\$42,189.00
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	No	Fully Implemented	In process	Alludo, PLC meetings, conferences attended	\$33,840.00	\$16,320.00
2.5	Vendor Services The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	No	Fully Implemented	N/A	N/A	\$134,880.00	\$94,025.00

Goal 3

Goal Description

Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Education Partner Surveys (input	Participants	TBD		TBD	maintain
	and perceptions)	102 parent responses.				
		293 student				
		responses.				
		Survey Results				
		97.1% of parents feel satisfied with				
		opportunities to				
		provide input and				
		participate in their				
		child's education.				
		94.1% of parents				
		indicate that they feel				
		their input is valued.				
		99.4% of students				
		agreed that their				
		teacher is available to				
		them when they need				
		help and support with				
		their schoolwork.				
		99.4% of students				
		agree that their				
		teacher cares about				
		their education and				
		helps them succeed. 97.2% of students				
		report that they feel				
		safe at school.				
		96.6% of students				
		report that they know				
		they have someone at				
		school to talk to for				
		support if they have a				
		problem.				
		Staff 57 Responses				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input on 5/3/24.				
3.2	Overall Satisfaction Rate (parents and students)	Overall Satisfaction Rate Survey Results 98% of parents are satisfied with their child's school. 97.7% of students express an overall satisfaction with their school.	TBD		TBD	maintain
3.3	School Safety Plan	The school safety plan was developed and	The school safety plan was developed and		The school safety plan was developed and	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for
					Data	2026-2027
		adopted by the School Site Council in	adopted by the School Site Council in		adopted by the School Site Council in	
		January 2024. The	January 2025. The		January 2025. The	
		updated plan was	updated plan was		updated plan was	
		subsequently shared with school staff and	subsequently shared with school staff and		subsequently shared with school staff and	
		the school board.	the school board.		the school board.	
3.4	Chronic Absenteeism Rate	2022-23 (GREEN) CPC-LA had a chronic absenteeism rate of 8.9%, which is a 5.6% decrease over 2021- 22. The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.	2023-2024 (RED) CPC-LA had a chronic absenteeism rate of 16.6%, which is an increase of 7.7% from 2022-23. It is lower than the state average which is 18.6%.		2023-2024 (RED) CPC-LA had a chronic absenteeism rate of 16.6%, which is an increase of 7.7% from 2022-23. It is lower than the state average which is 18.6%.	maintain or decline by 1% each year
3.5	Graduation Rate (4-yr cohort)	2022-23 ALL- (78 students) 87.2% graduated (3.2% increase over 2021-22) GREEN	2023-24 (GREEN) ALL- (58 students) 91.2% graduated (4% increase over 2022- 23)		2023-24 (GREEN) ALL- (58 students) 91.2% graduated (4% increase over 2022- 23)	maintain or increase by 1% each year
		Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups	Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups		Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups	
3.6	Drop Out Rate	Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)	Dropout Rate (DATAQUEST) 7% (decrease of .7%)		Dropout Rate (DATAQUEST) 7% (decrease of .7%)	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%		0%	maintain
3.8	Suspension Rate	0%	0%		0%	maintain
		1				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.9	Stability Rate	CPC-LA 56.2% District 54.6% LA County 90.5% Statewide 91.2%	TBD		TBD	increase by 2% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Education Partner Input We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	No	Planned	N/A		\$0.00	\$0.00
3.2	Communication and Accessibility We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	Yes	Fully Implemented	N/A	N/A	\$72,315.00	\$60,462.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	School Safety Plan The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	No	Fully Implemented	See above metric	N/A	\$0.00	\$0.00
3.4	School Climate The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	No	Fully Implemented	N/A	N/A	\$63,679.00	\$26,465.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00
3.6	Attendance Monitoring The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school's master agreement and board adopted policies.						
3.7	Mental Health Support The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Yes	Fully Implemented	N/A	N/A	\$431,088.00	\$215,544.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	Yes	Fully Implemented	N/A	N/A	\$171,883.00	\$85,942.00
3.9	Transcript Review and Evaluation The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	No	Fully Implemented	N/A	N/A	\$247,474.00	\$123,737.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	5,292,787	5,338,147
LCFF Supplemental/Concentration Grants	782,563	909,037


Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	
California Pacific Charter - San Diego	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227	

Goal 1

Goal Description

Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA	*Met or Exceeded 95% participation All Students: (ORANGE) 43 points below the standard	CAASPP ELA 2023-24 *Met or exceeded 95% particiation All Students: (ORNAGE) 48.6 points below standard (iDeclined 6 points) RED- no student groups ORANGE - Hispanic, White YELLOW- SED GREEN - no student groups BLUE - no student groups		In-Progress	decrease distance from the standard by at least 3 points each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or more- 28.6% met or exceeded the standard				
1.2	CAASPP MATH	 CAASPP MATH 2022-23 *Met or Exceeded 95% participation All Students: (RED) 107 points below the standard 20.9% of students met or exceeded the standard 3.7% exceeded the standard 20.9% nearly met 58.2% standard not met ELS- 15.9% met or exceeded the standard NYD- 16.7% met or exceeded the standard SWD- 16.7% met or exceeded the standard SED- 17.9% met or exceeded the standard (RED) White- 21.1% met or exceeded (RED) African American-16.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% met or exceeded the standard Two or more- 14.3% 	24 *Met or exceeded 95% particiation All Students: (YELLOW) 60.9 points below standard (increased 46.5 points) RED- no student groups ORANGE - no student groups YELLOW- Hispanic, SED, White GREEN - no student groups BLUE - no student groups		In-Progress	decrease distance from the standard by at least 3 points each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	CAST (Science) (Grades 5, 8, & 11) CAST (Science) 2 CAST (Science) 2 CAST (Science) 2 CAST (Science) 2 CA Physical Eitness Test (Grades CAST (Science) 2 CA Physical Eitness Test (Grades CAST (Science) 2 CA Physical Eitness Test (Grades CAST (Science) 2 CAST (S		CAST Science 2023- 24 (NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 16.6 points below standard (increase of 1.5 points) No performance colors for student groups		In-Progress	increase pecentage of students who meet and or exceed the standard by at least 2% each year
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90%	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90%		In-Progress	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023*Met or Exceeded 95% participation ELAALL STUDENTS: 58% met or exceeded the standard Standard Exceeded- 21% Standard Met- 37% Standard Nearly Met- 19% Standard Not met- 24%White- 60% met or exceeded Hispanic- 53% met or exceeded African American- 47% met or exceeded Asian- 65% met or exceeded the standard Two or more- not enough studentsSED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceededRenasissance STAR Spring 2024	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 55.3% met or exceeded standard Standard Exceeded- 26.1% Standard Met- 29.2% Standard Nearly Met- 15.9% Standard Not met- 28.8% White- 65.5% met or exceeded standard Hispanic- 46.8% met or exceeded standard African American- 40% met or exceeded standard Asian- 71.4% met or exceeded standard Two or more- 58.6% met or exceeded standard SED- 49% met or exceeded standard EL- 20% met or exceeded standard SWD- 24.5% met or exceeded standard		ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 55.3% met or exceeded standard Standard Exceeded- 26.1% Standard Met- 29.2% Standard Nearly Met- 15.9% Standard Not met- 28.8% White- 65.5% met or exceeded standard Hispanic- 46.8% met or exceeded standard African American- 40% met or exceeded standard Asian- 71.4% met or exceeded standard Two or more- 58.6% met or exceeded standard SED- 49% met or exceeded standard EL- 20% met or exceeded standard SWD- 24.5% met or exceeded standard	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		 *Met or Exceeded 95% participation ELA ALL STUDENTS: 49% met or exceeded the standard Standard Exceeded- 22% Standard Met- 27% Standard Nearly Met- 22% Standard Not met- 29% White- 61% met or exceeded Hispanic- 55% met or exceeded African American- 18% met or exceeded Asian- 100% met or exceeded the standard Two or more- not enough students SED- 54% met or exceeded EL- 20% met or exceeded SWD- 28% met or exceeded 				
1.6	Renaissance STAR MATH	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14% Standard Nearly Met- 21%	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 25% met or exceeded the standard Standard Exceeded- 12.9% Standard Met- 12.1% Standard Nearly Met- 16.2%		Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 25% met or exceeded the standard Standard Exceeded- 12.9% Standard Met- 12.1% Standard Nearly Met- 16.2%	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Standard Not met- 52% White- 24% met or exceeded Hispanic-28% met or exceeded African American- 21% met or exceeded Asian- 17% met or exceeded the standard Two or more- not enough students SED- 22% met or exceeded EL- 16% met or exceeded EL- 16% met or exceeded SWD- 18% met or exceeded SWD- 18% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation MATH ALL STUDENTS: 28% met or exceeded the standard Standard Exceeded- 14% Standard Met- 13% Standard Not met- 51% White- 29% met or exceeded Hispanic-31% met or exceeded African American- 9% met or exceeded Asian- 67% met or exceeded the standard	exceeded standard Two or more- 12.9% met or exceeded standard SED- 23.7% met or exceeded standard EL- 26.6% met or exceeded standard SWD- 6.6% met or exceeded standard		Standard Not met- 58.8% White- 31.6% met or exceeded standard Hispanic- 23.8% met or exceeded standard African American- 18.2% met or exceeded standard Asian- 42.9% met or exceeded standard Two or more- 12.9% met or exceeded standard SED- 23.7% met or exceeded standard EL- 26.6% met or exceeded standard SWD- 6.6% met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or more- not enough students SED- 21% met or exceeded EL- 0% met or exceeded SWD- 12% met or exceeded				
1.7	Course Completion Rates	(3% increase) 64.6% completion at	93% completion at grade of 60% or higher (maintained) 93.4% completion at grade of 70% or higher (2.4% increase) Middle School 88.6% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94.5% completion at grade of 60% or higher (4% increase)		In-Progress	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year
1.8	College and Career Indicators % graduates college and career prepared number of pupils participating in CTE number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher	College and Career Prepared ALL (49 students) 42.9% Prepared- MEDIUM Very low- 0- student groups Low- 0 student groups	College and Career ALL STUDENTS - 40 students 20% prepared (ORANGE) Declined 22.9% No performance color for student groups		In-Progress	increase CCI by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A- G courses EAP Program	Medium- SED High- 0 student groups Very High- 0 student groups number of pupils participating in AP- 5 % pupils passed an AP exam with score of 3 or higher- number of pupils participating in CTE- 40 % of pupils completing a CTE program and earn a HS diploma- 100 % of pupils enrolled in courses required for US/CSU admission- 93% % of graduates who completed A-G courses- 25.8% EAP Program: ELA- 41.8% of 11th grade students met or exceeded the standard Math- 20% of 11th grade students met or				
1.9	ELPAC/ EL Progress	ELPAC 2022-23 Level 1- (9.1%) Level 2- (27.3%) Level 3- (27.3%) Level 4- (36.4%)	EL Progress 2023-24 No Performance Color 11 students 45.5% making progress No performance color for student groups		In-Progress	increase by at least 1% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Performance Monitoring Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	No	Fully Implemented	see above metrics	N/A	\$52,451.00	\$26,226.00
1.2	Professional Development Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	No	Fully Implemented	N/A	N/A	\$39,339.00	\$19,670.00
1.3	Academic Support for Student Groups Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure	Yes	Fully Implemented	N/A	N/A	\$189,559.00	\$97,001.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academic success or refer to the SST, 504 or IEP team.						
1.4	EL Progress Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social- Emotional Learning.	Yes	Fully Implemented	N/A	N/A	\$64,712.00	\$32,356.00
1.5	Comprehensive CTE Program Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	No	Fully Implemented	N/A	N/A	\$109,799.00	\$78,381.00
1.6	Access to AP Exams The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Yes	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal Description

Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assingmed teachers			100% fully credentialed teachers 100% appropriately assingmed teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	 The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability The LEA's progress in making instructional materials that are 			TBD	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		aligned to the recently adopted academic standards and/or curriculum frameworks 				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation				
	4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation				
	Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5				
	and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year				
	 Preceding the prior school year) Identifying the professional learning needs of 				
		Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)•Identifying the professional learning	Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implemention 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VOrId Language- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) • Identifying the professional learning needs of groups of	Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability Vorid Language- 5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) • Identifying the professional learning needs of groups of	Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA - 5 Full Implementation and Sustainability Virianability Virianability Virianability Virianability Virianability Virianability Virianability Virianability Vorid Language-5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year) • Identifying the professional learning needs of groups of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		 staff as a whole (4 Full Implementa tion) Identifying the professional learning needs of individual teachers (4 Full Implementa tion) Providing support for teachers on the standards they have not yet mastered (4 Full Implementa tion) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		% of students who do not have access to standards aligned instructional materials and resources- 0%	maintain
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.		CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition, as reported during the most recent Williams Act visit.	maintain

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Staff Assignments Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	No				\$1,642,356.00	\$821,178.00
2.2	Curriculum and Instruction All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program	No				821,178.00	\$197,279.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Technology Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Yes				\$74,880.00	\$65,924.00
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	No				\$22,560.00	\$19,364.00
2.5	Vendor Services The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	No				\$89,920.00	\$72,506.00

Goal 3

Goal Description

Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Education Partner Surveys (input	Participants	TBD		TBD	maintain
	and perceptions)	48 parent responses.				
		203 student responses.				
		Survey Results				
		95.8% of parents feel				
		satisfied with				
		opportunities to				
		provide input and				
		participate in their				
		child's education.				
		94.1% of parents				
		indicate that they feel				
		their input is valued.				
		91.7% of students				
		agreed that their				
		teacher is available to them when they need				
		help and support with				
		their schoolwork.				
		100% of students				
		agree that their				
		teacher cares about				
		their education and				
		helps them succeed.				
		99.9% of students				
		report that they feel				
		safe at school.				
		93.4% of students				
		report that they know				
		they have someone at school to talk to for				
		support if they have a				
		problem.				
		Staff 57 Responses				
		otali or Kespolises				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input on 5/30/24.				
3.2	Overall Satisfaction Rate (parents and students)	Overall Satisfaction Rate Survey Results 93.8% of parents are satisfied with their child's school. 97.8% of students express an overall satisfaction with their school.	TBD		TBD	maintain
3.3	School Safety Plan	The school safety plan was developed and	The school safety plan was developed and		The school safety plan was developed and	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		adopted by the School Site Council in January 2024. The updated plan was subsequently shared with school staff and the school board.	adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.		adopted by the School Site Council in January 2025. The updated plan was subsequently shared with school staff and the school board.	
3.4	Chronic Absenteeism Rate	2022-23 (GREEN) CPC-SD had a chronic absenteeism rate of 8.8%, which is a 6.9% decrease over 2021- 22. The school met projected ADA. Second interim budget projections were 252 ADA and P2 ADA was 252.17, slightly exceeding the projection.	2023-2024 (ORANGE) CPC-SD had a chronic absenteeism rate of 16.1%, which is an increase of 7.3% from 2022-23. It is lower than the state average which is 18.6%.		2023-2024 (ORANGE) CPC-SD had a chronic absenteeism rate of 16.1%, which is an increase of 7.3% from 2022-23. It is lower than the state average which is 18.6%.	
3.5	Graduation Rate (4-yr cohort)	2022-23 ALL- (50 students) GREEN 94% graduated (0.7% increase over 2021- 22) Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- SED Blue- 0 student groups	2023-24 (YELLOW) ALL- (40 students) 92.5% graduated (1.5% decrease from 2022-23) *No performance color on students groups* Less than 30 students in each group. The state average is 86.7%.		2023-24 (YELLOW) ALL- (40 students) 92.5% graduated (1.5% decrease from 2022-23) *No performance color on students groups* Less than 30 students in each group.	maintain or increase by 1% each year
3.6	Drop Out Rate	Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)	Dropout Rate (DATAQUEST) 2.5% (decrease of 1.6%)		Dropout Rate (DATAQUEST) 2.5% (decrease of 1.6%)	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%		0%	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.8	Suspension Rate	0%	0%		0%	maintain
3.9	Stability Rate	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%	TBD		TBD	increase by 2% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Education Partner Input We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	No	Planned	N/A	N/A	\$0.00	\$0.00
3.2	Communication and Accessibility We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a educaton partners will be provided in primarly languages when required or as needed.	Yes	Fully Implemented	N/A	N/A	\$48,210.00	\$43,143.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	School Safety Plan The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	No	Fully Implemented	See above metric	N/A	\$0.00	\$0.00
3.4	School Climate The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	No	Fully Implemented	N/A	N/A	\$42,453.00	\$20,029.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00
3.6	Attendance Monitoring The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	evaluations inaccordance with the school's master agreement and board adopted policies.						
3.7	Mental Health Support The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Yes	Fully Implemented	N/A	N/A	\$287,392.00	\$143,696.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	Yes	Fully Implemented	N/A	N/A	\$114,589.00	\$57,295.00
3.9	Transcript Review and Evaluation The school's guidance department will review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. The school's "Plan Your Path- pick your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	No	Fully Implemented	N/A	N/A	\$164,983.00	\$82,492.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3,416,375	3,801,327
LCFF Supplemental/Concentration Grants	456,393	571,943



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter - Sonoma	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Goal 1

Goal Description Student Outcomes: This broad goal is established to improve student academic outcomes and provide diverse learning opportunities that prepare students for college and careers. The school will improve instructional practices through targeted support, professional development, instructional coaching, and enhanced resources like technology and academic intervention. These actions aim to boost statewide and local assessment performance across all student groups and prepare students for postsecondary success.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA	CAASPP ELA 2022-23 All Students: (ORANGE) 27 points below the standard 41% of students met or exceeded the standard 16.9% exceeded the standard 24.1% met the standard 24.1% nearly met 34.9% standard not met ELs- 42.3% met or exceeded the standard SWD- 35.3% met or exceeded the standard HY- 52.1 SED- 33.4% met or exceeded the standard White- 43.2% met or exceeded Hispanic- 44.4% met or exceeded African American- 42.3% met or exceeded Asian- 45.9% met or exceeded the standard Two or more- 48.3% met or exceeded the standard	CAASPP ELA 2023-24 *Met or exceeded 95% particiation All Students: 62 students (YELLOW) 17 points below standard (increased 10.2 points) RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups		In-Progress	decrease distance from the standard by at least 3 points each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.2	CAASPP MATH	CAASPP MATH 2022- 23 All Students: (ORANGE) 76 points below the standard 27.7% of students met or exceeded the standard. 4.8% exceeded the standard 22.9% met the standard 30.1% nearly met 42.2% standard not met ELs- 15.3% met or exceeded the standard (3 students) SWD- 5.8% met or exceeded the standard (9 students) HY- 17.3 % met or exceeded the standard SED- 18.5% met or exceeded the standard SED- 18.5% met or exceeded the standard (RED) White- 22.8% met or exceeded Hispanic- 22.2% met or exceeded African American- 15.3% met or exceeded Asian- 20.9% met or exceeded the standard Two or more- 24.1% met or exceeded the standard	24 *Met or exceeded 95% particiation All Students: 62 students (YELLOW) 54.5 points below standard (increased 21.8 points) RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups		In-Progress	decrease distance from the standard by at least 3 points each year
1.3	CAST (Science) (Grades 5, 8, & 11)	CAST Science 2022- 23	CAST Science 2023- 24		In-Progress	increase pecentage of students who meet and or exceed the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*Met or Exceeded 95% participation All Students (grades 5, 8, and 11) 32.4% of students met or exceeded the standard. 7.4% exceeded the standard 22.2% met the standard 57.4% nearly met the standard 13% standard not met ELs- <10 students, data not available SWD- 0% HY- <10 students, data not available SED- 22.5% met or exceeded the standard White- 41.7% met or exceeded Hispanic- 34.8% African American- <10 students, data not available Asian- <10 students, data not available Two or more- <10 students, data not available	95% participation All Students: 12.3 points below standard (increase of .6 points) No performance colors for student groups			standard by at least 2% each year
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Component 1- Aerobic Capacity: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 2- Abdominal Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%		In-Progress	Grade 5 maintain, Grades 7 & 9 increase pecentage of students who meet and or exceed the standard by at least 1% each year

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for California Pacific Charter - Sonoma Powered by BoardOnTrack

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%	Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 4- Upper Body Strength and Endurance: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6% Component 5- Flexibility: Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 66% met or exceeded the standard Standard Exceeded- 35% Standard Met- 31% Standard Met- 31% Standard Nearly Met- 18% Standard Not met- 16% White- 73% met or exceeded Hispanic- 59% met or exceeded African American- 30% met or exceeded Asian-75% met or exceeded the standard Two or more- not enough students	ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 62.8% met or exceeded standard Standard Exceeded- 29.3% Standard Met- 33.5% Standard Met- 33.5% Standard Nearly Met- 22.8% Standard Not met- 14.4% White- 71.7% met or exceeded standard Hispanic- 57.4% met or exceeded standard African American- 14.3% met or exceeded standard (7 students) Asian- 81.9% met or exceeded standard		ELA: Renaissance STAR- Fall 2024 *Met or Exceeded 95% participation ALL STUDENTS: 62.8% met or exceeded standard Standard Exceeded- 29.3% Standard Met- 33.5% Standard Met- 33.5% Standard Nearly Met- 22.8% Standard Not met- 14.4% White- 71.7% met or exceeded standard Hispanic- 57.4% met or exceeded standard African American- 14.3% met or exceeded standard (7 students) Asian- 81.9% met or exceeded standard	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED- 65% met or exceeded EL- not enough students SWD- 15% met or exceeded Renasissance STAR Spring 2024 *Met or Exceeded 95% participation ELA ALL STUDENTS: 62% met or exceeded the standard Standard Exceeded- 31% Standard Met- 31% Standard Met- 31% Standard Nearly Met- 24% Standard Not met- 14% White- 74% met or exceeded Hispanic- 57% met or exceeded African American- 0% met or exceeded Asian-75% met or exceeded Asian-75% met or exceeded the standard Two or more- not enough students SED- 64% met or exceeded EL- not enough students SWD- 20% met or exceeded			Two or more- 79.3% met or exceeded standard SED- 60.4% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 33.3% met or exceeded standard	
1.6	Renaissance STAR MATH	MATH Fall 2023 *Met or Exceeded 95% participation	Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation		Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation	increase pecentage of students who meet and or exceed the standard by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ALL STUDENTS: 38% met or exceeded the standard Standard Exceeded- 20% Standard Met- 18% Standard Nearly Met- 15% Standard Not met- 47% White- 42% met or exceeded Hispanic- 31% met or exceeded African American- 20% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded EL- not exceeded SWD- 10% met or exceeded MATH Spring 2024 *Met or Exceeded 95% participation ALL STUDENTS: 37% met or exceeded the standard Standard Met- 17% Standard Met- 17% Standard Not met- 45% White- 41% met or exceeded	ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.7% Standard Met- 10.4% Standard Nearly Met- 19.7% Standard Not met- 50.3% White- 41.1% met or exceeded standard Hispanic- 16.4% met or exceeded standard African American- 12.5% met or exceeded standard (8 students) Asian- 41.7% met or exceeded standard Two or more- 41.3% met or exceeded standard SED- 22.5% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 13.6% met or exceeded standard		ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.7% Standard Met- 10.4% Standard Nearly Met- 19.7% Standard Not met- 50.3% White- 41.1% met or exceeded standard Hispanic- 16.4% met or exceeded standard African American- 12.5% met or exceeded standard (8 students) Asian- 41.7% met or exceeded standard Two or more- 41.3% met or exceeded standard SED- 22.5% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 13.6% met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic- 36% met or exceeded African American- 0% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded				
1.7	Course Completion Rates	Completion Rates Fall 2023 Elementary School 90% completion at grade of 60% or higher (manintained) 85% completion at grade of 70% or higher (3% increase from Fall 2022) Middle School 83% completion at grade of 60% or higher (3% increase) 64.6% completion at grade of 70% or higher (1.5% increase) High School 87% completion at grade of 60% or higher (maintained) 71% completion at grade of 70% or higher (1% increase)	93% completion at grade of 60% or higher (maintained) 93.4% completion at grade of 70% or higher (2.4% increase) Middle School 88.6% completion at grade of 60% or higher (17% increase) 90% completion at grade of 70% or higher (11% increase) High School 94.5% completion at grade of 60% or higher (4% increase)		In-Progress	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year
1.8	College and Career Indicators % graduates college and career prepared	College and Career Prepared	No Dashboard Performance Color (1		In-Progress	increase CCI by at least 2% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	number of pupils participating in CTE number of pupils participating in AP % pupils passed an AP exam with score of 3 or higher % of pupils completing a CTE program and earn a HS diploma % of pupils enrolled in courses required for US/CSU admission % of graduates who completed A- G courses % of pupils completing a CTE program and A-G completer EAP Program	14.3% Prepared number of pupils participating in CTE-18 number of pupils participating in AP- 0 % pupils passed an AP exam with score of 3 or higher- 0% % of pupils completing a CTE program and earn a HS diploma- data not available <30 graduates % of pupils enrolled in courses required for US/CSU admission- 94% % of graduates who completed A-G courses- 13% % of pupils completing a CTE program and A- G completer- data not available <30 graduates EAP Program: ELA- 46.7% of 11th grade students met or exceeded the standard Math- 20% of 11th	year with >30 students) 34 students 23.5% prepared (Increase of 9.2%)			
1.9	ELPAC/EL Progress/RFEP	ELPAC/EL Progress/RFEP 2022- 23 *No Performance Color <11 students Data not displayed for privacy	No Dashboard Performance Color (<11 students) 23.5% prepared		In-Progress	increase by at least 1% each year

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Performance Monitoring Evaluate students' levels of academic performance based on state and local assessment results and provide targeted interventions. Collaboration across departments to streamline the intervention process and to measure the effectiveness of the interventions. Oversight and monitoring provided by school administration, guidance department, credentialed teachers, and other staff.	No	Fully Implemented	see above metrics	N/A	\$32,782.00	\$16,391.00
1.2	Professional Development Professional development and ongoing training and discussions on the creation and use of rubrics, interim assessment data, and other student academic achievement data to inform instruction and identify effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.	No	Fully Implemented	N/A	N/A	\$24,587.00	\$12,294.00
1.3	Academic Support for Student Groups Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review outcomes and ensure academic success or	Yes	Fully Implemented	N/A	N/A	\$118,475.00	\$60,626.00

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for California Pacific Charter - Sonoma Powered by BoardOnTrack
Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	refer to the SST, 504 or IEP team. Programs offered include targeted academic support, SEL support, family and community engagement initiatives, extended learning opportunities, College and Career readiness programs, wellness services, and independent study. This action is implemented to improve state testing outcomes for SED students in the area of mathematics.						
1.4	EL Progress Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social- Emotional Learning.	Yes	Fully Implemented	N/A	N/A	\$40,445.00	\$20,223.00
1.5	Comprehensive CTE Program Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.	No	Fully Implemented	N/A	N/A	\$68,624.00	\$48,958.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Access to AP Exams The school will provide Advanced Placement exam costs for socioeconomically disadvantaged students or students who are experiencing financial hardship.	Yes	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal Description

Conditions of Learning- This broad goal is established to enhance the conditions of learning by ensuring access to basic services, state standards, and course availability for all students, including expelled and foster youth. This will be achieved through hiring fully credentialed teachers, implementing professional development programs, and providing necessary instructional materials and resources to foster an inclusive and equitable learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teacher credentialing and assignments % of fully credentialed teachers % of appropriate assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers	100% fully credentialed teachers 100% appropriately assigned teachers		100% fully credentialed teachers 100% appropriately assigned teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	 The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are 			TBD	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Metric #	Metric	aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability	Year 1 Outcome	Year 2 Outcome		
		MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 3. The LEA's progress				
		in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum				
		frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA- 4 Full Implementation ELD- 4 Full Implementation				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation				
	4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation				
	Full Implementation and Sustainability Physical Education- 5 Full Implementation andSustainability VPA- 5 Full Implementation and Sustainability World Language- 5				
	and Sustainability 5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year				
	 Preceding the prior school year) Identifying the professional learning needs of 				
		Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability5. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)•Identifying the professional learning	Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implemention 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VOrId Language- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) • Identifying the professional learning needs of groups of	Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability Vorid Language- 5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) • Identifying the professional learning needs of groups of	Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation 4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability VPA - 5 Full Implementation and Sustainability Virianability Virianability Virianability Virianability Virianability Virianability Virianability Virianability Vorid Language-5 Full Implementation and Sustainability S. The LEA's success at engaging in the following activities with teachers and school administrators during the prior school year) • Identifying the professional learning needs of groups of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		 staff as a whole (4 Full Implementa tion) Identifying the professional learning needs of individual teachers (4 Full Implementa tion) Providing support for teachers on the standards they have not yet mastered (4 Full Implementa tion) 				
2.3	Access to Standards Aligned instructional Materials and Resources	% of students who do not have access to standards aligned instructional materials and resources- 0%	% of students who do not have access to standards aligned instructional materials and resources- 0%		% of students who do not have access to standards aligned instructional materials and resources- 0%	maintain
2.4	Facilities	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.		CalPac does not operate any learning centers for student use. Our administrative office is located in Costa Mesa, CA and is in excellent condition.	maintain

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Staff Assignments Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through.	No				\$1,026,473.00	\$513,237.00
2.2	Curriculum and Instruction All students will be provided with online CA Common Core aligned curriculum and relevant educational resources to support student growth and achievement. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) Online courses, credit recovery, core programs, advanced placement courses, CTE pathways Supplemental curriculum and materials supporting common core standards Extended School year ELD Curriculum Digital curriculum aligned to common core Virtual Learning Hubs, academic tutoring Summer Bridge Program	No				\$156,556.00	\$123,555.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Technology Purchase technological devices to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed.	Yes				\$46,800.00	\$43,450.00
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delievering effective instrucion, increased student engagement and student outcomes.	No				\$14,100.00	\$8,932.00
2.5	Vendor Services The school will properly vet all newly hired vendors to ensure standards alignment and safety for students.	No				\$56,200.00	\$38,708.00

Goal 3

Goal Description

Engagement-This broad goal is established to enhance engagement by fostering strong relationships with education partners including parents, students, and the community through effective communication, inclusive practices, and targeted efforts to ensure active participation and satisfaction among all education partners. The school's goal is to create a positive school climate which supports student engagement and success. Our comprehensive support system includes intervention programs, counseling, social-emotional learning support in order to foster an inclusive and equitable learning environment.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Education Partner Surveys (input	Participants	TBD		TBD	maintain
	and perceptions)	27 parent responses. 124 student				
		responses.				
		Survey Results				
		100% of parents feel				
		satisfied with				
		opportunities to				
		provide input and				
		participate in their				
		child's education.				
		92.6% of parents				
		indicate that they feel				
		their input is valued.				
		100% of students				
		agreed that their				
		teacher is available to				
		them when they need				
		help and support with their schoolwork.				
		100% of students				
		agree that their				
		teacher cares about				
		their education and				
		helps them succeed.				
		96.9% of students				
		report that they feel				
		safe at school.				
		96.9% of students				
		report that they know				
		they have someone at				
		school to talk to for				
		support if they have a				
		problem.				
		Staff 57 Responses				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input on 5/30/24.				
3.2	Overall Satisfaction Rate (parents and students)	94.7% of students are satisfied overall with their school. 100% of parents are satisfied with the school overall.	TBD		TBD	maintain
3.3	School Safety Plan	The school safety plan was developed by the School Site Council in January 2024. The	The school safety plan was developed and adopted by the School Site Council in		The school safety plan was developed and adopted by the School Site Council in	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		updated plan was subsequently shared with school staff and the school board.	January 2025. The updated plan was subsequently shared with school staff and the school board.		January 2025. The updated plan was subsequently shared with school staff and the school board.	
3.4	Chronic Absenteeism Rate	2022-23 (YELLOW) CPC-SO had a chronic absenteeism rate of 15.6%, which is a 5.1% decrease over 2021-22. The school met projected ADA. Second interim budget projections were 148 ADA and P2 ADA was 150.49, exceeding the projection. Attendance ADA was the result of an attendance percentage of 93.5%.	2023-2024 (YELLOW) CPC-SO had a chronic absenteeism rate of 12.9% which is a decrease of 2.6% from 2022-23. It is lower than the state average which is 18.6%.		2023-2024 (YELLOW) CPC-SO had a chronic absenteeism rate of 12.9% which is a decrease of 2.6% from 2022-23. It is lower than the state average which is 18.6%.	maintain or decline by 1% each year
3.5	Graduation Rate (4-yr cohort)	2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR	2023-24 (NO PERFORMANCE COLOR) LEss than 30 students in 2022-2023, no comparison ALL- (34 students) 88.2% graduated (12.2% decrease from 2022-23) *No performance color on students groups* Less than 30 students in each group. The state average is 86.7%.		2023-24 (NO PERFORMANCE COLOR) LEss than 30 students in 2022-2023, no comparison ALL- (34 students) 88.2% graduated (12.2% decrease from 2022-23) *No performance color on students groups* Less than 30 students in each group. The state average is 86.7%.	maintain or increase by 1% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.6	Drop Out Rates	Dropout Rates HS- 9.5% (decrease of 4.1%) MS- 0%	Dropout Rates HS- 0% (decrease of 9.5%) MS- 0%		Dropout Rates HS- 0% (decrease of 9.5%) MS- 0%	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%		0%	maintain
3.8	Suspension Rate	0%	0%		0%	maintain
3.9	Stability Rate	CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%	TBD		TBD	increase by 2% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Education Partner Input We will seek education partner input and assess our level of education partner engagement through surveys, School Site Council meetings, teacher/parent meetings, 504 plan meetings, IEP meetings, and more to ensure all education partners have opportunities for participation and input.	No	Planned	N/A	N/A	\$0.00	\$0.00
3.2	Communication and Accessibility We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site	Yes	Fully Implemented	N/A	N/A	\$30,131.00	\$27,116.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	while ensuring the participation and engagement of underrepresented families. Notices, reports, statements or records sent to a education partners will be provided in primarly languages when required or as needed.						
3.3	School Safety Plan The school safety plan will be developed and maintained in conjuntion with the school site council and will be disseminated to the school comminuty.	No	Fully Implemented	See above metric	N/A	\$0.00	\$0.00
3.4	School Climate The school will build relationships to ensure that all parents, students, and staff feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	No	Fully Implemented	N/A	N/A	\$26,533.00	\$18,123.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.6	Attendance Monitoring The school will identify, monitor, and support students who are struggling with regular attendance. A SARB (student attendance review board) and tiered reengagement will be utilized to support student attendance and conduct evaluations inaccordance with the school's master agreement and board adopted policies.	No	Fully Implemented	N/A	N/A	\$0.00	\$0.00
3.7	Mental Health Support The school will provide training, support, and resources in the area of mental health first aid, social emotional learning, and access to community resosources.	Yes	Fully Implemented	N/A	N/A	\$179,620.00	\$89,810.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvataged Students, and students with disabilities.	Yes	Fully Implemented	N/A	N/A	\$71,618.00	\$35,809.00
3.9	Transcript Review and Evaluation The school's guidance department will review student transcripts on a semester basis to ensure students	No	Fully Implemented	N/A	N/A	\$103,114.00	\$51,557.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	have the opportunity to make up missed credits. The school's "Plan Your Path- Pick Your Plus" intitiave will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update		
Total LCFF Funds	2,203,153	2,469,969		
LCFF Supplemental/Concentration Grants	295,129	310,183		

Coversheet

Consent - Business/Financial Services

Section: Item: Purpose: Submitted by: Related Material:

VIII. Consent A. Consent - Business/Financial Services

CalPac-LA Check Register January 2025.pdf CalPac-SD Check Register January 2025.pdf CalPac-SO Check Register January 2025.pdf J.P. Morgan Statement Jan 31 2025.pdf Procopio LLP New Legal Fee Structure 2025.pdf

Company name: Report name: Created on: Location:	Check regist 2/4/2025	cific Charter - Los Angeles	ular Meeting of the	Board of Directors - ,	Agenda - Tuesday February 11, 2025 at 5	00 PM
Bank CHASE 1781 - Chase	Date Account no	Vendor 505911781	Document no.	Amount applied	Memo	Location
Bank - Main	1/3/2025	MISTY01Get Psyched LLC (Misty Bon	20137003454	2,500.00	SpEd Assessments December 2024	55California Pacific Charter - Los Angele
	1/3/2025	UKG0001UKG UKG0001UKG	20137003453 20137003453	110.04 3,000.95	Usage Overage Fees November 2024 Payroll Processing Fees Qtrly Jan-Mar 2025	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele
	1/3/2025	EECS000Effectual Educational Consu	20137003450	3,307.00	SpEd Services November 2024	55California Pacific Charter - Los Angele
	1/3/2025	CHAR001Charter Impact	101371602	1,260.00	Payroll & Retirement Services Monthly - December 2024	55California Pacific Charter - Los Angele
	1/3/2025	RING000RingCentral	20137003456	1,257.60	Phone Bill Monthly - December 2024	55California Pacific Charter - Los Angele
	1/3/2025	ALLS001All Systems Go Veterinary S	101371603	1,080.51	Marketing Monthly - January 2025	55California Pacific Charter - Los Angele
	1/3/2025	WORL000Worldwide Express	101371604	270.17	Shipping for CPC-LA	55California Pacific Charter - Los Angele
	1/3/2025	ALPH000Alpha Vision, Inc.	101371606	181.92	- Google Drive Back-Up Monthly January 2025	55California Pacific Charter - Los Angele
	1/3/2025	REBE001Rebecca Ockev	20137003455	26.40	Buttons Postage - Ockey, Rebecca	55California Pacific Charter - Los Angele
	1/3/2025	DELA000De Lage Landen Financial S	20137003449	206.88	Copier Lease Monthly - January 2025	55California Pacific Charter - Los Angel
	1/3/2025	AMAZ000Amazon	20137003448	8.25	Office Supplies for Jill Tanner	55California Pacific Charter - Los Angel
	1/3/2025	AMAZ000Amazon	20137003447	3.58	Supplies for Office	55California Pacific Charter - Los Angele
	1/6/2025	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	0063287345TC 0063287345TC	58.71 2,703.36	Office Space DOE - January 2025 Office Space Rent - January 2025	55California Pacific Charter - Los Angel 55California Pacific Charter - Los Angel
	1/6/2025	WORL000Worldwide Express	101371607	282.35	Shipping for CPC-LA	55California Pacific Charter - Los Angel
	1/9/2025	HATC000Hatch & Cesario, Attorneys	20137003462	952.56	Legal Services for November 2024	55California Pacific Charter - Los Angel
	1/9/2025	PROC000Procopio, Cory, Hargreaves	20137003460	930.81	Legal Services for November 2024	55California Pacific Charter - Los Angel
	1/10/2025	CHAR001Charter Impact	101371610	3,105.00	STRS Audit Project SEW Review	55California Pacific Charter - Los Angel
	1/10/2025	CULL001Culligan	101371611	32.14	Water Cooler Rental Monthly - January 2025	55California Pacific Charter - Los Angel
	1/10/2025	WORL000Worldwide Express	101371609	16.93	Shipping for CPC-LA	55California Pacific Charter - Los Angele
	1/10/2025	AMAZ000Amazon	20137003464	6.50	Supplies for Office	55California Pacific Charter - Los Angele
	1/10/2025	AMAZ000Amazon	20137003465	6.50	Supplies for Office	55California Pacific Charter - Los Angel
	1/13/2025	LIZP001Liz Palermo	101371613	81.18	Postage for lanyards	55California Pacific Charter - Los Angele
	1/13/2025	KIWI000KiwiCo, Inc.	20137003468	327.10	Kits for CPC-LA	55California Pacific Charter - Los Angel
	1/13/2025	WORL000Worldwide Express	101371612	46.66	Shipping for CPC-LA	55California Pacific Charter - Los Angel
	1/14/2025	NYSI000NYSIF Disability Benefits	0144821904TC	317.76	Disability Benefits 2/5/25 - 2/5/26	55California Pacific Charter - Los Angel

The Ub 1/14/2025 ROMY001Romy Fay-Mason 20137003472 51.70 Mason, Romy - Miseae & Toll 55-California Pacific Charter - Los 1/14/2025 WEND001Wendy Waters Barton 20137003473 5:55 Paul Flewin Quarles Employment Law 55-California Pacific Charter - Los 1/17/2025 JENN001Jennifer Byus 101371617 64.32 Myus, Jennifer - CIE Conference 55-California Pacific Charter - Los 1/17/2025 JENN001Jennifer Byus 101371617 64.32 Myus, Jennifer - CIE Conference 55-California Pacific Charter - Los 1/17/2025 ANCH000Anchor Counseling & Educa 101371616 3,013.75 BIS Services November and December 2024 55-California Pacific Charter - Los 1/21/2025 TSWT000TSW Therapy, Inc. 20137003477 1,120.00 OT and ST Services December 205-California Pacific Charter - Los 1/21/2025 TANY001Tanya Rogers 20137003476 11.28 BOD 11/13/24 Board Meeting 55-California Pacific Charter - Los 1/21/2025 JAS0000Disky Carlos 20137003476 11.28 BOD 12/09/24 Board Meeting 55-California Pacific Charter - Los 1/22/2025 PA	Company name: Report name: Created on:	California Pa Check regist 2/4/2025	cific Charter - Los Angeles	- -		Agenda - Tuesday February 11, 2025 at 5	
HASE 1781 - Chame Account no: 509911781 School 20137003471 S70.72 Annual Subscriptions 24/25 School Year, True to SS-California Pacific Charter - Los True to 1/14/2025 SCH0000 - School Pethways, LLC 20137003472 S1.70 Mason, Romy - Milasea & Toll SS-California Pacific Charter - Los True to 1/14/2025 ROMY001 - Romy Fax-Mason 20137003473 S.95 Paul Petho Quartes Employment Last Undate Waters Barton, Windy - Milasea SS-California Pacific Charter - Los SS-California Pacific Charter - Los DS-California Pacific Charter - Los DENN001 - Jennifer Byus 101371617 64.32 Puus Jamiter - SR Stadium Field Tin SS-California Pacific Charter - Los DENN001 - Jennifer Byus 101371617 46.00 Puus Jamiter - SR Stadium Field Tin SS-California Pacific Charter - Los DENN001 - Jennifer Byus 5S-California Pacific Charter - Los DS-California Pacific Charter - Los DENN001 - Jennifer Byus 5S-California Pacific Charter - Los DS-California Pacific Charter - Los DS-California Pacific Charter - Los DS-California Pacific Charter - Los DS-California Pacific Charter - Los DENN001 - Jennifer Byus SS-California Pacific Charter - Los DS-California Pacific Charter - Los DS-C			-				
Inter Main1/14/202SC40000-School Pathways, LLC20137003471870.2Annual Subscriptions 24/25 School yathwaysSc-aliforma Pacific Charter - Los1/14/202MOM01-Romy For-Mason2013700347251.70Mason, Romy Milease TotoSc-aliformia Pacific Charter - Los1/14/2025MEND01-Wendy Waters Barton2013700347251.70Mason, Romy Milease TotoSc-aliformia Pacific Charter - Los1/14/2025MEND01-Wendy Waters Barton10137161764.33Byss, Jennifer - CT ConversenceSc-Califormia Pacific Charter - Los1/17/202AN1000-Anchor Counseling & Cdu013716170.01.37BIS Services November and DescenceSc-Califormia Pacific Charter - Los1/17/202MN000-TiTory Therapoy, Inc.201370034721.12.00OT and ST Services Descenter 20Sc-Califormia Pacific Charter - Los1/17/202MN000-Tanya Rogers2013700347611.28B0D 11/13/24 Board MeetingSc-Califormia Pacific Charter - Los1/12/202NS000-Jeson D. McFaul2013700347611.28BOD 11/13/24 Board MeetingSc-Califormia Pacific Charter - Los1/12/202NAT000-Fartners in Special Educeti10171620110.28BOD 11/13/24 Board MeetingSc-Califormia Pacific Charter - Los1/12/202NAT000-Fartners in Special Educeti10171620110.28BOD 11/13/24 Board MeetingSc-Califormia Pacific Charter - Los1/12/202NAT000-Fartners in Special Educeti101371637110.28BOD 11/13/24 Board MeetingSc-Califormia Pacific Charter - Los1/12/1202NAT000-Fartners in Special Educeti10				Document no.	Amount applied	Memo	Location
1/14/2025 ROMY001Romy Fay-Mason 20137003472 51.70 Mason, Romy - Mileaee & Toils 55-California Pacfic Charter - Los 1/14/2025 WEND001Wendy Waters Barton 20137003473 5.95 Junifer Engloyment Law 55-California Pacfic Charter - Los 1/17/2025 JENN001Jennifer Byus 101371617 64.32 Byus, Jennifer - CIE Conference 55-California Pacfic Charter - Los 1/17/2025 ANCH000Anchor Counseling & Educa 101371616 3,013.75 BIS Services November and December 55-California Pacfic Charter - Los 1/17/2025 TAMY001Tamya Rogers 20137003477 1,120.00 OT and ST Services December 2024 55-California Pacfic Charter - Los 1/21/2025 TAMY001Tamya Rogers 20137003476 11.28 BOD 11/13/24 Board Meeting for Lason 55-California Pacfic Charter - Los 1/21/2025 TAMY001Partners in Special Educatio 101371620 180.00 Starter - Los 55-California Pacfic Charter - Los 1/21/2025 TAMY001Tamya Rogers 20137003476 11.28 BOD 11/13/24 Board Meeting for Lason 55-California Pacfic Charter - Los 1/21/2025 ANATOMOPartners In Special Educatio 101371620 <td></td> <td></td> <td></td> <td>20137003471</td> <td>870.72</td> <td>-</td> <td>55California Pacific Charter - Los Angele</td>				20137003471	870.72	-	55California Pacific Charter - Los Angele
Update Waters Barton, Wendy - Mileage L/17/2025 JENN001Jennifer Byus 101371617 64.32 Byus, Jennifer - CTE Conference Mileage - 1/20 - 1/20 - 2012024 55California Pacific Charter - Los 55California Pacific Charter - Los 55California Pacific Charter - Los 54-California Pacific Charter - Los 55-California Pacific Charter - Los 56-California Pacific Charter - Los 56-California Pacific Charter - Los 56-California Pacific Charter - Los 51/22/2025 1/22/2025 MAZ000Amazon 20137003479 12.9 Corwin Professional Development Bool 57-California Pacific Charter - Los 51/23/2025 55-California Pacific Charter - Los 51/23/2025 1/2		1/14/2025	ROMY001Romy Fay-Mason	20137003472	51.70		55California Pacific Charter - Los Angele
JENN001 Jennifer Byus 101371617 46.90 Byus, Jennifer - Soft Stadium / J2220224 55California Pacific Charter - Los 1/17/2025 ANCH000 Anchor Counseling & Educa 101371616 3,013.75 BIS Services November and December 2024 55California Pacific Charter - Los 1/21/2025 TSWT000 TSW Therapy, Inc. 20137003477 1,120.00 OT and ST Services December 2024 55California Pacific Charter - Los 25California Pacific Charter - Los Robots 1/21/2025 TANY001 Tanya Rogers 20137003476 11.28 BOD 11/13/24 Board Meeting for Tanya BOD 12/09/24 Board Meeting for Tanya Robots 55California Pacific Charter - Los Robots 55California Pacific Charter - Los Robots <td></td> <td>1/14/2025</td> <td>WEND001Wendy Waters Barton</td> <td>20137003473</td> <td>5.95</td> <td></td> <td>55California Pacific Charter - Los Angel</td>		1/14/2025	WEND001Wendy Waters Barton	20137003473	5.95		55California Pacific Charter - Los Angel
JENN001Jennifer Byus 1013716.17 46.90 Byus, Jennifer - Soft Stadium Field Trip 55California Pacific Charter - Los 1/1/1/2025 ANCH000Anchor Counseling & Educa 101371616 3,013.75 BIS Services November and December 2024 55California Pacific Charter - Los 1/21/2025 TSWT000TSW Therapy, Inc. 20137003477 1,120.00 OT and ST Services December 2024 55California Pacific Charter - Los 1/21/2025 TANY001Tanya Rogers 20137003476 11.28 BOD 11/13/24 Board Meeting for Tanya 55California Pacific Charter - Los 1/21/2025 JAS0000Jasiv Carios 20137003476 11.28 BOD 11/13/24 Board Meeting for Tanya 55California Pacific Charter - Los 1/21/2025 JAS0000Jasiv Carios 20137003475 6.10 BOD 12/09/24 Board Meeting for Tanya 55California Pacific Charter - Los 1/22/2025 VORL000Worldwide Express 101371619 234.61 Shipping for CPC-LA 55California Pacific Charter - Los 1/22/2025 VMRL000Amazon 20137003479 12.79 Corwin Professional Development book for Firn Rineberg 55California Pacific Charter - Los 1/22/2025 VMRL000Worldwide Express		1/17/2025	JENN001Jennifer Byus	101371617	64.32		55California Pacific Charter - Los Angele
1/21/2025 TSWT000TSW Therapy, Inc. 20137003477 1,120.00 OT and ST Services December 2024 55California Pacific Charter - Los 1/21/2025 TANY001Tanya Rogers 20137003474 27.25 BOD 12/09/24 Board Meeting for Tanya S5California Pacific Charter - Los 1/21/2025 DAIS002Daisy Carlos 20137003476 11.28 BOD 11/13/24 Board Meeting S5California Pacific Charter - Los 1/21/2025 DAIS000Jason D. McFaul 20137003476 11.28 BOD 12/09/24 Board Meeting for Jason S5California Pacific Charter - Los 1/21/2025 PART000Partners in Special Educatio 101371620 180.00 SpEd Services November 2024 S5California Pacific Charter - Los 1/22/2025 PART000Partners in Special Educatio 101371620 180.00 SpEd Services November 2024 S5California Pacific Charter - Los 1/22/2025 AMA2000Amazon 20137003479 12.79 Corwin Professional Development Book S5California Pacific Charter - Los 1/23/2025 JAS0000Jason D. McFaul 156208969 200.00 January Dir. Eval. Comm. 2025 Board S5California Pacific Charter - Los 1/23/2025 WILL000William J Howard Jr. <td></td> <td></td> <td>JENN001Jennifer Byus</td> <td>101371617</td> <td>46.90</td> <td></td> <td>55California Pacific Charter - Los Angele</td>			JENN001Jennifer Byus	101371617	46.90		55California Pacific Charter - Los Angele
1/21/2025 TANY001Tanya Rogers 20137003474 27.25 BOD 12/09/24 Board Meeting for Tanya Rogers 55California Pacific Charter - Los Rogers 1/21/2025 DAIS002Daisy Carlos 20137003476 11.28 BOD 11/13/24 Board Meeting 55California Pacific Charter - Los S5California Pacific Charter - Los McFaul 55California Pacific Charter - Los S5California Pacific Charter - Los S5California Pacific Charter - Los McFaul 55California Pacific Charter - Los S5California Pacific Charter - Los McFaul 55California Pacific Charter - Los S5California Pacific Charter - Los McFaul 55California Pacific Charter - Los S5California Pacific Charter - Los S5California Pacific Charter - Los McFaul 55California Pacific Charter - Los S5California Pacific Charter - Los S55California Pacific Charter - Los S12/2/2025 55California Pacific Charter - Los S5California Pacific Charter - Los S12/2/2025 1/23/2025 JASO000Jason D. McFaul 156213811 150.00 January Dir. Eval. Comm. 2025 Board S11/201/201/201/201/201/201/201/201/201/2		1/17/2025	ANCH000Anchor Counseling & Educa	101371616	3,013.75		55California Pacific Charter - Los Angel
Roders 1/21/2025 DAIS002Daisy Carlos 20137003476 11.28 BDD 11/13/24 Board Meeting 55California Pacific Charter - Los 1/21/2025 JAS0000Jason D. McFaul 20137003475 6.10 BOD 12/09/24 Board Meeting for Jason 55California Pacific Charter - Los 1/21/2025 JAS0000Jason D. McFaul 20137003475 6.10 BOD 12/09/24 Board Meeting for Jason 55California Pacific Charter - Los 1/22/2025 PART000Partners in Special Educatio 101371620 180.00 SpEd Services November 2024 55California Pacific Charter - Los 1/22/2025 WORL000Worldwide Express 101371619 234.61 Shipping for CPC-LA 55California Pacific Charter - Los 1/22/2025 JAS0000Jason D, McFaul 1156213290 150.00 January Dir. Eval. Comm. 2025 Board 55California Pacific Charter - Los 1/23/2025 JAS0000Jason D, McFaul 156213811 150.00 January 2025 Board Stipends - JM 55California Pacific Charter - Los 1/23/2025 WILL000William J Howard Jr. 1156213811 150.00 January 2025 Board Stipends - JM 55California Pacific Charter - Los 1/23/2025 WI		1/21/2025	TSWT000TSW Therapy, Inc.	20137003477	1,120.00	OT and ST Services December 2024	55California Pacific Charter - Los Angel
DAIS002Daisy Carlos2013700347611.28BOD 12/9/24 Board Meeting for Jason McFaul55California Pacific Charter - Los McFaul1/21/2025JAS0000Jason D. McFaul201370034756.10BOD 12/09/24 Board Meeting for Jason McFaul55California Pacific Charter - Los McFaul1/22/2025PART000Partners in Special Educatio101371620180.00SpEd Services November 202455California Pacific Charter - Los McFaul1/22/2025WORL000Worldwide Express101371619234.61Shipping for CP-LA55California Pacific Charter - Los Sciendia Pacific Charter - Los1/22/2025MAZ000Amazon2013700347912.79Corwin Professional Development Book Stiends - JM55California Pacific Charter - Los Stiends - JM1/23/2025JAS0000Jason D. McFaul1156213290150.00January Dir. Eval. Comm. 2025 Board Stiends - JM55California Pacific Charter - Los Stiends - JM1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - JM55California Pacific Charter - Los Stipends - WH1/23/2025KELL000Kelly Wyle1156208952200.00January 2025 Board Stipends - KH55California Pacific Charter - Los Stipends - WH1/23/2025KELL000Kelly Wyle1156208963200.00January 2025 Board Stipends - KH55California Pacific Charter - Los Stipends - WH1/23/2025KELL000Kelly Wyle1156208961200.00January 2025 Board Stipends - KH55California Pacific Charter - Los Stipends - KH1/23/2025KELL000Kelly W		1/21/2025	TANY001Tanya Rogers	20137003474	27.25		55California Pacific Charter - Los Angel
McFaul McFaul 1/22/2025 PART000Partners in Special Educatio 101371620 180.00 SpEd Services November 2024 55california Pacific Charter - Los 1/22/2025 WORL000Worldwide Express 101371619 234.61 Shipping for CPC-LA 55california Pacific Charter - Los 1/22/2025 AMA2000Amazon 2013703479 12.79 Corwin Professional Development Book for Erin Rinebera 55california Pacific Charter - Los 1/23/2025 JAS0000Jason D. McFaul 1156213290 150.00 January Dir. Eval. Comm. 2025 Board Stipends - JM 55california Pacific Charter - Los 1/23/2025 JAS0000William J Howard Jr. 1156208969 200.00 January Dir. Eval. Comm. 2025 Board Stipends - JM 55california Pacific Charter - Los 1/23/2025 WILL000William J Howard Jr. 1156208952 200.00 January Dir. Eval. Comm. 2025 Board Stipends - WH 55california Pacific Charter - Los 1/23/2025 TANY001Tanya Rogers 1156208971 200.00 January 2025 Board Stipends - WH 55california Pacific Charter - Los 1/23/2025 SHIR000Shirley Peterson 1156208971 200.00 January 2025 Board Stipends - FK 55califor		1/21/2025					55California Pacific Charter - Los Angel 55California Pacific Charter - Los Angel
1/22/2025WORL000Worldwide Express101371619234.61Shipping for CPC-LA55California Pacific Charter - Los1/22/2025AMAZ000Amazon2013700347912.79Corwin Professional Development Book for Erin Rinebeat for Erin Rinebeat Stipends - JM55California Pacific Charter - Los1/23/2025JAS0000Jason D. McFaul1156213290150.00January Dir. Eval. Comm. 2025 Board Stipends - JM55California Pacific Charter - Los1/23/2025JAS0000Jason D. McFaul156208969200.00January Dir. Eval. Comm. 2025 Board Stipends - JM55California Pacific Charter - Los1/23/2025WILL000William J Howard Jr.1156213811150.00January Dir. Eval. Comm. 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025KELL000Shirley Peterson1156208931200.00January 2025 Board Stipends - SW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208932200.00January 2025 Board Stipends - SW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208933200.00January 2025 Board Stipends - SW55California Pacific Charter - Los1/24/2025SHIR000Shirley Peterson115620893200.00January 2025 Board Stipends -		1/21/2025	JASO000Jason D. McFaul	20137003475	6.10		55California Pacific Charter - Los Angele
1/22/2025AMAZ000Amazon2013700347912.79Corwin Professional Development Book for Erin Rinebera55California Pacific Charter - Los Stipends - JM1/23/2025JAS0000Jason D. McFaul1156213290150.00January Dir. Eval. Comm. 2025 Board Stipends - JM55California Pacific Charter - Los Stipends - JM1/23/2025JAS0000Jason D. McFaul156208969200.00January Dir. Eval. Comm. 2025 Board Stipends - JM55California Pacific Charter - Los Stipends - JM1/23/2025WILL000William J Howard Jr.1156208952200.00January Dir. Eval. Comm. 2025 Board Stipends - WH55California Pacific Charter - Los Stipends - WH1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los Stipends - WH1/23/2025TANY001Tanya Rogers1156208912200.00January 2025 Board Stipends - KH55California Pacific Charter - Los Sti-California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208913200.00January 2025 Board Stipends - SF55California Pacific Charter - Los Sti-California Pacific Charter - Los New Office1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SF55California Pacific Charter - Los New Office1/24/2025PENN01Penn Corporate Relocation1159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los New Office1/28/2025OXFO000Oxford Consulting Services201370034851.		1/22/2025	PART000Partners in Special Educatio	101371620	180.00	SpEd Services November 2024	55California Pacific Charter - Los Angele
Interpret1/23/2025JASO000Jason D. McFaul1156213290150.00January Dir. Eval. Comm. 2025 Board Stipends - JM55California Pacific Charter - Los Stipends - JM1/23/2025JASO000Jason D. McFaul156208969200.00January 2025 Board Stipends - JM55California Pacific Charter - Los Stipends - WH1/23/2025WILL000William J Howard Jr.1156213811150.00January Dir. Eval. Comm. 2025 Board Stipends - WH55California Pacific Charter - Los Stipends - WH1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los Stipends - WH1/23/2025TANY001Tanya Rogers1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR001Penn Corporate Relocation11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los New Office1/28/2025OXFO000Oxford Consulting Services201370034851,187.50BCBA Services December 202455California Pacific Charter - Los Ser-California Pacific Charter - Los New Office		1/22/2025	WORL000Worldwide Express	101371619	234.61	Shipping for CPC-LA	55California Pacific Charter - Los Angel
Stipends - JM1/23/2025JASO000Jason D. McFaul156208969200.00January 2025 Board Stipends - JM55California Pacific Charter - Los1/23/2025WILL000William J Howard Jr.1156213811150.00January Dir. Eval. Comm. 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025TANY001Tanya Rogers1156208972200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation :1159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los1/28/2025OXFO000Oxford Consulting Services201370034851,187.50BCBA Services December 202455California Pacific Charter - Los		1/22/2025	AMAZ000Amazon	20137003479	12.79	•	55California Pacific Charter - Los Angel
1/23/2025WILL000William J Howard Jr.1156213811150.00January Dir. Eval. Comm. 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025TANY001Tanya Rogers1156208946200.00January 2025 Board Stipends - TR55California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation :11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los1/28/2025OXFO000Oxford Consulting Services201370034851,187.50BCBA Services December 202455California Pacific Charter - Los		1/23/2025	JASO000Jason D. McFaul	1156213290	150.00		55California Pacific Charter - Los Angel
Stipends - WH1/23/2025WILL000William J Howard Jr.1156208952200.00January 2025 Board Stipends - WH55California Pacific Charter - Los1/23/2025TANY001Tanya Rogers1156208946200.00January 2025 Board Stipends - TR55California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation:11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los1/28/2025OXFO000Oxford Consulting Services.201370034851,187.50BCBA Services December 202455California Pacific Charter - Los		1/23/2025	JASO000Jason D. McFaul	156208969	200.00	January 2025 Board Stipends - JM	55California Pacific Charter - Los Angel
1/23/2025TANY001Tanya Rogers1156208946200.00January 2025 Board Stipends - TR55California Pacific Charter - Los1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation :11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los1/28/2025OXFO000Oxford Consulting Services201370034851,187.50BCBA Services December 202455California Pacific Charter - Los		1/23/2025	WILL000William J Howard Jr.	1156213811	150.00	-	55California Pacific Charter - Los Angel
1/23/2025KELL000Kelly Wylie1156208971200.00January 2025 Board Stipends - KW55California Pacific Charter - Los1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation :11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los1/28/2025OXFO000Oxford Consulting Services.201370034851,187.50BCBA Services December 202455California Pacific Charter - Los		1/23/2025	WILL000William J Howard Jr.	1156208952	200.00	January 2025 Board Stipends - WH	55California Pacific Charter - Los Angel
1/23/2025SHIR000Shirley Peterson1156208983200.00January 2025 Board Stipends - SP55California Pacific Charter - Los1/24/2025PENN001Penn Corporate Relocation11159706525889.4550% Deposit for Moving services to New Office55California Pacific Charter - Los New Office1/28/2025OXFO000Oxford Consulting Services201370034851,187.50BCBA Services December 202455California Pacific Charter - Los New Office		1/23/2025	TANY001Tanya Rogers	1156208946	200.00	January 2025 Board Stipends - TR	55California Pacific Charter - Los Angelo
1/24/2025 PENN001Penn Corporate Relocation 11159706525 889.45 50% Deposit for Moving services to 55California Pacific Charter - Los New Office 1/28/2025 OXFO000Oxford Consulting Services, 20137003485 1,187.50 BCBA Services December 2024 55California Pacific Charter - Los							55California Pacific Charter - Los Angel
New Office 1/28/2025 OXFO000Oxford Consulting Services 20137003485 1,187.50 BCBA Services December 2024 55California Pacific Charter - Los			·				55California Pacific Charter - Los Angel
		1/24/2025	PENN001Penn Corporate Relocation :	11159706525	889.45		55California Pacific Charter - Los Angel
		1/28/2025			1,187.50 1,545.00		55California Pacific Charter - Los Angel 55California Pacific Charter - Los Angel

Company name: Report name: Created on: Location:	Check registe 2/4/2025	cific Charter - Los Angeles	ular Meeting of the	Board of Directors - /	Agenda - Tuesday February 11, 2025 at 5:	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase	Account no	: 505911781				
Bank - Main	1/28/2025	EECS000Effectual Educational Consu	20137003484	2,682.00	VT, Nurse, APE and OT Services December	55California Pacific Charter - Los Angeles
	1/28/2025	WORL000Worldwide Express	101371624	912.34	Shipping for CPC-LA	55California Pacific Charter - Los Angeles
	1/28/2025	EXTR001Extra Storage Newport Mes	101371623	252.00	Offsite Storage Fees Monthly - February 2025	55California Pacific Charter - Los Angele
	1/28/2025	CCSA001California Charter Schools /	20137003487	150.03	CCSA Conference March 2025 Sacramento Registration for Christine Feher	55California Pacific Charter - Los Angele
	1/28/2025	DELA000De Lage Landen Financial S	20137003489	206.88	Copier Lease Monthly - February 2025	55California Pacific Charter - Los Angele
	1/28/2025	UKG0001UKG	20137003486	190.06	Usage Overage Fee December 2024	55California Pacific Charter - Los Angele
	1/28/2025	ECCI000ECC Imaging LLC	101371621	118.92	Copier Overages Monthly - January 2025	55California Pacific Charter - Los Angele
	1/28/2025	ECCI000ECC Imaging LLC	101371622	46.51	Copier Overages Monthly - December 2024	55California Pacific Charter - Los Angele
	1/28/2025	WILL000William J Howard Jr.	20137003488	6.98	MIleage for Board Meeting 1/14/25 for William Howard	55California Pacific Charter - Los Angele
		WILL000William J Howard Jr.	20137003488	1.94	Dinner for Board Meeting 1/14/25 for William Howard	55California Pacific Charter - Los Angele
	1/30/2025	CHAR001Charter Impact	101371626	1,260.00	Payroll & Retirement Services Monthly - January 2025	55California Pacific Charter - Los Angele
	1/30/2025	SHAN000Shannon Green SHAN000Shannon Green SHAN000Shannon Green	20137003490 20137003490 20137003490	19.08 11.37 22.56	GREEN, SHANNON - TB Test mileage GREEN, SHANNON - Lunch and Learn GREEN, SHANNON - TB Test	55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele 55California Pacific Charter - Los Angele
Total for CHASE 1781				\$ 38,540.13	-	

Company name: Report name: Created on:		California Pacific Charter Schools - Regular ific Charter - San Diego r		ia di Directors - Al	yenua - Tuesuay February TT, 2020 al 0.l	
ocation:		Pacific Charter - San Diego	D	A	Mama	1
Bank CHASE 1781 - Chase	Date Account no:	Vendor 505911781	Document no.	Amount applied	Memo	Location
Bank - Main	1/3/2025	ANTH001Anthem	0030284457TC	54,130.24	Medical Premiums Monthly - January 2025	44California Pacific Charter - San Dieg
	1/3/2025	MISTY01Get Psyched LLC (Misty Bon	20137003454	2,537.50	SpEd Assessments December 2024	44California Pacific Charter - San Died
	1/3/2025	UKG0001UKG	20137003453	2,000.63	Payroll Processing Fees Qtrly Jan-Mar 2025	44California Pacific Charter - San Die
		UKG0001UKG	20137003453	73.35	Usage Overage Fees November 2023	44California Pacific Charter - San Die
	1/3/2025	PRO0001Professional Tutors of Amer PRO0001Professional Tutors of Amer	101371605 101371605	498.75 3,780.00	SpEd Tutoring November 2024 SpEd Tutoring November 2024	44California Pacific Charter - San Die 44California Pacific Charter - San Die
	1/3/2025	CHAR001Charter Impact	101371602	840.00	Payroll & Retirement Services Monthly - December 2024	44California Pacific Charter - San Die
	1/3/2025	RING000RingCentral	20137003456	838.39	Phone Bill Monthly - December 2024	44California Pacific Charter - San Die
	1/3/2025	ALLS001All Systems Go Veterinary S	101371603	720.34	Marketing Monthly - January 2025	44California Pacific Charter - San Die
	1/3/2025	EECS000Effectual Educational Consu	20137003451	990.75	SpEd Services November 2024	44California Pacific Charter - San Die
	1/3/2025	WORL000Worldwide Express	101371604	195.79	Shipping for CPC-SD	44California Pacific Charter - San Die
	1/3/2025	ALPH000Alpha Vision, Inc.	101371606	121.28	Google Drive Back-Up Monthly - Januarv 2025	44California Pacific Charter - San Die
	1/3/2025	REBE001Rebecca Ockey	20137003455	17.60	Buttons Postage - Ockey, Rebecca	44California Pacific Charter - San Die
	1/3/2025	DELA000De Lage Landen Financial S	20137003449	137.93	Copier Lease Monthly - January 2025	44California Pacific Charter - San Die
	1/3/2025	AMAZ000Amazon	20137003448	5.50	Office Supplies for Jill Tanner	44California Pacific Charter - San Die
	1/3/2025	AMAZ000Amazon	20137003447	2.39	Supplies for Office	44California Pacific Charter - San Die
	1/3/2025	CORW001Corwin Press, Inc.	20137003446	299.00	Corwin PD Accelerating Learning through Coaching Virtual Institute Reaistration for Lisa Martinez	44California Pacific Charter - San Die
	1/3/2025	CORW001Corwin Press, Inc.	20137003445	299.00	Corwin PD Visible Learning Feedback Virtual Institute Registration for Kathryn Sutton	44California Pacific Charter - San Die
	1/6/2025	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	0063287345TC 0063287345TC	1,802.24 39.15	Office Space Rent - January 2025 Office Space DOE - January 2025	44California Pacific Charter - San Die 44California Pacific Charter - San Die
	1/6/2025	WORL000Worldwide Express	101371607	122.34	Shipping for CPC-SD	44California Pacific Charter - San Die
	1/7/2025	STAP001Staples Technology Solutior	20137003459	1,280.00	Google Licenses for Lenovo 100E Chromebook G4 for Students	44California Pacific Charter - San Die
	1/8/2025	ASTA001ASTA-USA TRANSLATION S	101371608	1,360.72	Translation Services November 2024	44California Pacific Charter - San Die

Company name: Report name: Created on:	California Paci Check register 2/4/2025		Meeting of the Boa	rd of Directors - A	genda - Tuesday February 11, 2025 at 5:0	00 PM
Location: Bank	Date	Pacific Charter - San Diego Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase	Account no:		bocument nor	Anount applied		Location
Bank - Main	1/9/2025	HATC000Hatch & Cesario, Attorneys	20137003463	5,881.50	Legal Services for November 2024	44California Pacific Charter - San Diec
	1/9/2025	HATC000Hatch & Cesario, Attorneys	20137003462	635.04	Legal Services for November 2024	44California Pacific Charter - San Diec
	1/9/2025	PROC000Procopio, Cory, Hargreaves	20137003460	620.54	Legal Services for November 2024	44California Pacific Charter - San Diec
	1/9/2025	HATC000Hatch & Cesario, Attornevs	20137003461	637.50	Legal Services for November 2024	44California Pacific Charter - San Died
	1/10/2025	STAP001Staples Technology Solutior	20137003466	15,679.46	Microsoft Surface Laptops for Staff	44California Pacific Charter - San Died
	1/10/2025	CULL001Culligan	101371611	21.42	Water Cooler Rental Monthly - January 2025	44California Pacific Charter - San Die
	1/10/2025	WORL000Worldwide Express	101371609	17.33	Shipping for CPC-SD	44California Pacific Charter - San Die
	1/10/2025	AMAZ000Amazon	20137003464	4.33	Supplies for Office	44California Pacific Charter - San Die
	1/10/2025	AMAZ000Amazon	20137003465	4.33	Supplies for Office	44California Pacific Charter - San Die
	1/13/2025	LIZP001Liz Palermo	101371613	54.12	Postage for lanyards	44California Pacific Charter - San Die
	1/13/2025	KIWI000KiwiCo, Inc.	20137003468	218.06	Kits for CPC-SD	44California Pacific Charter - San Die
	1/13/2025	WORL000Worldwide Express	101371612	32.75	Shipping for CPC-SD	44California Pacific Charter - San Die
	1/14/2025	NYSI000NYSIF Disability Benefits	0144821904TC	211.84	Disability Benefits 2/5/25 - 2/5/26	44California Pacific Charter - San Die
	1/14/2025	SCHO000School Pathways, LLC	20137003470	410.57	Annual Subscriptions 24/25 School Year True Up	44California Pacific Charter - San Die
	1/14/2025	ROMY001Romy Fay-Mason	20137003472	34.47	Mason, Romy - Mileage & Tolls	44California Pacific Charter - San Die
	1/14/2025	WEND001Wendy Waters Barton	20137003473	3.97	Paul Plevin Quarles Employment Law Update Waters Barton, Wendy - Mileage	44California Pacific Charter - San Die
	1/15/2025	BERK000Berkshire Hathaway	0154194813TC	5,995.86	Worker's Comp December 2024	44California Pacific Charter - San Die
	1/17/2025	JENN001Jennifer Byus	101371617	19.16	Byus, Jennifer - Sofi Stadium Field Trip	44California Pacific Charter - San Die
		JENN001Jennifer Byus	101371617	42.88	Byus, Jennifer - CTE Conference Mileage - 11/20 - 11/22/2024	44California Pacific Charter - San Die
	1/17/2025	SPEC000Specialized Therapy Service	101371618	108.75	Vision Therapy November 2024	44California Pacific Charter - San Die
	1/17/2025	CHAR002Charters Choice Educationa	101371615	250.00	Interpreting Services December 2024	44California Pacific Charter - San Die
	1/21/2025	TANY001Tanya Rogers	20137003474	27.25	BOD 12/09/24 Board Meeting for Tanya Rogers	44California Pacific Charter - San Die
	1/21/2025	DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003476 20137003476	11.28 11.28	BOD 11/13/24 Board Meeting BOD 12/9/24 Board Meeting	44California Pacific Charter - San Die 44California Pacific Charter - San Die

Company name: Report name: Created on:		California Pacific Charter Schools - Regular fic Charter - San Diego	Meeting of the Boa	rd of Directors - A	genda - Tuesday February 11, 2025 at 5:0	0 PM
Location:	44California	Pacific Charter - San Diego				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no: !	505911781				
	1/21/2025	JASO000Jason D. McFaul	20137003475	6.09	BOD 12/09/24 Board Meeting for Jason McFaul	44California Pacific Charter - San Diego
	1/22/2025	PART000Partners in Special Educatio	101371620	300.00	SpEd Services November 2024	44California Pacific Charter - San Diego
	1/22/2025	WORL000Worldwide Express	101371619	234.35	Shipping for CPC-SD	44California Pacific Charter - San Diego
	1/22/2025	AMAZ000Amazon	20137003479	12.78	Corwin Professional Development Book for Erin Rineberg	44California Pacific Charter - San Diego
	1/23/2025	JASO000Jason D. McFaul	1156213290	150.00	January Dir. Eval. Comm. 2025 Board Stipends - JM	44California Pacific Charter - San Diego
	1/23/2025	JASO000Jason D. McFaul	156208969	200.00	January 2025 Board Stipends - JM	44California Pacific Charter - San Diego
	1/23/2025	WILL000William J Howard Jr.	1156213811	150.00	January Dir. Eval. Comm. 2025 Board Stipends - WH	44California Pacific Charter - San Diego
	1/23/2025	WILL000William J Howard Jr.	1156208952	200.00	January 2025 Board Stipends - WH	44California Pacific Charter - San Diego
	1/23/2025	TANY001Tanya Rogers	1156208946	200.00	January 2025 Board Stipends - TR	44California Pacific Charter - San Diego
	1/23/2025	KELL000Kelly Wylie	1156208971	200.00	January 2025 Board Stipends - KW	44California Pacific Charter - San Diego
	1/23/2025	SHIR000Shirley Peterson	1156208983	200.00	January 2025 Board Stipends - SP	44California Pacific Charter - San Diego
	1/24/2025	KAIS001Kaiser	0247103840TC	28,419.76	Medical Premiums Monthly - February 2025	44California Pacific Charter - San Diego
	1/24/2025	PENN001Penn Corporate Relocation	11159706525	592.97	50% Deposit for Moving services to New Office	44California Pacific Charter - San Diego
	1/28/2025	WORL000Worldwide Express	101371624	568.01	Shipping for CPC-SD	44California Pacific Charter - San Diego
	1/28/2025	OXFO000Oxford Consulting Services,	20137003480	908.28	ST and OT Services December 2024	44California Pacific Charter - San Diego
	1/28/2025	EECS000Effectual Educational Consu	20137003483	691.75	Nurse, OT and VT Services December 2024	44California Pacific Charter - San Diego
	1/28/2025	EXTR001Extra Storage Newport Mes	101371623	168.00	Offsite Storage Fees Monthly - February 2025	44California Pacific Charter - San Diego
	1/28/2025	CCSA001California Charter Schools A	20137003487	149.98	CCSA Conference March 2025 Sacramento Registration for Christine Feher	44California Pacific Charter - San Diego
	1/28/2025	DELA000De Lage Landen Financial S	20137003489	137.93	Copier Lease Monthly - February 2025	44California Pacific Charter - San Diego
	1/28/2025	UKG0001UKG	20137003486	126.71	Usage Overage Fee December 2024	44California Pacific Charter - San Diego

Company name:		alifornia Pacific Charter Schools - Regular ic Charter - San Diego	Meeting of the Bo	oard of Directors - A	genda - Tuesday February 11, 2025 at 5:0	00 PM
Report name:	Check register	ic charter San Diego				
Created on:	2/4/2025					
Location:		Pacific Charter - San Diego				
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	Account no: 5	505911781				
	1/28/2025	ECCI000ECC Imaging LLC	101371621	79.28	Copier Overages Monthly - January 2025	44California Pacific Charter - San Diego
	1/28/2025	ECCI000ECC Imaging LLC	101371622	31.01	Copier Overages Monthly - December 2024	44California Pacific Charter - San Diego
	1/28/2025	WILL000William J Howard Jr.	20137003488	1.93	Dinner for Board Meeting 1/14/25 for William Howard	44California Pacific Charter - San Diego
		WILL000William J Howard Jr.	20137003488	6.97	MIleage for Board Meeting 1/14/25 for William Howard	44California Pacific Charter - San Diego
	1/30/2025	RAYM000Raymond Allyn Office Furni	20137003491	5,485.38	File Cabinets for Registrar Office	44California Pacific Charter - San Diego
	1/30/2025	RAYM000Raymond Allyn Office Furni	20137003492	4,899.81	Furniture for New Office	44California Pacific Charter - San Diego
	1/30/2025	CHAR001Charter Impact	101371626	840.00	Payroll & Retirement Services Monthly - January 2025	44California Pacific Charter - San Diego
	1/30/2025	SHAN000Shannon Green	20137003490	7.58	GREEN, SHANNON - Lunch and Learn	
		SHAN000Shannon Green	20137003490	15.04	GREEN, SHANNON - TB Test	44California Pacific Charter - San Diego
		SHAN000Shannon Green	20137003490	12.73	GREEN, SHANNON - TB Test mileage	44California Pacific Charter - San Diego
	1/31/2025	METL001MetLife Small Business Cent	20137003493	8,689.16	February 2025 Insurance Premiums	44California Pacific Charter - San Diego
Total for CHASE 1781				\$ 156,712.08		

Company name: Report name: Created on: Location:	Check regist 2/4/2025	cific Charter - Sonoma	lar Meeting of the E	Board of Directors -	Agenda - Tuesday February 11, 2025 at 5:0	00 PM
Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 -		: 505911781	Document nor	Anoune apprica	Tienio	
Chase Bank - Main	1/3/2025	MISTY01Get Psyched LLC (Misty Bon	20137003454	2,537.50	SpEd Assessments December 2024	95California Pacific Charter - Sonoma
	1/3/2025	UKG0001UKG UKG0001UKG	20137003453 20137003453	45.85 1,250.40	Usage Overage Fees November 2024 Payroll Processing Fees Qtrly Jan-Mar 2025	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	1/3/2025	CHAR001Charter Impact	101371602	525.00	Payroll & Retirement Services Monthly - December 2024	95California Pacific Charter - Sonoma
	1/3/2025	RING000RingCentral	20137003456	524.00	Phone Bill Monthly - December 2024	95California Pacific Charter - Sonoma
	1/3/2025	ALLS001All Systems Go Veterinary S	101371603	450.21	Marketing Monthly - January 2025	95California Pacific Charter - Sonoma
	1/3/2025	EECS000Effectual Educational Consu	20137003452	830.30	SpEd Services November 2024	95California Pacific Charter - Sonoma
	1/3/2025	WORL000Worldwide Express	101371604	57.62	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	1/3/2025	ALPH000Alpha Vision, Inc.	101371606	75.80	Google Drive Back-Up Monthly - January 2025	95California Pacific Charter - Sonoma
	1/3/2025	UNPL001Unplug Studio LLC	20137003458	65.00	Website Hosting & Maintenance Monthly - January 2025	95California Pacific Charter - Sonoma
	1/3/2025	REBE001Rebecca Ockey	20137003455	11.00	Buttons Postage - Ockey, Rebecca	95California Pacific Charter - Sonoma
	1/3/2025	AMAZ000Amazon	20137003457	8.71	SPED materials for student in CPC-SO	95California Pacific Charter - Sonoma
	1/3/2025	DELA000De Lage Landen Financial S	20137003449	86.20	Copier Lease Monthly - January 2025	95California Pacific Charter - Sonoma
	1/3/2025	AMAZ000Amazon	20137003448	3.44	Office Supplies for Jill Tanner	95California Pacific Charter - Sonoma
	1/3/2025	AMAZ000Amazon	20137003447	1.49	Supplies for Office	95California Pacific Charter - Sonoma
	1/6/2025	ARNE001A&R Parcel Three ARNE001A&R Parcel Three	0063287345TC 0063287345TC	1,126.40 24.46	Office Space Rent - January 2025 Office Space DOE - January 2025	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	1/6/2025	WORL000Worldwide Express	101371607	115.23	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	1/7/2025	STAP001Staples Technology Solutior	20137003459	640.00	Google Licenses for Lenovo 100E Chromebook G4 for Students	95California Pacific Charter - Sonoma
	1/9/2025	HATC000Hatch & Cesario, Attorneys	20137003462	396.90	Legal Services for November 2024	95California Pacific Charter - Sonoma
	1/9/2025	PROC000Procopio, Cory, Hargreaves	20137003460	387.84	Legal Services for November 2024	95California Pacific Charter - Sonoma
	1/10/2025	STAP001Staples Technology Solutior	20137003466	15,679.46	Microsoft Surface Laptops for Staff	95California Pacific Charter - Sonoma
	1/10/2025	CULL001Culligan	101371611	13.39	Water Cooler Rental Monthly - January 2025	95California Pacific Charter - Sonoma
	1/10/2025	WORL000Worldwide Express	101371609	20.31	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	1/10/2025	AMAZ000Amazon	20137003464	2.71	Supplies for Office	95California Pacific Charter - Sonoma

Company name: Report name: Created on:	California Pac Check registe 2/4/2025	ific Charter - Sonoma	lar Meeting of the E	3oard of Directors -	Agenda - Tuesday February 11, 2025 at 5:0	00 PM
Location:	95California	a Pacific Charter - Sonoma				
Bank CHASE 1781 - Chase Bank - Main	Date Account no:	Vendor 505911781	Document no.	Amount applied	Memo	Location
	1/10/2025	AMAZ000Amazon	20137003465	2.71	Supplies for Office	95California Pacific Charter - Sonoma
	1/13/2025	LIZP001Liz Palermo	101371613	33.82	Postage for lanyards	95California Pacific Charter - Sonoma
	1/13/2025	KIWI000KiwiCo, Inc.	20137003468	136.29	Kits for CPC-SO	95California Pacific Charter - Sonoma
	1/14/2025	NYSI000NYSIF Disability Benefits	0144821904TC	132.40	Disability Benefits 2/5/25 - 2/5/26	95California Pacific Charter - Sonoma
	1/14/2025	SCHO000School Pathways, LLC	20137003469	332.11	Annual Subscriptions 24/25 School Year True Up	95California Pacific Charter - Sonoma
	1/14/2025	ROMY001Romy Fay-Mason	20137003472	21.54	Mason, Romy - Mileage & Tolls	95California Pacific Charter - Sonoma
	1/14/2025	WEND001Wendy Waters Barton	20137003473	2.48	Paul Plevin Quarles Employment Law Update Waters Barton, Wendy - Mileace	95California Pacific Charter - Sonoma
	1/16/2025	GUER000Guerneville School District	101371614	12,350.00	Charter Oversight Fee Q1 and Q2 24/25	95California Pacific Charter - Sonoma
	1/17/2025	JENN001Jennifer Byus	101371617	26.80	Byus, Jennifer - CTE Conference Mileage - 11/20 - 11/22/2024	95California Pacific Charter - Sonoma
	1/21/2025	TSWT000TSW Therapy, Inc.	20137003478	1,505.00	OT and ST Services December 2024	95California Pacific Charter - Sonoma
	1/21/2025	TANY001Tanya Rogers	20137003474	27.24	BOD 12/09/24 Board Meeting for Tanya Rogers	95California Pacific Charter - Sonoma
	1/21/2025	DAIS002Daisy Carlos DAIS002Daisy Carlos	20137003476 20137003476	11.28 11.28	BOD 12/9/24 Board Meeting BOD 11/13/24 Board Meeting	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma
	1/21/2025	JASO000Jason D. McFaul	20137003475	6.10	BOD 12/09/24 Board Meeting for Jason McFaul	95California Pacific Charter - Sonoma
	1/22/2025	PART000Partners in Special Educatio	101371620	540.00	SpEd Services November 2024	95California Pacific Charter - Sonoma
	1/22/2025	WORL000Worldwide Express	101371619	166.37	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	1/22/2025	AMAZ000Amazon	20137003479	12.79	Corwin Professional Development Book for Erin Rinebera	95California Pacific Charter - Sonoma
	1/23/2025	JASO000Jason D. McFaul	1156213290	150.00	January Dir. Eval. Comm. 2025 Board Stipends - JM	95California Pacific Charter - Sonoma
	1/23/2025	JASO000Jason D. McFaul	156208969	200.00	January 2025 Board Stipends - JM	95California Pacific Charter - Sonoma
	1/23/2025	WILL000William J Howard Jr.	1156213811	150.00	January Dir. Eval. Comm. 2025 Board Stipends - WH	95California Pacific Charter - Sonoma
	1/23/2025	WILL000William J Howard Jr.	1156208952	200.00	January 2025 Board Stipends - WH	95California Pacific Charter - Sonoma
	1/23/2025	TANY001Tanya Rogers	1156208946	200.00	January 2025 Board Stipends - TR	95California Pacific Charter - Sonoma
	1/23/2025	KELL000Kelly Wylie	1156208971	200.00	January 2025 Board Stipends - KW	95California Pacific Charter - Sonoma

Report name: Created on:	Check registe 2/4/2025					
ocation:		a Pacific Charter - Sonoma	-			
3ank CHASE 1781 - Chase Bank - Main	Date Account no	Vendor : 505911781	Document no.	Amount applied	Memo	Location
	1/23/2025	SHIR000Shirley Peterson	1156208983	200.00	January 2025 Board Stipends - SP	95California Pacific Charter - Sonoma
	1/24/2025	PENN001Penn Corporate Relocation	11159706525	370.60	50% Deposit for Moving services to New Office	95California Pacific Charter - Sonoma
	1/28/2025	WORL000Worldwide Express	101371624	241.56	Shipping for CPC-SO	95California Pacific Charter - Sonoma
	1/28/2025	EECS000Effectual Educational Consu	20137003482	1,147.30	APE and OT Services December 2024	95California Pacific Charter - Sonoma
	1/28/2025	OXFO000Oxford Consulting Services	20137003481	949.00	OT Services December 2024	95California Pacific Charter - Sonoma
	1/28/2025	ASTA001ASTA-USA TRANSLATION S	101371625	837.36	Translation Services January 2025	95California Pacific Charter - Sonoma
	1/28/2025	EXTR001Extra Storage Newport Mes	101371623	105.00	Offsite Storage Fees Monthly - February 2025	95California Pacific Charter - Sonoma
	1/28/2025	CCSA001California Charter Schools /	20137003487	149.99	CCSA Conference March 2025 Sacramento Registration for Christine Feher	95California Pacific Charter - Sonoma
	1/28/2025	DELA000De Lage Landen Financial S	20137003489	86.20	Copier Lease Monthly - February 2025	95California Pacific Charter - Sonoma
	1/28/2025	UKG0001UKG	20137003486	79.19	Usage Overage Fee December 2024	95California Pacific Charter - Sonoma
	1/28/2025	ECCI000ECC Imaging LLC	101371621	49.55	Copier Overages Monthly - January 2025	95California Pacific Charter - Sonoma
	1/28/2025	ECCI000ECC Imaging LLC	101371622	19.38	Copier Overages Monthly - December 2024	95California Pacific Charter - Sonoma
	1/28/2025	WILL000William J Howard Jr.	20137003488	1.94	Dinner for Board Meeting 1/14/25 for William Howard	95California Pacific Charter - Sonoma
		WILL000William J Howard Jr.	20137003488	6.98	MIleage for Board Meeting 1/14/25 for William Howard	95California Pacific Charter - Sonoma
	1/30/2025	CHAR001Charter Impact	101371626	525.00	Payroll & Retirement Services Monthly - January 2025	95California Pacific Charter - Sonoma
	1/30/2025	SHAN000Shannon Green SHAN000Shannon Green SHAN000Shannon Green	20137003490 20137003490 20137003490	4.74 7.95 9.40	GREEN, SHANNON - Lunch and Learn GREEN, SHANNON - TB Test mileage GREEN, SHANNON - TB Test	95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma 95California Pacific Charter - Sonoma



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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	02/25/2025
AMOUNT DUE	\$63,136.76
CURRENT BALANCE	\$63,136.76

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

AMOUNT ENCLOSED \$

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

** 000000

556375790010093706313676063136762

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE	01-31-25	PREVIOUS BALANCE	11,325.72
	100,000	PURCHASES AND OTHER CHARGES	63,136.76
AVAILABLE CREDIT	36,863	CASH ADVANCES	.00
		CREDITS	.00
FOR CUSTOMER SER 1-800-316-60		PAYMENTS	11,325.72-
FOR TTY/TDD SERV 1-800-955-80	ICE CALL:	LATE PAYMENT CHARGES	.00
1-800-955-80	60	CASH ADVANCE FEE	.00
SEND BILLING INOU		FINANCE CHARGES	.00
JPMORGAN CHASE		NEW BALANCE	63,136.76
COMMERCIAL CARD P.O. BOX 20	SOLUTIONS	TOTAL PAYMENT DUE	63,136.76
MAIL SUITE IL1 ELGIN, IL 60	-6225	DISPUTED AMOUNT	.00
	121		

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC 5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY \$11,325.72CR

ACCOUNTING CODE:

 Post Date
 Tran Date

 01-27
 01-27

Transaction Description

AUTO PAYMENT DEDUCTION

Amount

11,325.72 CR

	INDIV	IDUAL CARDH	OLDER ACTIN	/ TY	
CHRISTINE F 5563-7500-15		CREDITS \$0.00	PURCHASES \$32,147.73	CASH ADV \$0.00	TOTAL ACTIVITY \$32,147.73
ACCOUNTIN	G CODE:				
		Purchasing	Activity		
Post Tran Date Date 01-02 01-01	Reference Number 15270215001001430714099	Transaction Descrip GOOGLE ADS32675	otion 17799 MOUNTAIN V	IEW CA	Amount 8,147.73
01-10 01-09	55432865009205217428238	GOOGLE *ADS3267 P.O.S.: P1844iS7 S	517799 650-253-0000 ALES TAX: 0.00	СА	12,000.00
01-17 01-17	55432865017207684163611	GOOGLE *ADS3267 P.O.S.: P18ge7T2	517799 650-253-0000 SALES TAX: 0.00	СА	12,000.00
			Total Purch	asing Activity	\$32,147.73
DAISY CARL 5563-7581-15		CREDITS \$0.00	PURCHASES \$29,493.41	CASH ADV \$0.00	TOTAL ACTIVITY \$29,493.41
ACCOUNTIN	G CODE:				
		Purchasing	Activity	-	
Post Tran Date Date 01-03 01-02	Reference Number 82711165002000012135700	Transaction Descrip TBL* THE COLLINS	otion SCHOO NEW YORK	(NY	Amount 999.00
01-06 01-03	15270215003001510681059	TEAMVIEWERGMB	IUS LARGO FL		738.90
01-09 01-09	55432865009205092717994		ORTIUM 916-521-113 0000000 SALES TA)		599.00
01-10 01-09	25247705010053199007726	WESTERN PSYCHO P.O.S.: 000257406	LOGICAL TORRANC SALES TAX: 0.00	E CA	392.40
01-10 01-09	55417345009260095043387	SCHOOL SERVICES P.O.S.: 1077751 SA	OF CAL SACRAME ALES TAX: 0.00	NTO CA	190.00
01-10 01-09	82305095010000008717710	BANKAROO SUBSC	RIPTION ALEXAND	RIA VA	20.00
01-10 01-09	82305095010000009601038	BANKAROO SUBSC	RIPTION ALEXAND	RIA VA	20.00
01-13 01-12	55480775012065316009082	ONTIMETEL DIALM	IYCALLS JUPITER F	L	44.99
01-17 01-16	82711165017000002514719	YOUNG, MINNEY &	CORR SACRAMENT	O CA	75.00
01-22 01-21	82305095021000041943783	IMSE SOUTHFIELD	MI		690.59
01-22 01-21	82305095021000046278128	IMSE SOUTHFIELD	MI		450.77
01-22 01-21	82711165022000002564048	YOUNG, MINNEY &	CORR SACRAMENT	O CA	75.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Reference Number 52704875022878156069807 Transaction Description LRP PUBLICATIONS PALM BEACH GA FL

Post Date 01-23	Date	Reference Number 52704875022878156069807	Transaction Description LRP PUBLICATIONS PALM BEACH GA FL P.O.S.: BC105EC52CFA SALES TAX: 0.00	Amount 1,710.00
01-24	01-23	55432865023209742538935	IN *BREK COMMUNICATION 714-9390450 CA P.O.S.: 10849 SALES TAX: 0.00	217.00
01-27	01-25	55432865025200203768044	AWL*PEARSON EDUCATION PRSONCS.COM NJ	115.83
01-29	01-28	55432865028201331257238	IN *BREK COMMUNICATION 714-9390450 CA P.O.S.: 10849 SALES TAX: 79.65	1,950.44
01-30	01-29	75369435029113803026189	THE UPS STORE 4982 SANTA ANA CA P.O.S.: 4982-POS4982B-17381900574 SALES TAX: 12.14	161.08
01-30	01-29	8230009503000002043551	SP MHS: MULTI HEALTH TORONTO ON	25.00
01-30	01-29	82711165030000001766545	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
			Total Purchasing Activity	\$8,550.00
			Telecommunication Activity	
Post Date 01-03	Date	Reference Number 55500365003201050724860	Transaction Description ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	Amount 416.59
			Total Activity	\$416.59
			Travel Activity	
Post Date 01-10	Date	Reference Number 55436875010160107974050	Transaction Description HILTON GARDEN INN SAN DIEGO CA 00077423 ARRIVAL: 01-08-25	Amount 374.35
01-15	01-13	55432865014206874561546	SOUTHWES 5262599198559 800-435-9792 TX AKRIDGE/EVANGELINE M DEPART: 01-27-25 P.O.S.: SALES TAX: \$0.00 SAN WN E SFO WN V SAN	186.60
01-16	01-16	82305095016000016815971	DD *DOORDASH THECHEESE SAN FRANCISCO CA	35.26
01-16	01-16	82305095016000016862429	DD *DOORDASH JERSEYMIK SAN FRANCISCO CA	33.66
01-16	01-16	82305095016000017091994	DD *DOORDASH URBANECAF SAN FRANCISCO CA	28.34
01-17	01-15	55436875016260163089928	HILTON GARDEN INN SACRAMENTO CA 00042174 ARRIVAL: 01-14-25	611.72
01-17	01-16	82305095016000032367536	DD *DOORDASH THEVOXKIT SAN FRANCISCO CA	30.55
01-17	01-16	82305095016000032454128	DD *DOORDASH CHILISGRI SAN FRANCISCO CA	31.30
01-17	01-16	82305095016000034704744	DD *DOORDASH JERSEYMIK SAN FRANCISCO CA	18.92
01-17	01-16	82305095016000048075339	DD *DOORDASHDASHPASS SAN FRANCISCO CA	9.99
01-27	01-24	15270215024001429817039	LEGOLAND CALIFORNIA CARLSBAD CA	2,598.00
01-27	01-23	55310205024137076173836	ALASKA A 0272394734132 SEATTLE WA MORFIN/ALEXIS DEPART: 06-11-25 P.O.S.: SALES TAX: \$0.00 SNA AS N STS AS V SNA	326.60
01-28	01-27	87021305028000000585193	WWW.HOPSKIPDRIVE.COM LOS ANGELES CA	54.95
01-28	01-27	87021305028000000976905	WWW.HOPSKIPDRIVE.COM LOS ANGELES CA	56.86

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

			Travel A	ctivity		
	Tran Date	Reference Number	Transaction Descrip	otion		Amount
01-29	01-27	65180135028050200000018	HILTON CAPE REY	ADVDEP CARLSBAI	D CA NL: 01-27-25	15,177.87
01-29	01-27	65180135028050200000026	HILTON CAPE REY	ADVDEP CARLSBAI	D CA NL: 01-27-25	407.67
01-30	01-28	52704875029139896251897	HYATT REGENCY S 43367790	SAN FRAN BURLING ARRIVA	AME CA NL: 01-27-25	283.11
01-30	01-29	55432865029201609771497		DNI´S P GOSQ.COM 0213597 SALES TAX		180.16
				Total 1	ravel Activity	\$20,445.91
			Miscellaneou	us Activity		
Date	Tran Date 01-28	Reference Number 55432865028201082997719	Transaction Descrip APPLE.COM/BILL 8			Amount 59.94
01-29	01-28	55131585028226268027070	APPLE.COM/BILL C	APPLE.COM/BILL CUPERTINO CA		20.97
				Total Miscella	neous Activity	\$80.91
CHRIS	STINE F	ENED				
	7581-29		CREDITS \$0.00	PURCHASES \$1,495.62	CASH ADV \$0.00	TOTAL ACTIVITY \$1,495.62
5563-	7581-29					
5563-	7581-29	72-4242		\$1,495.62		
5563- ACCC Post Date	7581-29	72-4242	\$0.00 Purchasing Transaction Descrip	\$1,495.62	\$0.00	
5563- ACCC Post Date 01-02	7581-29 OUNTING Tran Date	72-4242 3 CODE: Reference Number	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-2	\$1,495.62	V CA	\$1,495.62
5563- ACCC Post Date 01-02 01-16	7581-29 DUNTING Tran Date 01-01	72-4242 3 CODE: Reference Number 82305095001000028182201	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-2	\$1,495.62 Activity Dion 024 MOUNTAIN VIEV ERING 415-283-1230	V CA	\$1,495.62 Amount 1,297.95
5563- ACCC Date 01-02 01-16 01-20	7581-29 DUNTING Tran Date 01-01 01-15	72-4242 3 CODE: Reference Number 82305095001000028182201 55432865015207279018289	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-21 ABB*BOUDIN CATE	\$1,495.62 Activity Dion 024 MOUNTAIN VIEV ERING 415-283-1230 56-563-9212 CA	V CA	\$1,495.62 Amount 1,297.95 56.72
5563- ACCC Date 01-02 01-16 01-20	7581-29 DUNTING Tran Date 01-01 01-15 01-19	72-4242 3 CODE: Reference Number 82305095001000028182201 55432865015207279018289 55432865019208447538998	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-21 ABB*BOUDIN CATE MYFAX SERVICE 86	\$1,495.62 A Activity 024 MOUNTAIN VIEV ERING 415-283-1230 56-563-9212 CA ARCELONA B	V CA	\$1,495.62 Amount 1,297.95 56.72 12.00
5563- ACCC Date 01-02 01-16 01-20	7581-29 DUNTING Tran Date 01-01 01-15 01-19	72-4242 3 CODE: Reference Number 82305095001000028182201 55432865015207279018289 55432865019208447538998	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-21 ABB*BOUDIN CATE MYFAX SERVICE 86	\$1,495.62 A Activity D24 MOUNTAIN VIEW ERING 415-283-1230 S6-563-9212 CA ARCELONA B Total Purch	V CA	\$1,495.62 Amount 1,297.95 56.72 12.00 22.50
5563- ACCC Date 01-02 01-16 01-20 01-31 Post Date	7581-29 DUNTING Tran Date 01-01 01-15 01-19	72-4242 3 CODE: Reference Number 82305095001000028182201 55432865015207279018289 55432865019208447538998	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-20 ABB*BOUDIN CATE MYFAX SERVICE 86 TYPEFORM, S.L. BA	\$1,495.62 A Activity A MOUNTAIN VIEW ERING 415-283-1230 36-563-9212 CA ARCELONA B Total Purch JS Activity Dition	V CA	\$1,495.62 Amount 1,297.95 56.72 12.00 22.50
5563- ACCC Post Date 01-02 01-16 01-20 01-31 Post Date 01-16	7581-29 DUNTING Tran Date 01-01 01-15 01-19 01-30 Tran Date	72-4242 3 CODE: Reference Number 82305095001000028182201 55432865015207279018289 55432865019208447538998 82644315030000015371137 Reference Number	\$0.00 Purchasing Transaction Descrip STAMPLI FOR 12-20 ABB*BOUDIN CATE MYFAX SERVICE 86 TYPEFORM, S.L. BA Miscellaneou Transaction Descrip	\$1,495.62 ACTIVITY	V CA	\$1,495.62 Amount 1,297.95 56.72 12.00 22.50 \$1,389.17 Amount



PROCOPIO 525 B Street Suite 2200 San Diego, CA 92101 T. 619.238.1900 F. 619.235.0398

KEVIN M. DAVIS P. 619.515.3293 kevin.davis@procopio.com

DEL MAR HEIGHTS LAS VEGAS ORANGE COUNTY SAN DIEGO SCOTTSDALE SILICON VALLEY WASHINGTON, D.C.

January 31, 2025

VIA E-MAIL (CFEHER@CAL-PACS.ORG)

Christine Feher Superintendent CALIFORNIA PACIFIC CHARTER SCHOOLS 4101 Birch Street, Ste. #150 Newport Beach, CA 92660

Re: Agreement for Legal Services Rate Increase for 2025

Dear Christine:

We appreciate the opportunity to continue to serve California Pacific Charter Schools ("Cal-Pac"). The purpose of this letter is to notify you that our rates have increased as of the new year. For Cal-Pac, we will process this increase effective March 1, 2025.

Effective on that date, we will provide services at a rate of \$465 per hour for most charter school, nonprofit, and corporate matters, including ongoing litigation. This blended discount rate will be charged for all members of our charter schools team, unless otherwise agreed, and is still substantially below our standard rates. All other terms and conditions of our engagement will remain unchanged.

From time to time, Cal-Pac may request that we perform work necessitating the involvement of attorneys from other teams at Procopio or who have particular expertise, and whose billing rates may differ from the above. In such instances, we will communicate and provide notice to Cal-Pac prior to any rate exceptions.

procopio.com



It is a privilege to represent Cal-Pac and to work with your team, and we look forward to helping you successfully meet future challenges.

Sincerely,

Kein Laux

Kevin M. Davis Procopio, Cory, Hargreaves & Savitch LLP

KMD:rh

2

Coversheet

Consent - Personnel Services

Section:VIII. ConsentItem:B. Consent - Personnel ServicesPurpose:Corrie Amador

BACKGROUND:

Personnel reports are provided to the Board for approval of employment, additional assignments, positions, change in relationships, and separations of classified and certificated staff.

RECOMMENDATION:

It is recommended the Board approve the personnel items as presented.

Coversheet

Consent - Policy Development

Section:VIII. ConsentItem:C. Consent - Policy DevelopmentPurpose:VoteSubmitted by:Corrie AmadorRelated Material:CPCS-5015-Title-IX-Policy-8.1.2024-Rescind.pdfCPCS-5015-Title-IX-Policy-8.1.2024-Rescind.pdf5016-CPCS-Harassment-Intimidation-Discrimination-and-Bullying-Policy-Rescind.pdfCPCS - 5015 Title IX Harassment Intimidation Discrimination and Bullying Policy - November 7, 2023 RESTORE 2-11-25.docx.pdfCPCS - 5115 Pregnant and Parenting Students Policy - Redline.pdf20

BACKGROUND:

Board Policies Rescinded:

On January 9, 2025, a federal court ordered the August 2024 U.S. Department of Education changes to the Title IX regulations be vacated effective 1/9/25. In August 2024, the Board took action to separate and update two policies to align with the Title IX changes that are now rescinded.

- 5015 CPCS Title IX Policy Prohibiting Discrimination on the Basis of Sex (2024 version)
- 5016 CPCS Harassment, Intimidation, Discrimination, and Bullying Policy

Board Policy Restored:

In response to the rescission of policy 5015 and 5016, it is recommended the Board restore the 2020 version of the Title IX Discrimination policy with updated school contact information.

• 5015 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy (2020 version)

Board Policy Revised:

It is recommended this policy be revised to align with the changes to the Title IX policy.

• 5115 - Pregnant and Parenting Students Policy

RECOMMENDATION:

It is recommended the Board approve the recommended policy changes.

STUDENT SERVICES

5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of California Pacific Charter Schools ("CPCS" or the "Charter School" to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

CPCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ CPCS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in CPCS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom CPCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the CPCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by CPCS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

• Quid pro quo harassment occurs when an employee, agent, or other person authorized by CPCS to provide an aid, benefit, or service under CPCS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

¹ CPCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from CPCS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access CPCS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within CPCS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in CPCS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through CPCS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in CPCS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) CPCS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in CPCS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to CPCS that objectively can be understood as a request for CPCS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of CPCS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom CPCS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated CPCS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to CPCS's education program or activity, including measures that are designed to protect the safety of the parties or CPCS's educational environment; or (2) provide support during CPCS's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of CPCS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

Ms. Corrie Amador, Director of Human Resources Title IX/Uniform Complaint Procedure Coordinator (949) 996-4556 camador@cal-pacs.org 940 South Coast Drive #185 Costa Mesa, CA 92626

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Gretchen Chamberlain Director of Compliance and Accountability (949) 996-7694 <u>gchamberlain@cal-pacs.org</u> 940 South Coast Drive #185 Costa Mesa, CA 92626

Danielle Carbonetta Assistant Director Guidance, Admissions, and Records (949) 328-6325 <u>dcarbonetta@cal-pacs.org</u> 940 South Coast Drive #185 Costa Mesa, CA 92626

The Coordinator is responsible for coordinating CPCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure CPCS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination

under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CPCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

CPCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

CPCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes CPCS from requiring an employee or other person authorized by CPCS to provide aid, benefit, or service under CPCS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at CPCS, if any, can be found on the CPCS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which

5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether CPCS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents CPCS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or

designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within CPCS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or CPCS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Christine Feher, Superintendent, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of CPCS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under CPCS's Title IX grievance procedures, CPCS may offer an informal resolution process to the parties. CPCS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an

employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by CPCS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. CPCS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

CPCS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in CPCS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

CPCS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

CPCS will treat complainants and respondents equitably. CPCS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

CPCS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

CPCS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

CPCS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

CPCS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, CPCS will determine whether a complaint is dismissed within thirty (30) business days of receipt of the complaint.

CPCS may dismiss a complaint if:

- CPCS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in CPCS's education program or activity and is not employed by CPCS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and CPCS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- CPCS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, CPCS will make reasonable efforts to clarify the allegations with the complainant.

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within ten (10) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within ten (10) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable CPCS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within ten (10) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- CPCS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to CPCS;

STUDENT SERVICES5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if CPCS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

CPCS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with CPCS's policies.

CPCS may remove a respondent from CPCS's education program or activity on an emergency basis, in accordance with CPCS's policies, provided that CPCS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. CPCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by CPCS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless CPCS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply

the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

CPCS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find CPCS's determination unsatisfactory, the party may, within five (5) business days of notice of CPCS's determination, submit a written appeal to the Superintendent or the Interim Coordinator, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from CPCS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will

coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by CPCS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within CPCS's education program or activity.

No party, witness, or other person participating in CPCS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on CPCS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

CPCS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the CPCS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to CPCS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of CPCS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide CPCS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any CPCS leave policy for which the student

qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing CPCS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

CPCS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions CPCS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. CPCS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

5015-CPCS

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX



TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name:	Date:	
Email Address:		
Date of Alleged Incident(s):		
Name of Person(s) you have a complaint against:		
List any witnesses that were present:		
Where did the incident(s) occur?		

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize CPCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

	Date:	
Signature of Complainant		
Print Name		
To be completed by CPCS:		
Received by:	Date:	
Follow up Meeting with Complainant held on: 4865-0469-8049, v. 2		

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CPCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CPCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring at the school administrative office, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CPCS does business, and all acts of CPCS's Board of Directors ("Board") in enacting policies and procedures that govern CPCS.¹

CPCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

• Verbal conduct such as epithets, derogatory jokes, comments or slurs.

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

STUDENT SERVICES 5016-CPCS

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable student ² or students in fear of harm to that student's or those students' person or property.
- 2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- 3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
- 4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CPCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 1. A message, text, sound, video, or image.
- 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a

 $^{^{2}}$ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

STUDENT SERVICES 5016-CPCS

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- 3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

CPCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

CPCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

CPCS informs its employees, students, and parents/guardians of CPCS's policies regarding the use of technology in and out of the classroom. CPCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

CPCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CPCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CPCS and encourages students to practice compassion and respect each other.

CPCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

CPCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CPCS informs CPCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

CPCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CPCS employees who have regular interaction with students. Additionally, staff will complete cyberbullying training online through the School's annual program.

CPCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

CPCS also informs certificated employees about the groups of students determined by CPCS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. CPCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CPCS's students.

Complaint Procedures

Scope of the Complaint Procedures

CPCS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CPCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

CPCS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of CPCS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of CPCS's Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Secretary of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and CPCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal

disciplinary action cannot be based solely on an anonymous report. Reports and subsequent related documentation will be kept on file by CPCS for a minimum of one year.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CPCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by CPCS on a case-by-case basis.

CPCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than sixty days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at CPCS will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from CPCS or termination of employment.

Right of Appeal

Should a complainant find CPCS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of CPCS's decision or

resolution, submit a written appeal to the Superintendent or the Chair of the CPCS Board if the complaint is against the Superintendent, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

5016-CPCS

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY



HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name:	Date:
Email Address:	
Date of Alleged Incident(s):	
Name of Person(s) you have a complaint against:	
List any witnesses that were present:	
Where did the incident(s) occur?	

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize CPCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

	Date:	
Signature of Complainant		
Print Name		
To be completed by CPCS:		
Received by:	Date:	
Follow up Meeting with Complainant held on:		
4865-0092-2159, v. 4		
CALIFORNIA PACIFIC CHARTER SCHOOLS		PAGE 8 OF 8
Policy Adopted/Ratified: April 30, 2019		
Policy Reviewed: March 8, 2022		
Policy Revised: March 5, 2024; Replaced: August 13, 2024		

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Pacific Charter Schools ("CPCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Notification

When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this policy, and all notices, reports, and statements pertaining to this policy will be translated into

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

the primary language and will be provided to the parent/guardian of any such students in their primary language.

This policy shall be made readily accessible in a prominent location on the Charter School's existing internet website in a manner that is easily accessible to parents/guardians and pupils. The Charter School shall post the following Title IX requirements in a prominent and conspicuous location on the existing web page:

- 1. The name and contact information of the Title IX coordinator that public school, school district, county office of education, or charter school which shall include the Title IX coordinator's phone number and email address.
- 2. The rights of a pupil and the public and the responsibilities of public school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, internet web links to information about those rights and responsibilities located on the internet websites of the department's Office of Equal Opportunity and the U.S. Department of Education (ED) Office of Civil Rights (OCR), and the list of rights specified in Education Code section 221.8.
- 3. A description of how to file a complaint under Title IX, which must include all of the following:

a. an explanation of the statute of limitations within which a complain must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.

b. an explanation of how the complaint will be investigated and how the complainant may further pursue the complaint including, but not limited to, internet web links to this information on the U.S. ED OCR's internet web site. c. an internet web link to the U.S. ED OCR complaints form, and the contact information for the office, which shall include the phone number and email address for the office.

4. The link to the CDE's Title IX information.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Ms. Corrie Amador, Director of Human Resources Title IX/Uniform Complaint Procedure Coordinator (949) 996-4556 camador@cal-pacs.org 940 South Coast Drive #185 Costa Mesa, CA 92626

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Definitions

Prohibited Unlawful Harassment

- 1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
- 2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- 3. Retaliation for reporting or threatening to report harassment.
- 4. Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to an including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

- 1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
- 2. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
- 3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
- 4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- 1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation or attempts to commit these assaults.
 - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- 2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- 3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
- 2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- 3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- 4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 1. A message, text, sound, video, or image.
- 2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. *"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- 3. An act of "cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.

3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures

Scope of Grievance Procedures

Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

California Pacific Charter Schools *Policy Adopted: October 10, 2019 Policy Revised: November 14, 2023 Policy Restored: February 11, 2025*

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Ms. Corrie Amador, Director of Human Resources Title IX/Uniform Complaint Procedure Coordinator (949) 996-4556 camador@cal-pacs.org 940 South Coast Drive #185 Costa Mesa, CA 92626

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individuals designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

1. Notice of the Allegations

- a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
- b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- 2. <u>Emergency Removal</u>
 - a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
 - b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- 3. Informal Resolution

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
- a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- 4. Investigation Process
 - a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- 5. Dismissal of a Formal Complaint of Sexual Harassment
 - a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
 - b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- 6. Determination of Responsibility
 - a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible bases for appeals.

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this policy are maintained in a secure location.

Charter School will maintain the following records for at least seven (7) years:

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

5015-CPCS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY



TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name:	Date:
Date of Alleged Incident(s):	
Name of Person(s) you have a complaint against:	
List any witnesses that were present:	

Where did the incident(s) occur?

Policy Revised: November 14, 2023 Policy Restored: February 11, 2025

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant	Date	
Print Name		
To be completed by the Charter School:		
Received by:	Date	
Follow up meeting with complainant held on:		
California Pacific Charter Schools Policy Adopted: October 10, 2019		Page 15 of 15

5115-CPCS

PREGNANT AND PARENTING STUDENTS POLICY

Pregnancy, or parenting and related responsibilities may disrupt a student's education. California Pacific Charter Schools ("CPCS" or "School") adopts the following policy designed to provide needed support and accommodations to remove barriers to allow students access to the education process.

Title IX¶

When a student or their parent/guardian informs any school employee of the student's pregnancy or related conditions, unless the employee believes that the Title IX Coordinator has already been notified, the employee must promptly provide the student or their parent/guardian with the Title IX Coordinator's contact information and inform the student or parent/guardian that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the education program or activity.

Education and Support Services for Pregnant and Parenting Students

Pregnant or parenting students or their parent/guardian retain the right to disclose their condition to the school or a school employee without the need to provide medical documentation. Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational program. The independent study setting shall be the preferred instructional strategy and program. Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other CPCS students. A student's participation in such programs shall be voluntary. As required for other students with physical or emotional conditions or temporary disabilities, the school's Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician (Medical Doctor or Doctor of Osteopathy) indicating that the student is physically and emotionally able to participate in an extracurricular educational activity.

To the extent feasible, educational and related support services shall be provided to meet the needs of pregnant and parenting students. Such services may include, but are not limited to:

- 1. Academic and personal counseling
- 2. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
- 3. Career planning instruction
- 4. Counseling in regard to alternative diploma pathways including GED preparation

Teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Reasonable Accommodations

5115-CPCS

PREGNANT AND PARENTING STUDENTS POLICY

The school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

Absences

Pregnant and parenting students will be encouraged to remain enrolled in the independent study program and access their academic courses. The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. Pregnant and parenting students will not receive truancy notifications or related contracts while on leave. Absences accrued by pregnant and parenting teens while on leave will be exempt from the school's attendance policy and involuntary removal policy.

Discrimination and Retaliation Prohibited

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so. No person who files a complaint or participates in the investigation of a complaint will be retaliated against.

Coversheet

Approval of Comprehensive School Safety Plan (CSSP), February 2025

Section: Item: 2025	IX. Education/Student Services A. Approval of Comprehensive School Safety Plan (CSSP), February
Purpose: Submitted by:	Vote
Related Material:	CPCS BUS Comprehensive School Safety Plan Feb 2025.docx.pdf 2025 CalPac School Safety Plan.pdf DRAFT CalPac Office Emergency Operations Plan Feb 2025 .pdf 2024-25 Comprehensive School Safety Plan.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: February 1	1,2025
------------------	--------

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

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

Item: Approve Comprehensive School Safety Plan (February 2025)

Background:

Each year staff are required to review the Comprehensive School Safety Plan (CSSP) and make it available to students, staff, and the community. The CSSP includes the mandatory components as stated in Education Code Sections 32270 and 32282:

- Assessment of current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension/expulsion policies and procedures
- Procedure for notifying teacher of dangerous pupils
- Discrimination and harassment policy and reporting procedures
- Schoolwide dress code
- Procedures for safe ingress and egress
- Safe and orderly environment

The plan was updated this year to include the new mandates as follows:

- 1. Full plan review by Joffe Emergency Services
- 2. Reformatting to group safety procedures and notice requirements, and the emergency response sections
- 3. Revised the Emergency Response Roles and Actions section to clarify roles and responsibilities for an online school with limited in person events
- 4. Added response plans to a full scope of emergency situations including phone threats and extreme weather conditions
- 5. Additionally, the plan will include an Office Emergency Plan in the Appendix that is tailored to the support of the staff in the administration office.

The proposed plan changes were reviewed and approved by the School Site Council on January 29, 2025, and are presented for approval by the Board of Directors. Upon approval, the plan will be made

available to the CalPac community. Additionally, all staff will complete mandatory training through the online school training portal, Vector Solutions.

It is recommended the Board approve the Comprehensive School Safety Plan, which has been reviewed by staff in compliance with the Education Code.

Fiscal Impact: None



Comprehensive School Safety Plan PlanYear 2025

940 South Coast Drive, Suite #185, Costa Mesa, CA 92626 Main Office Line: (855) 225-7227 <u>http://www.cal-pacs.org/</u>

> ADMINISTRATION Christine Feher, Superintendent

BOARD OF DIRECTORS

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

Prepared By:



Table of Contents

Table of Contents	2
Introduction and Overview	3
Purpose	3
Evaluation of Progress and Revision of CSSP	3
Safety and Security Practices	3
School Safety Assessment	3
Emergency Preparedness	4
Hazard Assessments	4
Employee Criminal Background Check	4
Child Abuse Reporting	4
Suspension and Expulsion	6
Procedures to Notify Teachers of Dangerous Pupils	6
Procedures for Notifying Law Enforcement Regarding Narcotic and Assault Suspensions/Expulsions	7
Discrimination and Harassment	8
Cyberbullying	10
Hate Crime Reporting Procedures	11
Schoolwide Dress Code	11
Safe Ingress and Egress	12
Safe and Orderly Environment	12
Crisis Response	14
Disaster and Emergency Response	15
Overview	15
CalPac Office Emergency Operations Plan	16
Training	16
Opioid Overdose Response	16
Disaster Service Workers	16
Disaster Response Plans	16
Emergency Response Procedures	17
Incident Command System (ICS)	28
Emergency Communications	28
Appendix	31
CSSP-1: CalPac Charter Office Emergency Operations Plan	32
CSSP-2: Earthquake and Fire Preparedness Resources	33
CSSP-3: Suspected Child Abuse Report Form SS8572	36
CSSP-4: De-escalation and Threat Assessment	37
CSSP-5: Suicide Prevention	38
CSSP-6: Incident Command System Roles and Responsibilities	40
CSSP-7: ICS Command Chart	41
CSSP-8: Personnel Directory	42
CSSP-9: Emergency Announcements Script	43
CSSP-10: Emergency Communications Templates	44

Introduction and Overview

Purpose

California Pacific Charter Schools (CalPac) is responsible for preparing for emergencies and creating a safe, secure learning environment for students and personnel. The purpose of the Comprehensive School Safety Plan (CSSP) is to provide specific guidelines and procedures:

- For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- For developing supplementary plans.
- For emergency response training for all employees and students.
- To establish the equipment and supplies required prior to a disaster as applicable.

Online School Services and Impact on CSSP

This CSSP is uniquely tailored to align with CalPac's online-only educational model. As students are only under the direct supervision of CalPac personnel during field trips or in-person, school-sponsored events, the plan emphasizes protocols for these occasions. Additionally, the CSSP includes resources and guidance designed to enhance the safety of the home environment, recognizing that the primary learning space is outside of CalPac's physical jurisdiction. These elements aim to achieve a comprehensive approach to safety, even in a virtual education context. To address the safety of the CalPac office, an Emergency Operations Plan is included in the Appendix (CSSP-1).

The CSSP contains the following elements:

- Assessment of school crime committed at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment

Evaluation of Progress and Revision of CSSP

Development and Annual Review

The CSSP was established to ensure the health and safety of pupils and personnel, in compliance with California SB 719 and AB 115. The CSSP shall be reviewed by the school site council or designated safety planning committee and adopted by March 1 of each year to ensure proper implementation. CalPac's CSSP is in compliance with Education Code Sections 32282(2)(a), 44237, and 47605(F)(i)-(ii).

Availability and Public Comment

An updated file of all safety-related plans and materials is readily available for inspection by the public and is kept in the school's administration office. Any safety concerns, complaints, or requests for accommodation may be submitted to the Superintendent's office for review.

Safety and Security Practices

School Safety Assessment

Suspension and Expulsion Rates

CalPac has a 0% suspension and expulsion rate. Due to the online, independent study nature of the school, very few disciplinary situations arise. Most issues can be handled with a warning and/or a phone call to the parent/legal guardian. CalPac adopts a restorative justice approach to student behavior. If and when a student behavior incident needs to be addressed, the school holds empathy interviews, conducts a root cause analysis and involves the school counselor, school psychologist, or school social worker to provide social emotional support. In the event that a student is suspended or expelled, the procedures outlined in the student handbook will be followed.

Current School Crime Status Assessment

CalPac students reside anywhere within the following counties: Sonoma, Marin, Lake, Solano, Contra Costa, Napa, Mendocino, Kern, Los Angeles, Orange, Imperial, San Bernardino, Ventura, Riverside and San Diego. Crime statistics vary greatly in this vast area of coverage. Because no students attend school in person (outside of scheduled events and state testing), crime statistics are not available.

Discipline Statistics

Causes for student discipline on behalf of CalPac are primarily the result of plagiarism, online classroom conduct, and occasionally, cyberbullying. The student handbook outlines the guidelines for these infractions as well as the consequences.

Emergency Preparedness

Individual Readiness

Emergency preparedness begins with individual emergency preparedness at home. To ensure CalPac personnel are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

- Create a 72-hour emergency supply kit for the home.
- Create an emergency car/office kit.
- Develop a plan to reunite with family members.
- Pack emergency supplies in the trunk of a personal vehicle including:
 - Warm clothing
 - Non-perishable food and water.
 - Needed medication and first aid supplies.
 - Personal hygiene supplies.
- Never let a personal vehicle become too low on fuel.

Emergency Drills and Training

In order to improve emergency preparedness, personnel working in the CalPac office will participate in drills to practice and training to review the procedures outlined in the CSSP. CalPac students and families are provided with information for establishing and practicing safety protocols in their homes. Copies of these materials, including fire and earthquake response, are provided in the Appendix (CSSP-2).

Hazard Assessments

On a monthly basis the school will conduct an assessment of any hazards and complete the Hazard Assessment Checklist. Checklists will be kept on file in the Administration Office.

Employee Criminal Background Check

All candidates for employment will complete a criminal background check through the California Department of Justice as part of the onboarding process. No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, 45122.1, 45123, and 45124 will be employed by CalPac. Additionally, employment with CalPac will be subject to ongoing criminal history checks through subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(2)(j)).

Child Abuse Reporting

Definitions

- 1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.
- 2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report: Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.
- 3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

In conformance with the requirements of the Penal Code, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been a victim of child abuse shall report the known or suspected instance of child abuse to the local law enforcement and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the School Director or designee as soon as possible after the initial verbal report by telephone. When so notified, the School Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the School Director may assist in the completion and filing of these forms. If the mandated reporter does not disclose their identity to a school administrator, they shall at least provide or mail a copy of the written report to the school without their signature or name.

Legal Responsibility and Liability

Mandated reporters have absolute immunity and their identity will be kept confidential by the School. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. If a mandated reporter fails to report an instance of child abuse, which they know to exist or reasonably should know to exist, then they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Within 36 hours of suspicion of child abuse, a written report must be sent, faxed or submitted electronically. The written report should be completed on form SS 8572, "Suspected Child Abuse Report," which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf (Appendix, CSSP-3).

Contact Information

- 1. Los Angeles County Department of Children and Family Services (DCFS) at (800) 540-4000 (24 hours per day-7 days per week).
- 2. Los Angeles County Sheriff's Department (Palmdale Station) Non-Emergency (661) 272-2400.

3. San Diego County Department of Children and Family Services (DCFS) at (858) 616-5990 (24 hours per day-7 days per week).

https://www.sandiegocounty.gov/content/sdc/hhsa/facilities/north_central/north_central_region_administration_bal boa.html

- 4. San Diego County Sheriff's Department, 9621 Ridgehaven Court, San Diego, CA 92123 Non-Emergency (858) 974-2110. https://www.sdsheriff.net/records_contact.html
- 5. County of Sonoma Department of Human Services, Child Protection Hotline (707) 565-4304 or (800) 870-7064
- 6. https://sonomacounty.ca.gov/health-and-human-services/human-services/divisions-and-services/family-youth-and-children/prevent-and-report-child-abuse
- 7. Sonoma County Sheriff's Department, 2796 Ventura Avenue, Santa Rosa, CA 95403, (707) 565-2511 https://www.sonomasheriff.org/

Child Abuse Training Requirement

All school employees must annually complete the mandated reporter training requirement as determined by the school administration. The training must be completed no later than October 15th every year. Newly hired employees are required to complete the training course within six (6) weeks of employment. Proof of completion of the training will be kept on file by Human Resources.

Suspension and Expulsion

The school reserves the right to suspend or expel students pursuant to the policy and procedures established by the governing board and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur mostly online via one-to-one and collaborative communication tools, or weekly Homeroom meetings. These participants may also interact from time to time during scheduled school events and proctored testing events. The school has disciplinary procedures pertaining to a student's academic, interpersonal, and internet conduct. Discipline follows a process of Positive Behavior Interventions to each subsequent violation, with proper notifications at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to CalPac's policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations of the same.
- any lawful penalties or interventions to be imposed as a result.

Penalties are increased for each subsequent offense until the student becomes a candidate for expulsion.

Procedures to Assess and Respond

Every individual in the school community must work together to ensure the safety of our students, parents/guardians, and personnel. Any individual aware of a threat to conduct violence or behave in a manner that would create a dangerous environment must report this to the school's administration. Upon notice of dangerous, violent, or unlawful activity personnel will conduct an investigation into the alleged threats, behavior, or acts. Students may be prevented from participating in school events or activities until such investigation has been completed. Students and parents/guardians will be notified of the school's actions and final decision. Students who are found to have violated the school's policies or law will be subject to the School's discipline policy. The decision of the School shall be final.

Grounds for Suspension or Expulsion

For CalPac students, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between the School and the authorizing school district. Copies of the charter petition will be supplied upon request. In addition, CalPac has a board approved Expulsion Plan that documents the school's role to assist the students' continued successful access to education.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

For students who seek admission at CalPac, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel (which shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of CalPac's Board of Directors). This decision will follow a meeting with the School Director or designee and the pupil and trusted adult or representative to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Administrative Panel following the meeting regarding their determination.

Procedures to Notify Teachers of Dangerous Pupils

Education Code Section 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school years, the information provided shall be from the previous two school years. For the 1996-97 school years and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Notification of Suspension History

Each September and February, all teachers will be provided with a list via email of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history.

Suspension lists will be emailed to each teacher. All teachers will reply to the email to acknowledge receipt of the data.

The hard copies will have a cover sheet marked "confidential" and teachers will be reminded via email and on the routing sheet about the confidential nature of the data.

All routing sheets and suspension reports are to be returned after five days and filed in the school office.

Notification of Current Suspensions

To notify teachers of suspensions as they occur during the school year, the following process is used:

Teachers will be sent an email advising them of the nature of the serious act and the dates of the suspension as well as any other pertinent information regarding the suspension.

Teachers will be reminded in the email about the confidential nature of the data.

Procedures for Notifying Law Enforcement Regarding Narcotic and Assault Suspensions/Expulsions

Education Code Section 48902

(a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code (assault).

(b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupils that may violate subdivision (c) or (d) of Section 48900.

(c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the

possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or non-pupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.

(d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

(e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).

(f) The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom they report the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Transfers/Mandatory Alternative Placement

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school will be notified by the school administration and will be provided with written information regarding the reason(s) for the student's transfer as well as a copy of the student's behavior contract (if applicable). Copies of this written notice are maintained in the school office.

Student Convictions

When the school receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the school administration will provide written notice to the teacher using the procedures outlined in "Current Suspensions." Copies of this notice will be maintained in the school office.

Discrimination and Harassment

Unlawful Harassment Policy

It is the policy of CalPac to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. CalPac prohibits any such discrimination or harassment. It is CalPac's mission to provide a professional work and learning environment free of harassment, that maintains equality, dignity, and respect for all. It is a violation of this policy for any student, teacher, administrator or other employee of CalPac to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to CalPac (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

What is Harassment?

Harassment can take many forms. As used in the CSSP, the term "harassment" includes:

- 1. Offensive remarks, comments, jokes, or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status defined by law.
- 2. Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors, regardless of the gender of the individuals involved.
- 3. Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
- 4. Offensive pictures, drawings, photographs, or other communications, including email.
- 5. Threatening reprisals of an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy.
- 6. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- b. Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.

Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All CalPac students, personnel, and administrators have a responsibility for keeping their work and educational environment free of harassment.

Reporting

CalPac encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. However, CalPac cannot resolve a harassment claim that has not been reported. Affected individuals or witnesses of discrimination/harassment are responsible for reporting claims to the school, and the school in turn will take any and all necessary steps to address the concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with the homeroom teacher, immediate supervisor, and/or the school administration. In addition, CalPac encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. CalPac recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but is not limited to, reprimand, suspension, or dismissal, depending on the nature and severity of the offense. Additionally, appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure

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

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement, or believe they have witnessed such conduct, should discuss their concerns with the homeroom teacher, supervisor, school administrator or the Director of Human Resources. CalPac encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality and discretion will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination as CalPac believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the CalPac School Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in the investigation into a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all members of the Calpac community can participate in an environment free from harassment, discrimination and retaliation. CalPac will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Anyone who has any questions or concerns about these policies may speak with the School Director or the Director of Human Resources. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of CalPac prohibit disparate treatment on the basis of sex or any other protected characteristic, privileges, and prerequisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

Cyberbullying

CalPac expects its students to use all electronic communication methods in a responsible, ethical, and legal manner in order to ensure that offensive, harassing, or other communication jeopardizing the integrity of CalPac has not been made available to other students. By using a school issued device and school virtual platforms, students are agreeing that they will use school platforms and technology properly for school-related purposes only, will communicate with faculty and students appropriately, and will not take part in cyberbullying or any other forms of harassment.

While communicating via email or in Live Sessions, students are agreeing that they will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not take part in cyberbullying or any other form of harassment.

Harassment and cyberbullying of or by students or teachers will not be tolerated in any environment. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation). Cyberbullying, otherwise known as electronic bullying, is defined as the use of electronic communications to bully others (via email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or through other forms of electronic communication).

"Unwanted conduct" includes but is not limited to: threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

"Offensive content" includes, but is not limited to: sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Harassment and cyberbullying are actions that interfere with school success and/or create a hostile environment and will not be permitted. The use of offensive content motivated by unwanted conduct will hereafter be referred to as "abusive communication."

Steps for Students to Follow

Students who believe that they are victims of cyberbullying or harassment should follow the steps below:

- 1. Do not respond to the person engaging in the alleged harassment or cyberbullying.
- 2. Document specific instances of alleged cyberbullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
- 3. If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation.

- 4. If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the Guidance Counselor and send the Guidance Counselor the documentation.
- 5. If the abusive communication is from a personnel member, report the situation to the School Director.
- 6. If the abusive communication is from a school administrator, report the situation to the Guidance Counselor who will report it to the Chief Executive Officer.

Administrative Action Plan

When a student reports an incident of cyberbullying or harassment to a teacher:

- 1. The teacher will collect and review documentation if the abusive communication occurs as part of coursework.
- 2. The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to a school administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- 3. The teacher will warn the student about possible expulsion for repeated offenses.
- 4. The teacher will arrange a parent conference to discuss the matter.
- 5. If the student is referred to a school administrator, the student may be a candidate for expulsion.
- 6. The teacher will warn the student about possible expulsion for repeated offenses.
- 7. The teacher will arrange a parent conference to discuss the matter.

When a student reports an incident of cyberbullying or harassment to a school employee:

- 1. The Guidance Counselor will collect and receive documentation if the abusive communication occurs in any other school setting (i.e., not as part of a specific class).
- 2. The Guidance Counselor will discuss the incident with the accused student and decide if the incident warrants referral to the School Director. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.

When a student reports an incident of cyberbullying or harassment by a personnel member to the School Director or Superintendent that person will discuss the incident with the accused and will take necessary actions to address the complaint.

Disciplinary Action

Students engaging in harassment or cyberbullying:

- may lose points for coursework.
- will have a parent conference scheduled to discuss the matter.
- will receive a warning about possible expulsion for a repeated offense.
- will be candidates for expulsion dependent on the severity or frequency of the offense.

Personnel Member Responsibilities Regarding Harassment or Cyberbullying:

- Teachers and/or Guidance Counselors collect and review documentation and discuss the incident(s) with the student.
- Teachers and/or Guidance Counselors record the documentation in the student's electronic file.
- Teachers and/or Guidance Counselors arrange a parent conference to discuss the matter.
- Teachers and/or Guidance Counselors warn the student about possible expulsion. The School Director initiates administrative expulsions as described above.

Hate Crime Reporting Procedures

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

Any student who believes that they are a victim of hate-motivated behavior shall immediately contact the School Director or designee. If the student believes that the situation has not been remedied by the School Director or designee, they may file a complaint in accordance with the school's complaint procedures.

Personnel who are informed of hate-motivated behavior or personally observe such behavior shall notify the School Director or designee. The School Director or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.

The School Director or designee shall ensure that personnel receive appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

Schoolwide Dress Code

The purpose of the CalPac dress code is to advocate a successful, respectful, and safe learning environment for all students and personnel. Dress may not interfere with or distract from learning and must be appropriate for the school activity. Inappropriate dress will be reported to a school administrator. If the school administrator finds the clothing is in violation of the dress code, individuals may be asked to change clothes when possible or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended
- Pants and shorts must fit at the waist without sagging to reveal undergarments
- Shoes must be worn at all times
- Clothing which may be intimidating to others such as metal studs, spikes, gang affiliation/attire, or puts the wearer in danger

School administration retains the sole discretion to make the final determination whether clothing, jewelry and accessories, and/or appearance meet acceptable standards.

Safe Ingress and Egress

CalPac is an independent study program. By nature, students do not come to a physical campus, and the school is only in custody of students in the event of optional scheduled events or school activities. In the event that students will be in the direct care of the school, personnel will provide all relevant ingress and egress information specific to the location as applicable in order to ensure the safety of students, parents, and school employees en route to and from school events or activities.

Safe and Orderly Environment

It is the priority of CalPac to provide students, families, and personnel a safe environment free from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

CalPac is non-sectarian in its programs, admissions policies, employment practices, and all other operations. CalPac does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

The Superintendent will consider student requests for accommodation related to the policies outlined in the safety plan. Accommodations will be implemented to ensure that students have safe and equal access to all School academic activities and sponsored events.

Online Safety and Mental Health

In an effort to keep all students safe online, CalPac installs Go Guardian software on each school computer. Go Guardian flags school personnel in areas of threats, violence, and mental health concerns including self-harm and suicidal ideation. In situations where a teacher or Go Guardian finds that there is a concern or a student is at risk in the area of mental health, a response protocol is initiated with the school's mental health crisis team. The crisis team includes school counselors, social workers, school psychologists, program coordinators, and school administration. Contact is made with the student and family, and when appropriate, a risk assessment is conducted, resources provided, reentry meeting held, or safety plan established.

Acceptable Use Policy

Internet access is required for students taking CalPac courses. Internet access offers valuable, diverse, and unique resources to both students and teachers. Access must be used in a responsible, safe, efficient, ethical, and legal manner.

With access to computers also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material available on the Internet may contain items that are potentially illegal, defamatory, inaccurate, and/or offensive. On a global network, it is impossible to control all materials, and an industrious user may discover controversial information either by accident or deliberately.

CalPac does not warrant, and specifically disclaims all warranties of any kind, expressed or implied, including but not limited to, the implied warranty of merchantability, fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained, via the Internet. The disclaimer includes direct, incidental, consequential, indirect, or punitive damages arising from internet use.

Notwithstanding, CalPac firmly believes that the benefits to students from access to the Internet, in order to achieve the student's goals and objectives, far outweigh the possibility that users may procure material that is inconsistent with CalPac's educational goals.

Access to the Internet is a privilege, not a right. That access confers responsibility. The smooth operation of the school network depends on proper adherence of students and faculty to strict guidelines. These guidelines are provided here so that students and personnel are aware of the responsibilities they have when accessing the internet.

Punishable Infractions:

- Do not use obscene, profane, lewd, vulgar, rude, threatening, or disrespectful language, and do not use a computer in a way that lacks consideration and respect. These actions not only violate the school's policy but may violate the laws of California or the United States (see Harassment and cyberbullying section).
- Do not cut, copy, or plagiarize internet content, and always properly acknowledge the source of materials in accordance with the CalPac academic integrity policy (see Academic Integrity section).
- Do not create or distribute harmful computer viruses, and never transmit or publish any information, software, or content that is or that you suspect will be harmful. These actions not only violate the school's policy but may violate the laws of California or the United States.

• Do not hack into others' systems; do not send spam or unwanted/unsolicited email (see Harassment and cyberbullying section).

Netiquette:

- Do not violate the terms and conditions of websites.
- Do not violate any intellectual property rights of others, including, for example, the copyrights and trademarks of others. Never transmit or publish any information, software, or content that violates or infringes on the rights of others.
- Always report any security problems or vulnerabilities in the schools' computers, network, or internet connection to a system administrator
- Do not violate the privacy of others, and never view files that were not intended for your use.
- Do not give out personal information including full names (use only first names), home phone numbers, home addresses, email addresses, or other data anywhere on the Internet.
- Always write down any error message that appears when working with any application and report it to a system administrator.
- Do not use email to transmit private information such as credit card numbers or Social Security numbers. Email messages can easily be intercepted and viewed.
- Do not reply to email messages from strangers asking for personal information, attempting to arrange meetings or engage in personal contact. Always report any message you receive that is inappropriate or that makes you uncomfortable to your instructor or to another school employee.
- Always protect passwords do not share passwords or use another person's password.
- Do not partake in any form of harassment or inappropriate behavior via use of the Internet, Live Sessions, IM, or email system.

Users are subject to all local, state, and federal laws and agree to abide by all such laws. School administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through internet access. In the event there is a claim that a student has violated this policy, the student will be provided with notice of the suspected violation and have an opportunity to present an explanation, unless law enforcement officials direct us otherwise. Any violations may result in removal from CalPac course(s) or expulsion from the school, as well as other disciplinary or legal action.

Students are encouraged to read the information at the following link concerning other internet responsibilities: www.albion.com/netiquett/corerules.html

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors will contact a school administrator. The school administrator will investigate the situation and if warranted, will report this to the student's parent/guardian(s). The school administrator may refer students to counseling, and if warranted, to law enforcement. The School will provide students with information related to the dangers of using synthetic drugs at the beginning of each school year.

Crisis Response

De-Escalation

De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.** More information regarding de-escalation strategies is provided in the Appendix (CSSP-4).

Threat and Crisis Assessments

Threat and crisis assessments are crucial in the mitigation efforts of schools as they provide valuable information that helps prevent, prepare for, and respond to potential emergencies. When used effectively, these assessments may also help to identify risks or support needs before a situation becomes an emergency. However, there are instances where immediate emergency response is necessary. If there is an imminent threat to the safety of an individual, a group of individuals, or the larger school community, immediate emergency response protocols should be initiated and the appropriate public safety agencies should be notified (law enforcement, emergency medical, fire department, etc.). Assessments cannot and should not replace immediate emergency actions in high-risk situations.

In order to be completed correctly and implemented effectively, these assessments must be completed by professionals with the appropriate training. School leaders are instrumental in the development of individualized, immediate response strategies until the assessment is complete.

Threat Assessments

A threat assessment is used to identify students who may pose a threat to the safety of the school community or other individuals. It involves determining the credibility and seriousness of a threat made against others, and the likelihood that it will be carried out. The data obtained during a threat assessment is used to create a specialized safety plan which may include school-wide or limited safety measures, individual interventions, and follow-up monitoring.

A threat assessment team often includes school resource officers/security and safety personnel, school counselors and/or psychologists, and school administrators. In some instances, local law enforcement or mental health professionals might also be involved, particularly if the threat is severe.

Crisis Assessments

A crisis assessment is utilized when a student is in a state of severe distress or presents an immediate threat to the safety of themselves or others. Crisis assessments are most often conducted in schools when a risk of suicide is presented or suspected. A crisis assessment helps personnel and other caregivers to make informed decisions about immediate interventions and long-term plans to mitigate such crises in the future.

Crisis assessments should be performed by individuals with specialized knowledge or training in how to complete the assessment correctly. Some School Leaders may fit this description, but crisis assessments are most often completed by school counselors or psychologists, as well as external mental health professionals. If school counselors or psychologists are not available to a school within a short timeframe, schools should have relationships with external mental health professionals or facilities in order to make a timely referral for a crisis assessment. Taking appropriate action quickly is essential for schools in fulfilling their duty to protect the safety of students and personnel. More information on caring for a student who is at risk of suicide is outlined in the Appendix (CSSP-5).

Disaster and Emergency Response

Overview

Response is the process of implementing appropriate actions while an emergency situation is unfolding. During disaster and emergency response, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, the 911 Dispatcher, local fire department or police department, as appropriate.

Unique Aspects of Virtual-Only Education Programs During Disaster and Emergency Response

CalPac is an independent study program. By nature, students do not come to a campus, and the school is only in custody of students in the event of optional scheduled events or annual state test proctoring. In the event that students are in direct care of the school during any disaster (including earthquakes, fire, natural disaster, harmful threat, self-induced health emergency, etc.), the emergency response protocols of the rented or visiting facility will guide the actions of CalPac personnel. Special consideration will be taken for students with disabilities in all cases. Prior to any events or field trips, CalPac personnel and chaperones will be briefed on the emergency response protocols of the rented or visiting facility. Additionally, personnel and students will, at all times during special events or field trips, follow the CalPac safety protocols and procedures outlined previously.

Roles and Responsibilities

If a disaster were to strike during a field trip or at a school event, the primary responsibility is to ensure the safety and security of students and CalPac personnel. Personnel can expect student flight and panic to some degree, however most

students will look to personnel for their safety and proper actions in a disaster.

All CalPac Personnel

Personnel will remain with students until:

- 1. It is considered safe by the School Director or Incident Commander;
- 2. A trusted adult identified on the student's record in the CalPac student information system arrives to pick up the student.

School Director/Incident Commander

- 1. Ensure that all personnel are familiar with the CSSP and procedures.
- 2. Provide information to a trusted adult annually about the guidelines and procedures of the CSSP as well as the trusted adults' responsibilities under the plan.
- 3. Work in coordination with the teachers, personnel, and representatives from rented locations in the event of a disaster or emergency.
- 4. Activate the Incident Command System, typically serving as the Incident Commander, and oversee the incident response.
- 5. Designate a person who will assist in a disaster situation in their absence.
- 6. Inform trusted adults of the procedures for checking out students after a disaster.
- 7. Coordinate all emergency response efforts remotely, working with the teachers at the scene, trusted adults of students participating in the school event or at state testing, and with representatives on location.

The Executive Assistant/Liaison

- 1. Assist the School Director/Incident Commander with notification of parents/guardians.
- 2. Manage incoming calls, questions, and concerns to the main office.
- 3. Remain on duty until dismissed by the School Director/Incident Commander.

Teachers/Attendance & Assembly Team

Become familiar with the CSSP.

- 1. Provide annual instruction to students in the drills and procedures.
- 2. Maintain a current roll sheet for each testing location; check roll during each disaster; report any missing students to the School Director/Incident Commander or designee.
- 3. Carry out other duties assigned by the School Director/Incident Commander or designee.
- 4. Supervise and remain with their students unless they are assigned to other specific duties.
- 5. Keep the student attendance sheet in their possession during drills and alerts. The attendance sheet will include information about special needs students or those with special medical issues.
- 6. Remain on site and carry out their assignments until officially dismissed by the School Director/Incident Commander or administrative designee.

CalPac Office Emergency Operations Plan

CalPac has implemented an Emergency Operations Plan for the purposes of establishing disaster and emergency response protocols should an incident occur while personnel are present at the office. The full plan is included as Appendix (x). While designed primarily for that setting, CalPac personnel will take a copy on field trips and during events where students are present and may follow those procedures in the event that additional instructions are needed.

Training

All CalPac personnel are trained on the following topics:

- Comprehensive School Safety Plan (CSSP)
- Incident Command System
- Threat Assessment and Response
- Basic Emergency Response Protocols

Opioid Overdose Response

CalPac recognizes the serious threat that opioids present to youth, specifically in grades 7 to 12. California state law mandates that all public school personnel be trained in the prevention and proper response to provide life-saving aid to students who are suffering from a life-threatening opioid exposure. All personnel will be required to complete preliminary opioid overdose response training including training in the administration of an opioid reversal agent such as Naloxone. An opioid reversal agent will be included in first aid kits on school field trips and at school sponsored events where students in grades 7 to 12 are present. Personnel will immediately contact emergency services if an opioid overdose is suspected. Any student provided an opioid reversal agent will be sent to the nearest emergency facility for care. A parent/guardian will be notified if an opioid reversal agent is administered to their student.

Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees includes all personnel employed by State of California agencies, California county and city agencies, and public districts. CalPac employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

- A local emergency has been proclaimed.
- A State of Emergency has been proclaimed.
- A Federal disaster declaration has been made.

Disaster Response Plans

Site Specific Disaster Plan

As an educational institution that provides exclusively virtual education, CalPac does not operate any sites for which a Site Specific Disaster Plan should be created. Should this change and school sites be acquired, this component of the CSSP will be updated to reflect the specific disaster plan for that site in accordance with Education Code and board policy. Regardless of location at the time of a disaster or emergency, CalPac personnel will operate an Incident Command System when activation is deemed necessary to ensure effective response by the Incident Commander or a member of CalPac leadership.

Emergency Response Procedures

Bomb Threat

All bomb threats should be taken seriously until proven not to be credible by individuals trained to conduct such an assessment. All bomb threats are crimes, even those that are not credible. In addition to safety actions, care should be taken to preserve evidence whenever possible.

Telephone Bomb Threats

Individual Receiving the Threat:

- 1. Via Google Chat or written note, ask another personnel member to call 9-1-1 while you complete the Bomb Threat Checklist.
 - a. Copies of the Bomb Threat Checklist are located near each phone.
 - b. Keep the caller on the phone as long as possible and ask the questions on the Bomb Threat Checklist.
 - c. Remain calm and courteous.
- 2. Via Google Chat or written, notify the Incident Commander.

Incident Commander:

- 1. Ensure 9-1-1 has been contacted and the Bomb Threat Checklist is completed.
- 2. Follow police instructions.
- 3. Determine if evacuation to an off-site evacuation location or a secure campus is warranted based on threat contents.
- 4. Direct the notification of other tenants or neighbors as necessary.

Potential Bomb at Facility

Individual Discovering the Item:

- 1. Call 9-1-1 and notify the Incident Commander.
- 2. Do not move or touch the suspected explosive.

Incident Commander:

- 1. Establish a perimeter to eliminate traffic near the item if possible.
- 2. Do not move or touch the suspected explosive.
- 3. Evacuate the building to the off-site location, or other location if directed by law enforcement.

Electronic Threats

Individual Discovering the Threat:

- 1. Preserve the threat via screenshot or printing.
- 2. Notify the Incident Commander.

Incident Commander:

- 1. Contact 9-1-1.
- 2. Follow police instructions.
- 3. Determine if evacuation to an off-site evacuation location or a secure campus is warranted based on threat contents.
- 4. Direct the notification of other tenants or neighbors as necessary.

Re-Entering the Facility Following a Bomb Threat

If the event is a threat and no bomb is found, be aware that individuals may feel afraid to re-enter the building. It may be necessary to bring everyone back to a meeting space and give information and reassurance. Fire and police department officials may be helpful with this process. Allowing individuals to air their fears and addressing their concerns will be helpful.

Bomb Threat Checklist included in Appendix, CSSP-1. Printable versions can be accessed via DHS website: <u>https://www.cisa.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf</u>

Chemical Spill / Hazmat Incident

Chemical Spill/HAZMAT Incident Procedures if Spill is Indoors

All Personnel:

- 1. Evacuate individuals from the room immediately.
- 2. If able, turn off air conditioning.
- 3. Block off or rope off area. DO NOT TOUCH ANYTHING.
- 4. Notify custodian and Property Manager. If necessary, contact 9-1-1.
- 5. Notify Incident Commander.

Incident Commander:

- 1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
 - a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
- 2. Order an evacuation if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
 - a. Consider whether to evacuate to an on-site or off-site location.
 - b. If a prolonged response is expected, activate the ICS team.
 - c. Ensure health, safety, and welfare at the evacuation site.
- 3. If evacuation is not required, follow clean-up procedures provided by custodian, fire department, etc. based on chemical or severity of spill.

Chemical Spill/HAZMAT Incident Procedures if Spill is Outdoors

All Personnel:

- 1. If you are outside, move away from buildings, poles, and overhead wires.
- 2. If you are outside, listen for instructions to shelter-in-place or evacuate.
 - a. If shelter-in-place is called, return indoors immediately.
 - b. If evacuation is called, proceed to the evacuation site.
- 3. If indoors, close doors and windows and turn off ventilation.
- 4. Wait for further instructions.

Incident Commander:

- 1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
 - a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
- 2. Order an evacuation if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
 - a. Consider whether to evacuate to an on-site or off-site location.
 - b. Identify an evacuation route that uses crosswind movement. Never move directly with or against the wind as this may increase fume/chemical exposure.
 - c. If a prolonged response is expected, activate the ICS team.
 - d. Ensure health, safety, and welfare at the evacuation site.
- 3. If evacuation is not required, activate shelter-in-place and continue to monitor the situation.
 - a. If a prolonged emergency response is expected, activate the ICS team.
 - b. Carry-out health and welfare activities within the facility.
 - c. Do not release individuals until it is safe to do so.

Death and/or Suicide at Facility

All Personnel:

- 1. Notify Incident Commander.
- 2. Remain calm and send individuals in the immediate area into rooms or areas out of sight.
- 3. If possible, assign personnel to block areas near or pathways to the scene.
- 4. Call 9-1-1 or assign someone to call 9-1-1.

Incident Commander:

- 1. Instruct individuals to stay in their current workspace until informed otherwise.
- 2. Keep the scene clear of unnecessary foot traffic.
- 3. Follow instructions of police or other public safety personnel.
- 4. Notify CalPac Charter Schools organizational leadership.
- 5. Activate ICS Communications Lead.
 - a. Draft and release appropriate communications, if needed.

b. Control and organize media. Distribute media packages and/or make references to the appropriate website that contains media information.

- 6. Activate Liaison Officer to identify where victim(s) is transported, obtain disclosure information.
- 7. Notify emergency contacts of where the victim(s) has been taken and not divulge unnecessary details.
- 8. Establish provision of counseling services as soon as possible.

Earthquake

Earthquake Procedures if Indoors

- DROP, COVER, and HOLD.
 - Drop to the ground wherever you are, kneel down and make the body as small as possible. Place your arms over the base of the head and neck.
 - Duck under a desk, table, chair, or bench. With one arm, hold on to a furniture leg so that it will not move away from covering you. Place the other arm over the base of the head and neck.
 - \circ $\$ In a hallway or large room, move to be against an interior wall.
- Face away from any glass; windows, doors, or skylights.
- Avoid large moveable objects; such as bookcases.
- When safe to do so, evacuate to the assembly area. Follow evacuation procedures.

Earthquake Procedures If Outdoors

- DROP, COVER, and HOLD.
 - Drop to the ground on your knees and make the body as small as possible. Place your arms over the base of the head and neck.
 - Quickly check your surroundings and move away from buildings and overhead structures if possible before you DROP, COVER, and HOLD.
 - Hazards include but are not limited to: power poles and lines, trees or overhead lighting, roads and streets (as cars may go out of control), falling glass, etc.
- When safe to do so, evacuate to the assembly area. Follow evacuation procedures.

Post-Earthquake Procedures - 5.4 Magnitude and Below

All Personnel:

- Report to the evacuation assembly area.
- Check-in with the Incident Commander.
- Remain at the assembly area until released and complete check-out procedures.
- If directed, return to normal operations.

Incident Commander:

- Conduct a preliminary survey of the building condition and contact the Property Manager if needed.
- Verify all individuals are accounted for.
 - If individuals are missing and cannot be contacted via cell phone or Google Chat, call 9-1-1.
- If building damage is superficial (dislodged objects, cracked windows, etc.) return to normal operations, relocating individuals away from clean-up areas.

Post-Earthquake Procedures - 5.5 Magnitude and Above

All Personnel:

- Report to the evacuation assembly area.
- Check-in with the Incident Commander.
- Remain at the assembly area until released and complete check-out procedures.
- If directed, return to normal operations.

- Do not allow re-entry to the building until public safety agencies, property management, etc. determine it is safe to re-enter.
- Request Property Manager to complete a preliminary survey of the building condition.
- Verify all individuals are accounted for.
 - If individuals are missing and cannot be contacted via cell phone or Google Chat, determine their last known location and contact 9-1-1.
 - If individuals within the building are in distress, contact 9-1-1.
- Assign additional responsibilities as needed, such as Communications and First Aid & Triage.

• If safe to do so, initiate release of personnel. Gather contact information and hold injured individuals on-scene until examined by emergency medical personnel (Paramedics/EMTs).

Evacuations

Evacuation may not be necessary for every emergency situation. In some cases, the Incident Commander may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to individuals. If given no directives in a situation, assess if it would be safer to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation.

General Evacuation Distance Guidelines

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled Evacuation

A controlled evacuation will be executed by the Incident Commander or police/fire authorities. A controlled evacuation is typically conducted room by room, with areas or rooms closest to the threat being evacuated first. Individuals will be directed to evacuate away from the threat.

On-Site Evacuation Procedures

All Personnel:

•

•

- Gather everyone in the area to line up at the door.
 - Direct the group to the exit by stating the planned route of egress.
 - The primary evacuation route is the main/front door. The secondary is the back door.
 - Take the emergency bag, emergency plan, cell phone, and all keys.
- Upon exiting the space, turn off the lights and close the door, leaving it unlocked if possible.
- Review the route and observe surroundings before you begin to evacuate, if it is safe to do so.
- As much as possible, stay together during the walk.
- Follow all traffic signals when crossing streets.
- Check-in with the Incident Commander.

Incident Commander:

- Announce evacuation via verbal communication and Google Chat, including evacuation destination in message.
- Bring sign-in sheet.
- Oversee evacuation support for individuals needing assistance.
- Coordinate and manage the overall evacuation of personnel from the building.
- The Incident Commander will form a Command Post at the evacuation area.
- The Incident Commander will determine the safety of the evacuation area.
 - In the event of a suspicious object or unsafe environment, Incident Commander will redirect individuals to an alternate evacuation site.
- Assign an individual to immediately take roll and report any missing persons to the Incident Commander.
- As needed, assign additional responsibilities/tasks after attendance is complete.
- Relay evacuation information to first responders.

Reverse Evacuation Procedures

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat in the outdoor area and should be followed by Lockdown procedures unless noted otherwise.

All Personnel:

- Direct all individuals to stop where they are and turn around.
- Lead the group back into the nearest indoor space.
- Leave the lights off, lock the door, and cover the windows.
- Have everyone sit or lay down on the ground until further notice.

- Once an evacuation has been initiated and it is deemed unsafe to be outside, call for a Reverse Evacuation.
- Direct everyone to come back inside and move into the Lockdown position if necessary.
- Send updates to individuals as soon as possible to let them know why there is a need to seek shelter.

Evacuation of Individuals Requiring Additional Support

An individual plan should be formulated for each individual who discloses the need for assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. This plan should be developed with the individual needing assistance and shared with those providing support, keeping confidentiality and other considerations in mind.

Options Include:

- Carrying the individual (physical disability).
- Another employee and the individual waiting for the fire department in the prearranged area (most applicable to physical disability).
- personnel person assigned to a specific individual(s) to assist during an evacuation.

After Creating an Individual Evacuation Plan

- If consent is given by the individual, post the evacuation assistance plan near relevant evacuation maps, taking care not to disclose any sensitive or protected information.
- Include a list of individuals with evacuation plans in the checklists for Incident Commander.

Explosion

Explosion Procedures if Indoors

- 1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
- 2. Turn away from glass windows.
- 3. Take cover under a desk or table or against an interior wall.
- 4. Cover head with arms of hold to the cover.
- 5. Hold the position until directed to evacuate the building.
- 6. When directed, or immediate safety necessitates, evacuate the building.

Explosion Procedures if Outdoors

- 1. Move away from buildings, poles and overhead wires.
- 2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast.
 - a. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
- 3. Look out for dangers that demand movement.
- 4. When directed, or immediate safety necessitates, evacuate the area.

Fire

Individual Discovering Fire:

- Activate the fire alarm lever in the main hallways if it has not gone off already.
- Call 9-1-1.
- Evacuate the area, close doors and windows to confine the fire, or extinguish it if possible.
- Notify the Incident Commander immediately.

All Personnel:

- Listen for fire alarms or evacuation announcements.
- Immediately evacuate in a calm, orderly fashion using the primary (main door) or alternative (back door) evacuation routes.
 - Before opening a door, check for heat with the back of your hand. If heat is detected, find an alternate evacuation route.
- Bring sign-in/out log, cell phone, and emergency bag.
- Turn off lights.
- Close the door but do not lock.
- Gather at the pre-assigned assembly area.
- Account for all persons.

- All evacuation procedures are initiated as listed under the Evacuations heading in the EOP.
- In consultation with first responders, determining if there is a need to move to another area farther away.
- Keep access roads, fire lanes, and gates open for emergency vehicles.
- Direct emergency vehicles to the affected area once they arrive.
- Do not return to the building until the fire department officials declare the area safe.

Fire Extinguishers

Use a fire extinguisher when appropriate. Fire extinguishers are intended for small fires only. Users should make sure the fire extinguisher is of the proper type for the fire being extinguished. While attempting to extinguish the fire, the user should keep a free exit path to their back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not search for additional extinguishers. Close off the area and exit the building immediately. Ensure the locations of all fire extinguishers and pull stations are indicated on the evacuation map posted in every occupied area.

Burning Clothes

If clothing catches fire, do not allow the person on fire to run. Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, STOP, DROP, and ROLL; stop all movement, drop them to the ground and attempt to smother the fire by rolling them back and forth. After the fire is out, treat the patient for shock by having them lay down, feet raised about 12 inches, elevate burn above heart level if possible, and support the neck. If the burn is to the face or neck, have the person sit with their head above heart level, ensuring the airway is open and breathing is not impaired. Maintain their body temperature.

Burn First Aid

First-Degree Burns (Affecting Top Layer of Skin):

- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
 - Use compresses if running water isn't available.
 - DO NOT apply ointments or butter, which can cause infection.
 - Cover with a sterile, non-adhesive bandage or clean cloth.

Second-Degree Burns (Affecting Top 2 Layers of Skin):

- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply ointments or butter, which can cause infection.
- Cover loosely with a sterile, non-stick bandage and secure in place with gauze or tape.

Third-Degree Burns (Affecting All Layers of Skin):

- Call 9-1-1
- DO NOT soak the burn in water, break blisters or apply ointments or butter, which can cause infection.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply butter or ointments, which can cause infection.
- Cover loosely with a sterile, non-stick bandage, sheet or material that will not leave lint in the wound.
- Separate burned toes and fingers with dry, sterile dressings.

IMPORTANT: ALL SEARCH AND RESCUE, FIREFIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Lockdown

Examples of Scenarios Warranting a Lockdown

- There is a threat/hazard within the building
- There is an active assailant
- A weapon has been reported and/or found in the building

Lockdown

Individual Identifying the Threat:

- Use a verbal command and Google Chat to announce the Lockdown. Repeat multiple times.
 - "This is a Lockdown. This is a Lockdown. This is a Lockdown"
- When safe to do so, i.e. behind a closed and locked door, notify 9-1-1 via text or phone.
- You may also activate security duress code.
- When safe to do so, i.e. behind a closed and locked door, alert Incident Commander via Google Chat.

All Personnel Indoors: LOCKS, LIGHTS, OUT OF SIGHT

- Enter the nearest room, keeping all keys with you.
- Close and lock the door.
- Turn off the lights.
- Close blinds or curtains.

- Sit or lie on the floor away from windows if possible.
- Silence phones, vibrate can make noise if on a hard surface, but keep accessible.
- Do not allow anyone into or out of the room.
- Remain calm and quiet ensuring the room looks unoccupied.
- Stay in Lockdown until law enforcement directs otherwise.

All Personnel Outdoors:

- Listen and look for audible or visible cues as to the direction of the threat.
- Hide behind natural barriers if possible: cars, dumpsters, houses, etc.
- Be prepared to move away from the facility using a masked escape route if possible.
- If you are able to run, relocate to an off-site evacuation location.
 - Contact the Incident Commander by Google Chat, email, or text to provide status. Include the names of the individuals with you and your location.

Additional Considerations for Lockdown

- Any visitors to the facility will remain where they are, assuming they are either in a common area or in an office. If in neither location, they should go to the nearest secure space and follow a personnel member's instructions.
- Personnel should not open the doors under ANY circumstances. Once a door is closed, it remains closed.

Releasing a Lockdown

There are two ways a Lockdown can be lifted;

1. Law enforcement will arrive and take over the command of the situation.

In general, law enforcement agents will release a Lockdown by gaining entrance to occupied spaces by any means necessary, i.e. breaking down a door or locating a set of keys and granting themselves access to rooms. This will be a slow and methodical process and could take hours to complete. Stay calm and remain in the Lockdown position while waiting. Law enforcement agents will assume that anyone at the facility could pose a threat to their safety, it is important to follow all of their requests.

2. The Incident Commander will initiate the release internally.

In the event that a Lockdown de-escalates, i.e. threat moves off-site and law enforcement follows in pursuit OR a Lockdown was called prematurely and law enforcement is not needed at the facility, three messages will be sent to release Lockdown. These messages can come in any form and may include: verbal commands, Google Chat message, email, text message, or Incident Commander/designated personnel coming to each room and unlocking the doors. Be sure to receive all THREE messages before releasing the Lockdown on a room.

Medical Emergency

Procedures During All Medical Incidents

- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other personnel to manage bystanders.

Life Threatening and/or Disabling Medical Emergency

These medical situations can cause death or disability within minutes, requiring immediate intervention, medical care, and, usually, hospitalization. Examples of this category include airway and breathing difficulties, cardiac arrest, seizures, chest pain, and/or cyanosis.

Individual Recognizing the Medical Emergency:

When an injury, illness, or condition is suspected to be potentially life-threatening or disabling, the *first person to come into contact with the individual* should engage in the following emergency actions:

- 1. Notify police and paramedics by dialing 9-1-1.
- 2. Give the following information:
 - a. Give the address of the injured person.
 - b. Is the victim conscious?
 - c. Is the victim breathing?
 - d. What first aid has been administered and by whom?
 - e. Tell the operator that someone will meet the paramedics at the main entrance of the facility.
 - f. Give the phone number of the phone used to make the call
 - g. Contact with the 9-1-1 operator should be maintained until paramedics arrive unless otherwise instructed by the operator.
- 3. Notify Incident Commander.

- 4. Send someone to meet the paramedics at the main entrance of the building.
- 5. Perform emergency medical procedures in accordance with your training:
 - a. Maintain open airway, breathing, and circulation.
 - b. Provide CPR when necessary.
 - c. Control and stop bleeding.
 - d. Immobilize head and neck if needed.
 - e. Do not move the victim unless they are in immediate danger.
 - f. Do not try to pop a dislocated joint back into place.
 - g. Care for shock.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness.

All Personnel:

- 1. If there is an imminent risk, call 9-1-1.
- 2. Send for immediate help (First Aid/CPR/Medical) and general-use epinephrine pen ("EpiPen") if available.
- 3. Assist in getting EpiPen for individuals who carry them and prescription medications.
- 4. Notify the Incident Commander.
- 5. If an insect sting, remove the stinger immediately.
- 6. Assess the situation and help the individual to be comfortable.
- 7. Move the individual only for safety reasons.

Incident Commander:

- 1. If there is an imminent risk, call 9-1-1 (always call 9-1-1 if EpiPen is administered).
- 2. Notify emergency contacts if needed.
- 3. Administer medication, typically EpiPen, if appropriate.
- 4. If an insect sting or bite, apply ice packs to the affected area, keep the victim warm or take other actions as indicated.
- 5. Observe for respiratory difficulty.
- 6. Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

Suspected Opioid Overdose

If an overdose is suspected, *call 9-1-1 immediately*.

All Personnel:

- 1. If an overdose is suspected, call 9-1-1.
- 2. If needed, administer CPR.
- 3. Notify the Incident Commander and ask for naloxone (Narcan) if available.
- 4. If available and trained to do so, administer Narcan.
- 5. Assess situation and help the individual to be comfortable.
- 6. Only move the individual for safety reasons.

Incident Commander:

- 1. If an overdose is suspected, call 9-1-1.
- 2. If available and trained to do so, administer naloxone (Narcan).
- 3. Assist with CPR/guiding EMS personnel to the location.
- 4. Notify emergency contacts.

Power Outage

All Personnel:

- Turn off any power tool as it might "spring" back into action once power is restored.
- Unplug non-critical electronic devices to avoid shortages if power comes back suddenly.
- Wait for further instructions from the Incident Commander.
- If departing the building, take all personal belongings and a physical key (if available).

- If a power line is down, activate Shelter-In-Place. Lines may be "hot" and pose a serious risk to personnel.
- Check <u>SoCal Edison</u>. Establish ETA for power restoration. If estimated to be longer than eight hours, consider releasing personnel if safe to do so.

- Visit the <u>SoCal Edison</u> alerts website and input phone number to receive real-time text updates.
- Continue to monitor the <u>SoCal Edison</u> website and alerts for restoration information.

Secure Campus

Examples of Scenarios Warranting a Secure Campus

- Police activity in the surrounding neighborhood that could move into the facility.
- Unknown individual loitering near the building or trying to gain access to the building.
- Civil disturbances, riots, or public demonstrations.
- Dangerous wildlife identified in the area.

Secure Campus Procedures

All Personnel:

- If outdoors, immediately go inside the facility and move to an office or other room.
- Indoor activities may continue as normal.
- Close all doors and windows. Shut window blinds on external windows.
- Remain vigilant and be prepared to move into a Lockdown at a moment's notice.
- Stay in Secure Campus until released by Incident Commander or directed to elevate to a Lockdown.

Incident Commander:

- Call 9-1-1 if appropriate, or the police/fire department to gather information.
- Make announcements initiating the Secure Campus.
- Lock and monitor all exterior doors.
- Do not allow anyone to enter the facility and strongly discourage individuals from leaving.
- Alert employees that are off-site to advise them to stay away until further notice.
- Monitor the situation closely and be prepared to call a Lockdown at a moment's notice.

Releasing a Secure Campus

An announcement can be made to release a Secure Campus call. Notifications should also be sent via the same lines of communication that were used to announce the Secure Campus.

Severe Weather

Shelter-In-Place may also be necessary based on weather conditions. For more information on Shelter-In-Place procedures, refer to the related segment in this EOP. Facility closing will be determined by the Incident Commander based on wind speed, flooding, outages, and/other potentially dangerous weather conditions.

General Severe Weather Procedures

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- Follow up-to-date information on the situation, if possible.

Hazardous Road Conditions

Transportation to and from the facility may not be safe when there is inclement weather causing hazardous road conditions. If conditions worsen during operating hours, the Incident Commander may recommend personnel remain in the building until weather/road conditions improve.

- 1. Contact personnel to notify them of the closing or the sheltering status.
- 2. Assign tasks related to health and welfare activities if sheltering is prolonged.

Flooding

Flood Watch:

- 1. Review evacuation procedures.
- 2. The Incident Commander will check on the status of evacuation sites, and find an alternate evacuation site if the primary and secondary sites are flooded.
- 3. Check transportation status, if needed.
- 4. Monitor radio stations for further development.
- 5. Relocate or protect critical records and equipment.
- 6. If recommended and it is safe to do so, request placement of protective equipment such as sandbags from the Property Manager.

Flood Warning:

- 1. Continue to monitor radio stations and other media sources for further development.
- 2. Evacuate and relocate immediately if advised by the police, national weather service, or other emergency management officials.
- 3. Count personnel as they leave and visually check the room for individuals who might be left behind.
- 4. If relocating, follow evacuation procedures.

Heatwave or Extreme Heat

- 1. Limit outdoor activity when the heat index is over 90 F degrees.
- 2. Recommend personnel consume plenty of water.
- 3. Recommend individuals dress in lightweight, light-colored clothing.
- 4. Be alert for signs of HEAT EXHAUSTION:
 - Cool, moist, pale, or flushed skin.
 - Heavy sweating.
 - Nausea/Dizziness.
 - Exhaustion.
 - Normal or below normal body temperature.

ADMINISTER FIRST AID, TAKE STEPS TO COOL PERSON DOWN & CALL FOR HELP IF NEEDED

- 5. Be alert for signs of HEAT STROKE:
 - Very high body temperature (>102 F degrees).
 - Hot, red skin, either dry or moist.
 - Weak rapid pulse.
 - Rapid, shallow breathing.
 - Vomiting.

CALL 9-1-1 IMMEDIATELY AND TAKE STEPS TO COOL PERSON DOWN

Shelter-In-Place

Examples of Scenarios Warranting a Shelter-In-Place

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/vicinity
- Severe weather

Shelter-In-Place Procedures

All Personnel:

- Move indoors and remain inside.
- Close and lock doors and windows.
- Continue indoor activities as normal, if possible.
- Follow additional instructions or precautions.
- Remain indoors until the "All Clear" is signaled.

Incident Commander:

- Call 9-1-1 if appropriate, or police/fire department to gather information.
- Make announcements initiating shelter-in-place via verbal command, Google Chat, email, etc.
- If applicable Turn off fans and HVAC systems.
- Monitor television, radio, internet for all clear, evacuation, or other directives.
- To lift shelter-in-place: Announcement is made via verbal command, Google Chat, etc.

Shelter-In-Place Procedures: Chemical Spill / Unhealthy Air Quality

- If applicable Turn off fans, HVAC systems, air conditioning units or ventilation systems, and air vents.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first-aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Take your emergency supplies and go into the room you have designated. Seal all windows, doors, and vents with plastic sheeting and duct tape or anything else you have on hand.

Shelter-In-Place Procedures: Animal Attack / Threat

• Contact Animal Control.

- Do not try to scare the animal away the animal may become alarmed and cause a negative reaction.
- If safe, assign personnel to keep track of the animal until it moves off the property or assistance arrives.
- Contact personnel who are off-site to update them of the situation and advise them to stay away until further notice.

Shelter-In-Place Procedures: Severe Weather

- Do not use telephones, cellular phones, radios, or other electronic communication unless absolutely necessary.
- If possible, unplug computers, televisions, etc. Electrical surges may occur that can ruin devices.
- If outside and unable to return to the facility:
 - Do not stand under tall trees or any metal structures (fencing, pipes, or railings).
 - Look for shelter in a low place, like a valley, ditch or ravine, with small or no trees.
 - Get off hills do not stand in an open field where you are a tall object.

Suicide Attempt / Suicidal Ideation

Suicidal Ideation or Threat Procedures

A risk of suicide is considered when an inividual is identified by peers, colleagues, or other individuals as expressing suicidal thought (ideation) or demonstrating other warning signs. If an individual is having thoughts of suicide, there is a risk of suicide.

Any person referencing suicide should be taken seriously. Do not leave the person alone.

All Personnel:

- 1. Notify the Incident Commander immediately.
- 2. Stay with the person until the Incident Commander or intervention professional arrives.
- 3. Do your best to prevent the person from leaving before meeting with the Incident Commander, intervention professional, or Human Resources representative.
- 4. If imminent danger exists, contact 9-1-1 immediately. Risk of imminent danger may be higher if:
 - a. The individual is absent without notice.
 - b. The individual has left the facility.
 - c. The individual has made specific threats.
 - d. A plan to attempt suicide is discovered.

Incident Commander:

- 1. Law enforcement have the discretion to transport the individual to a hospital. If this occurs, obtain a release of information form from the hospital.
 - a. If the individual is not assessed by a professional at the hospital, additional referrals for screening, or screening completed at the facility by a qualified individual, may be necessary.

Suicide Attempt Procedures

Treat any suicide attempt or suspected suicide attempt as a medical and psychiatric emergency.

All Personnel

- 1. Contact 9-1-1. Assign another personnel member to contact 9-1-1 and notify the Incident Commander.
- 2. Provide first aid/CPR.
- 3. Assist in the completion of documentation, such as incident reports.

Incident Commander

- 1. Notify emergency contacts.
- 2. Notify crisis response personnel, counselors, and Human Resources representatives.
- 3. Obtain release of information from hospital.
- 4. If the individual recovers, work with emergency contacts, health professionals, and mental health professionals to create an appropriate return-to-work support plan, if warranted.
- 5. Strongly encourage professional mental health evaluation of the individual prior to a return to work.
- 6. If individual does not recover, follow "Death and/or Suicide."

Field-Trip/School Event/Testing Disaster Response Plan

The supervising teacher on location will have emergency contact information on their person at all times. During testing, the lead proctor on site at state testing locations will have access to contact information of trusted adults identified in the Student Information System. Teachers will follow the direction of officials, location personnel, and authorities to follow
evacuation, lockdown, or other response procedures of the facility. All CalPac personnel will participate in an initial training relative to active shooter response and additional training as needed thereafter in preparation for in-person events.

It is the responsibility of the teacher to keep students calm and follow the instructions as given on site. As soon as possible, teachers should notify the School Director/Incident Commander of the situation. The School Director/Incident Commander will remain in contact with the teacher, relaying information to the parents/guardians as needed. Teachers will remain on site until all students have been released to the parent/guardian listed on the permission slip or in the Student Information System.

Trusted Adult Responsibilities

The trusted adults of students identified in the Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

Trusted adults are asked to share in the School's responsibility of informing students what they should do in case of an emergency, disaster, or other dangerous event. Trusted adults need to give specific directions to each student to follow the school policy and directions of school personnel. It is critical that students do not receive directions that are contrary to the School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Incident Command System (ICS)

The Incident Command System (ICS) is a leadership and management system that is used during emergency and disaster response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of ICS within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in Appendix, CCSP-6.

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be activated, whereas larger incidents may involve assigning roles to all available personnel. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

Any CalPac personnel may be assigned a role within ICS when an emergency occurs and students are present. Many times, the assigned role within ICS is based on the routine responsibilities and the skills used in normal operations. For example, a teacher may be part of the Attendance & Assembly, whose role is to ensure that students are accounted for and supervised during an emergency response. The Incident Command Chart with role assignments is provided in the Appendix (CSSP-7).

Emergency Communications

CalPac CSSR ifornia Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM 30

Public Notification Systems

The Department of Homeland Security and the California Office of Emergency Services collaborate to provide information and warning notifications during an emergency. These messages are sent via the Emergency Alert System (EAS) is a national public warning system that allows for immediate nationwide broadcasting across most communication devices. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster. Announcements made via the EAS include:

- This is a Test
- Severe Thunderstorm Warning
- Tornado Warning
- Hurricane Preparations Ordered
- Evacuation Ordered
- Shelter-in-Place for a Security Incident
- Shelter-in-Place for a Hazardous Material Incident
- All Clear

Reverse 9-1-1 is a relatively new method of public emergency communication, in which local authorities can send out emergency messages that target specific geographic areas via phone. Messages received via Reverse 9-1-1 should be responded to based on the message instructions and CalPac procedures.

Contacting 9-1-1

All CalPac Personnel should contact 9-1-1 immediately when they feel the need to do so, without having to wait for prior approval from a supervisor or other personnel. 9-1-1 should be contacted when:

- There is a threat to life
- personnel members witness a crime in progress
- When there is an immediate threat of property damage

If in doubt as to whether or not emergency assistance is needed, personnel should contact 9-1-1. Dispatchers will notify the personnel member if emergency assistance is required. The best way to contact 9-1-1 is via installed telephones, but cell phones may also be used. Personnel should be prepared to share the following information with dispatchers:

- Address
- Your Name
- Type of emergency
- Call back number
- Additional details relevant to the emergency

If it is not safe for personnel to call 9-1-1, text messaging can be used with certain limitations. Text messages to 9-1-1 do not have network priority over other types of messages, so it may be slower than calling directly. Additionally, 9-1-1 can only respond to texts in English. To send a text message to 9-1-1, follow these steps:

- 1. Open the messaging app and type 9-1-1 in the "To" field
- 2. In the message, send the location of emergency (including city) and type of help needed (fire, police, medical)
- 3. Keep messages short and do not use abbreviations
- 4. Stay with the phone
- 5. Answer any additional questions sent by the dispatcher

Activating the Fire Alarm

Indoor venues and facilities rented or visited during field trips and events will be equipped with automated fire alarm systems, smoke detectors, and carbon monoxide detectors. To sound the fire alarm in the event that the system fails to activate automatically, pull the nearest fire alarm lever and follow evacuation protocols. After evacuating the building, contact 9-1-1 to report the fire and notify a member of the leadership team.

Internal Communications

Internal communications regarding emergencies or safety hazards will be sent immediately via Google Chat or telephone call. If emergency services are needed, personnel should contact 9-1-1 and assign a colleague to contact a member of the CalPac leadership should be notified. Emergency communications are brief, clear, and based on fact or reasonable deductions. As such, communication traffic should be limited to immediately useful information in order to minimize cross-talk, and should not include speculative information or rumors.

CalPac CSSalifornia Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM 31

External Communications

Parents and guardians will be notified of emergencies via CalPac's emergency notification system (ENS), NAME. During most responses, the leadership team will be responsible for sending timely, accurate, and useful information to parents and guardians. However, circumstances may arise in which other personnel members may need to send emergency notifications. All personnel should use the Emergency Communications Templates provided in the Appendix (CSSP-8) when sending notifications to parents and guardians.

Responding to Parent / Guardian and Media Inquiries

Parents and guardians will be reminded not to contact the CalPac office following an emergency and asked to await further updates and instructions via the ENS. Nevertheless, an increase in the volume of incoming calls is normal following an emergency. Personnel are not required to answer phone calls during an emergency response if doing so would hinder the following of response procedures. Individuals responsible for handling inbound phone calls and messages will be designated by the Incident Commander.

If non-designated personnel do answer phone calls following an emergency, all sensitive communications, such as relaying student injuries or response details, should be referred to a member of the leadership team or the Incident Commander. Likewise, personnel will not respond to media inquiries, but will instead direct all requests to the leadership team or the Incident Commander. Incident Commander.



Comprehensive School Safety Plan :

Appendix

Prepared By:



CSSP-1: CalPac Charter Office Emergency Operations Plan

Add when finalized

CSSP-2: Earthquake and Fire Preparedness Resources



HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



Secure items such as televisions and objects that hang on walls. Store heavy and breakable objects on low shelves.

Practice Drop, Cover, and Hold On with family and coworkers. Drop to your hands and knees. Cover your head and neck with your arms. Crawl only as far as needed to reach cover from falling materials. Hold on to any sturdy furniture until the shaking stops.

Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.

Make a supply kit that includes enough food and water for at least three days, a flashlight, a fire extinguisher, and a whistle. Consider each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries and charging devices for phones and other critical equipment.

Consider earthquake insurance policies. Standard homeowner's insurance does not cover earthquake damage.

Consider a retrofit of your building if it has structural issues that make it vulnerable to collapse during an earthquake.



Drop, Cover, and Hold On like you practiced. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops. Crawl only if you can reach better cover without going through an area with more debris.

If in bed, stay there and cover your head and neck with a pillow.

If inside, stay there until the shaking stops. DO NOT run outside.

If in a vehicle, stop in a clear area that is away from buildings, trees, overpasses, underpasses, or utility wires.

If you are in a high-rise building, expect fire alarms and sprinklers to go off. Do not use elevators.

If near slopes, cliffs, or mountains, be alert for falling rocks and landslides.



Expect aftershocks to follow the largest shock of an earthquake sequence.

Check yourself for injury.

If in a damaged building, go outside and quickly move away from the building.

Do not enter damaged buildings.

If you are trapped, send a text or bang on a pipe or wall. Cover your mouth for protection and instead of shouting, use a whistle.

If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.

Take an Active Role in Your Safety

Go to **Ready.gov** and search for **earthquake**. Download the **FEMA app** to get more information about preparing for an **earthquake**.

FIRE SAFETY TIPS, CHECKLISTS, AND PLAN

American Red Cross

1. Children and Home Fires Fact Sheet

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness_____Disaster_Recovery/Disaster_Preparedness/Ho me_Fire/FireChildrenFactSheet.pdf

2. Home Fire Preparedness Checklist

https://www.redcross.org/content/dam/redcross/get-help/pdfs/home-fire/EN_Home-Fire-Safety-Checklist.pdf

3. Home Fire Preparedness Tips

https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/fire/home-fire-preparedness.ht <u>ml</u>

4. Fire Safety Fact Sheet

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness__Disaster_Recovery/General_Preparedness__R ecovery/Home/FireSafetyFactSheet.pdf

5. Home Fire Escape Plan

https://www.redcross.org/content/dam/redcross/get-help/fire-safety/Home-Fire-Escape-Plan-English-Spanish.pdf

CSSP-3: Suspected Child Abuse Report Form SS8572

	Be (Completed by Mandated Child Abuse Ro	eporters			CASE	NAME	8	
'LE		PRINT OR TYPE	•			CASE	NUME	ER:	
9		NAME OF MANDATED REPORTER	TIT	LE			MAND	ATED REPORTER CATEGORY	Y
A. REPORTIN PARTY	PARTY	REPORTER'S BUSINESS/AGENCY NAME AND ADDRES	iS Street	Cit	γ Ζίρ	DID MAN		REPORTER WITNESS THE IN NO	CIDENT
	-	REPORTER'S TELEPHONE (DAYTIME) SIGNAT	fure				то	DAY'S DATE	
F	NOL	LAW ENFORCEMENT COUNTY PROBATIC COUNTY WELFARE / CPS (Child Protective Services)		AGENCY					
RPO	FICA.	ADDRESS Street	Street City Zip					DATE/TIME OF PHONE CALL	
ø	NOTIFICATION	OFFICIAL CONTACTED - NAME AND TITLE						TELEPHONE	
		NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APP	PROX. AGE	SEX	ETHNICITY	
		ADDRESS Street	City			Zip		TELEPHONE	
_	victim	PRESENT LOCATION OF VICTIM	8	SCHOOL			CLASS	G	RADE
C. VICTIM	One report per victim	PHYSICALLY DISABLED? DEVELOPMENTALLY DISAB	LED? OTHER	R DISABILIT	TY (SPECIFY)		PR	IMARY LANGUAGE SPOKEN I	N HOM
	One		RE CENTER	INSTITUTIO	TER FAMILY HOME N RELATIVE'S DTOS TAKEN? YES NO	DID		L I NEGLECT (SPECIFY) CIDENT RESULT IN THIS VICT	TIM'S
-	MS	NAME BIRTHDATE	SEX ET	HNICITY	NAME 3.			BIRTHDATE SEX ET	HNICIT
	VICTIMS	2			4.				
		NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APP	PROX. AGE	SEX	ETHNICITY	
	5	NAME (LAST, FINST, MIDDLE)						BUSINESS PHONE	
	ARDIANS	ADDRESS Street City		Zip	нс	ME PHONE			
	VICTIMES			Zip	BIRTHDATE OR APP		SEX	ETHNICITY	
	VICTIMS	ADDRESS Street City		Zip Zip	BIRTHDATE OR APP		SEX	ETHNICITY BUSINESS PHONE	
	VICTIM'S PARENTS/GUARDIANS	ADDRESS Street City NAME (LAST, FIRST. MIDDLE)			BIRTHDATE OR APP	PROX. AGE	SEX SEX		
		ADDRESS Street City NAME (LAST, FIRST. MIDDLE) ADDRESS Street City			BIRTHDATE OR APP	PROX. AGE		BUSINESS PHONE	
	SUSPECT PARENTS/GUARDIANS	ADDRESS Street City NAME (LAST, FIRST. MIDDLE) ADDRESS Street City SUSPECT'S NAME (LAST, FIRST. MIDDLE)		Zip	BIRTHDATE OR APP	PROX. AGE		BUSINESS PHONE	
		ADDRESS Street City NAME (LAST, FIRST. MIDDLE) ADDRESS Street City SUSPECT'S NAME (LAST, FIRST. MIDDLE) ADDRESS Street City	FORM(S) ANI	Zip Zip	BIRTHDATE OR APP	PROX.AGE	SEX	BUSINESS PHONE	
		ADDRESS Street City NAME (LAST, FIRST. MIDDLE) ADDRESS Street City SUSPECT'S NAME (LAST, FIRST. MIDDLE) ADDRESS Street City OTHER RELEVANT INFORMATION	DENT	Ζφ Ζφ	BIRTHDATE OR APP	PROX. AGE DME PHONE PROX. AGE	SEX		

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

CSSP-4: De-escalation and Threat Assessment

Overview

De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.**

Awareness

Practicing effective awareness is an important component of de-escalation. A high-level of awareness allows personnel to recognize the signs that de-escalation is needed and reduce the influence of their own emotions and perspectives. Additionally, awareness can help manage the feelings of "fight or flight" that can naturally arise when faced with a conflict. The following list provides an overview of the types of awareness and their value within de-escalation.

- 1. Self-awareness: allows an individual to think, reason, choose, exercise free will, evaluate options, and make decisions. These capabilities are critical when assessing a conflict, as well as choosing and applying de-escalation strategies.
- 2. Emotional awareness: increases the ability to recognize and feel personal emotions and the emotions of others. Emotional awareness enhances de-escalation strategies that are designed to build a rapport and communicate empathy.
- 3. Situational awareness: builds control of the conflict and general situation and provides relevant background information. Includes what is happening in the general area, as well as how information, incidents, and actions impact the goals and objectives of those involved in the conflict.

Recognizing Escalation

It is important to note that not all conflict will escalate into a dangerous or threatening situation. Nevertheless, recognizing the signs of escalation early in the interaction can increase the likelihood that de-escalation strategies will be effective. Personnel are encouraged to use their situational awareness skills and pre-existing relationships to evaluate when de-escalation is necessary. The following list highlights common signs of escalation, although it is not exhaustive.

- Clenching of fists or tightening and untightening the jaw
- Sudden change in body language or tone during a conversation
- Pacing or fidgeting
- Change in the type of eye-contact
- Protruding of the chest and arms further away from the body
- Disruptive behaviors: yelling, bullying, etc.
- Active non-compliance: intentional refusal to comply with rules, commands, or instructions

De-escalation Actions and Strategies

De-escalation actions assist individuals in carrying out de-escalation strategies while maintaining personal and situational safety. Actions are unique from strategies in that they can be universally applied during all de-escalation attempts, while strategies will vary depending on each situation.

- 1. Maintain situational awareness
 - a. Who is in the room or area?
 - b. What objects are nearby, such as chairs, tables, etc.?
 - c. Are you blocking exists causing the individual to feel trapped?
 - d. What are your physical options to escape?
- 2. Maintain your own calm
 - a. Are you becoming upset and escalating the situation?
 - b. Would the situation look different if you were calmer?
 - c. Take a deep breath
 - d. Use a low, dull tone of voice
 - e. Resist becoming defensive even if insults are directed at you
 - f. Walk away if you need to
- 3. Appear less threatening
 - a. Appear calm and self-assured even if you aren't
 - b. Maintain limited eye contact and try to be at the same level. Encourage the individual to remain seated but stand if they stand.
 - c. Maintain a neutral facial expression

- d. Place hands in front of body in open and relaxed position
- e. Do not shrug your shoulders
- f. Do not point fingers
- g. Avoid excessive gesturing, pacing, fidgeting, or weight shifting
- h. Maintain a public distance (12 feet or more)
- 4. Practice effective listening and communication
 - a. Acknowledge their feelings without passing judgment, whether you agree or disagree
 - b. Use clarifying or open-ended questions to signal a full understanding of their concerns
 - c. Ask to take notes
 - d. Ask for the individual's ideas or solutions
 - e. Do not make promises or argue
 - f. Express intention to help
 - g. Ask questions and give options rather than giving orders
- 5. Demonstrate empathy and compassion
 - a. Make a personal connection. Ask simple questions about the individual, "What's your name?," "What's your son/daughter's name?"
 - b. Use the individual's name in a sincere and neutral manner
 - c. Use collaborative language, "we" or "us"
- 6. Know your role and responsibilities
 - a. Have a good idea of what you can and can't do
 - b. Uphold rules consistently
 - c. Focus on compliance as the goal of the interaction
 - d. Be the expert. If you don't know the answer to something, you do know where to find it. Say "I'm not sure" rather than "I don't know."
 - e. Recognize if you are the best person to handle the situation

Threat and Crisis Assessment Resources

Threat Assessment Resources:

National Association of School Psychologists: <u>https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/threat-assessment-at-school</u>

- Brief Facts and Tips
- Best Practice Guidelines for K-12 Schools
- Critical Information for School Safety Teams

School Safety.gov: https://www.schoolsafety.gov/threat-assessment-and-reporting

- Threat Assessment Model
- BTA Team Training
- Video: Averting Targeted School Violence

Crisis Assessment Resources:

California Dept. of Education: https://www.cde.ca.gov/ls/ss/cp/crisisresp.asp

- Best Practices in School Crisis Prevention and Intervention
- Responding to Crisis at a School
- School Emergency Planning & Safety including Resources for Administrators & Classrooms

American School Counselor Association:

https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/Crisis-Trauma-Resources

- Webinar: Effective Crisis/Trauma Response
- The School Counselor and Safe Schools and Crisis Response

Maryville University: https://online.maryville.edu/blog/mental-health-crisis-toolkit-for-schools/

• Mental Health Crisis Guide for Schools

CalPac CSSR ifornia Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM 40

CSSP-5: Suicide Prevention

The publications of many organizations and governmental agencies contain advice for people who are engaged with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

CSSP-6: Incident Command System Roles and Responsibilities

Command Team Roles

Incident Commander

- The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.
- Ensure the safety of students, personnel, and others on campus.
- Lead by example; your behavior sets the tone for personnel and students.

Liaison

- Reports to Incident Commander.
- Contact person for outside agencies, including (but not limited to) police, fire, and ambulance services.
- Assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
- May represent the school at city emergency operation centers and/or on-scene Incident Command.

Attendance & Release Team

- Reports to Incident Commander.
- Ensures the care and safety of all students on campus except those who are in the medical treatment or crisis counseling areas.
- Completes initial attendance and reports to Incident Commander.
- Keeps updated attendance/location records of all individuals on campus as the emergency response progresses. *f*
- Ensures the reunification of students with their parents or authorized adults at the reunification area.
- Ensures students are properly signed out before leaving campus.
- Follows the procedures as outlined regarding reunification of students with their parents or guardians.

Strike Team Roles

Communications

- Reports to Incident Commander.
- Point of contact responsible for providing communication services throughout an incident to inform the school community of the situation.
- Establish, coordinate, and direct verbal and written communications within the incident site and with surrounding campus partners, neighborhood hubs, and outside agencies when necessary.

First Aid

- Reports to Incident Commander.
- Assesses injured victims as they enter the Medical Treatment Area.
- Triages victims and provides appropriate first aid treatment.
- Documents treatment and preps for transport as needed & when available.
- Uses approved safety equipment and techniques.

Crisis Counseling

- Reports to Incident Commander.
- Offers de-escalation, grieving, and other emotional support to all personnel, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

Safety

- Reports to Incident Commander.
- Monitor and address potential safety risks or concerns.
- Support safe movements of students, personnel, and chaperones to evacuation or assembly areas if needed.
- Verify that all applicable safety protocols are followed.

CSSP-7: ICS Command Chart

Fillable ICS Chart: Decide Cal Pac Home Office ICS Chart.pptx



ICS Chart - Field Trips and Events



CSSP-8: Personnel Directory

Last Name	First Name	Position	Cell Phone Number

CSSP-9: Emergency Announcements Script

These scripts should be passed using the PA / ALL CALL / Radios, etc. These scripts correspond to the items on the "Comms Flow Chart."

Evacuation

"Evacuate the building." Repeat 3 times.

Shelter-In-Place

"We are now in shelter-in-place." Repeat 3 times.

Secure Campus

"We are now in secure campus." Repeat 3 times.

Lockdown

"We are now in Lockdown." Repeat 3 times.

Return to Normal

"The [Insert emergency response] has been lifted." Repeat 3 times. Please proceed to [Insert Schedule Resume Point].

To Lift a Lockdown: Remember to send two messages by alternate means (email/text/chat) in addition to PA/ALL CALL Announcement.

Special Advisory (Water contamination, bomb threat, etc.)

"This is a safety advisory: All personnel and students are to follow these instructions. [INSERT ADDITIONAL INSTRUCTIONS]." Repeat 3 times.

CSSP-10: Emergency Communications Templates

These templates are basic messages that, depending on the situation, may need to be modified.

Activating Emergency Leadership Using Conference Line Or Similar

Telephone Conference Line:

[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team at [INSERT PHONE NUMBER] and enter code [INSERT CONFERENCE CODE] immediately.

NOTE: Test conference line prior to sending this message. If the initial conference line does not work, choose an alternate method such as video conferencing or chat.

Video Call:

[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT WEB LINK (Zoom)].

Chat:

[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT CHAT SERVICE (Hangout, Slack, Teams)], using channel [INSERT EMERGENCY CHANNEL NAME OR CHAT NAME].

Personnel/Parent/Student General Messages - Alphabetical Order

Evacuate

[INSERT SITE] experienced a [INSERT EMERGENCY TYPE] and has evacuated to [INSERT EVAC LOCATION]. If you are not at [INSERT SITE], please do not contact or come to [INSERT SITE]. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Prolonged Emergency Response Update

[INSERT SITE] is still responding to [INSERT EMERGENCY TYPE]. Mention if emergency responders are on-site and if all are accounted for/unharmed. If this is not true, do not mention. Do not contact or come to campus. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Reunification Notice

[INSERT SITE] will be closing due to [INSERT EMERGENCY TYPE]. Reunification will begin at [INSERT TIME] at [INSERT LOCATION]. Bring photo ID and report to the check-in area. All students must be picked-up by [INSERT PICK-UP DEADLINE]. If you are unable to arrive by the deadline, contact [INSERT PHONE NUMBER].

Business Continuity Notice

Due to [INSERT EMERGENCY TYPE], school will be closed until [INSERT DATE OR "FURTHER NOTICE"]. Instruction [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO BC FOR PARENTS].

ICS Activation - Personnel Only

The Incident Command Team has been activated. Assigned personnel report to [COMMAND POST LOCATION].

Lockdown

[INSERT SITE] is currently in Lockdown. If you are at [INSERT SITE], please Lockdown immediately. Take cover in a locked office, closet, storage area or other safe location and turn off lights, silence your cell phone and ensure that your door is locked. If you are away from campus, stay away until further notice.

Secure Campus

[INSERT SITE] is currently in Secure Campus. If you are at [INSERT SITE], move to your designated area or workspace immediately. Close and lock doors and windows and remain indoors. If you are away from [INSERT SITE], stay away until further notice.

CalPac CSSalifornia Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM 46

Shelter-In-Place

[INSERT SITE] is currently at Shelter-in-Place. If you are at [INSERT SITE], please move indoors immediately, close windows, and listen for further instructions. If you are away from [INSERT SITE], stay away until further notice.

Public Health Notice

[INSERT SITE] has received an important Public Health Advisory. Use this link to learn more: [INSERT LINK/LETTER/NOTICE].

School Closure/Activity Cancellation - Advanced Notice

Due to [INSERT EMERGENCY], [INSERT SITE] will be closed on [INSERT DATE]. [ACTIVITY NAME] [WILL/WILL NOT] continue as planned. More information can be found at [INSERT LINK FOR PARENTS].

Power/Network/Utility Outage

[INSERT SITE] is currently experiencing a [INSERT OUTAGE TYPE (Power, network, water, etc.)]. Some services/communications may be disrupted. We will update you within [INSERT ESTIMATED TIME UNTIL UPDATE].

Back To Normal Operations - No School Closure

[INSERT SITE] is no longer responding to [INSERT EMERGENCY TYPE (Fire, severe weather, etc.)]. Activities will continue as normal and release will be at the usual time.



CALIFORNIA PACIFIC CHARTER SCHOOLS

EMERGENCY OPERATIONS PLAN

Administration Office



Table of Contents

Table of Contents	1
EMERGENCY PROCEDURES AT-A-GLANCE	2
EMERGENCY CONTACT NUMBERS	3
Bomb Threat	4
Chemical Spill / Hazmat Incident	5
Death and/or Suicide at Facility	6
Earthquake	6
Evacuations	7
Explosion	8
Fire	9
Lockdown	10
Medical Emergency	11
Power Outage	12
Secure Campus	12
Severe Weather	13
Shelter-In-Place	14
Suicide Attempt / Suicidal Ideation	15
EMERGENCY OPERATIONS PLAN - APPENDIX	16
EOP-1: Incident Command System	17
EOP-2: Faculty/personnel Directory	19
EOP-3: Emergency Announcement Scripts and Communication Templates	20
EOP-4: Evacuation Maps	22

EMERGENCY PROCEDURES AT-A-GLANCE

Calling 9-1-1	Emergency Numbers
Address: 940 South Coast Drive #185, Costa Mesa, CA 92626 Cross Street: Greenbrook or Bear Street Notify Superintendent	Non-Emergency Police: Costa Mesa PD, (714) 754-5252 Poison Control: 800-222-1222

Fire and Evacuation	Earthquake
 Gather individuals Grab emergency bags Turn off lights Close doors (unlocked) Evacuate to assembly area 	 DUCK, COVER, & HOLD Turn away from glass Stay covered until shaking stops Grab emergency bags Turn off lights Close doors (unlocked) Evacuate to assembly area

Medical Emergency	Shelter-In-Place (Environmental)
 If life threatening or severe, call 9-1-1 If trained and able, provide first aid Notify Leadership/Incident Commander 	 Gather individuals in rooms Close and seal doors, windows, & vents (if needed) Listen for instructions Pass out N95 or KN95 masks (if needed)

Secure Campus	Lockdown
 Gather everyone in a room Close and lock doors and windows No outdoor activities Restrict movement between rooms & buildings Listen for further instruction 	 Gather everyone in a room Lock doors, turn off lights, cover windows. Get low to the floor, stay silent, & remain out of sight Turn cell phones off or on silent - not vibrate Remain in Lockdown until cleared by law enforcement or Incident Commander

EMERGENCY CONTACT NUMBERS

Emergency Numbers	
Emergency	Call 9-1-1
Cell Phone Emergency	xxx-xxx-xxxx
Local Agencies: Non-Emergency Numbers	
Police Department: Non-Emergency	(714) 754-5252
Fire Station: Station 6	(714) 754-5106
Federal Emergency Management Agency	(510) 627-7100
County Dept. of Children & Family Services	(714) 704-8000
County Dept. of Behavioral Health Services	(714) 834-4707
Orange County Health Care Agency (Public Health)	(800) 914-4887
Animal Control	(714) 754-5311
Poison Control Center	(800) 222-1222
Electric: Southern California Edison	(800) 655-4555
Gas: Southern California Gas Company	(800) 427-2200
Water: Mesa Consolidated Water District	(949) 631-1200
Hospital: South Coast Global Medical Center ER	(714) 754-5454
Additional Contacts:	
Building Owner:	Arnel Commercial Properties (714) 481-5068
Property Manager:	A&R Parcel Three
Building Security:	(714) 481-5000
Information Technology:	(707) 615-6759

Bomb Threat

All bomb threats should be taken seriously until proven not to be credible by individuals trained to conduct such an assessment. All bomb threats are crimes, even those that are not credible. In addition to safety actions, care should be taken to preserve evidence whenever possible.

Procedures for Telephone Bomb Threats

Individual Receiving the Threat:

- 1. Via Google Chat or written note, ask another personnel member to call 9-1-1 while you complete the Bomb Threat Checklist.
 - a. Copies of the Bomb Threat Checklist are located near each phone.
 - b. Keep the caller on the phone as long as possible and ask the questions on the Bomb Threat Checklist.
 - c. Remain calm and courteous.
- 2. Via Google Chat or written, notify the Incident Commander.

Incident Commander:

- 1. Ensure 9-1-1 has been contacted and the Bomb Threat Checklist is completed.
- 2. Follow police instructions.
- 3. Determine if evacuation to an off-site evacuation location or a secure campus is warranted based on threat contents.
- 4. Direct the notification of other tenants or neighbors as necessary.

Procedures if Potential Bomb at Facility

Individual Discovering the Item:

- 1. Call 9-1-1 and notify the Incident Commander.
- 2. Do not move or touch the suspected explosive.

Incident Commander:

- 1. Establish a perimeter to eliminate traffic near the item if possible.
- 2. Do not move or touch the suspected explosive.
- 3. Evacuate the building to the off-site location, or other location if directed by law enforcement.

Procedures for Electronic Threats

Individual Discovering the Threat:

- 1. Preserve the threat via screenshot or printing.
- 2. Notify the Incident Commander.

Incident Commander:

- 1. Contact 9-1-1.
- 2. Follow police instructions.
- 3. Determine if evacuation to an off-site evacuation location or a secure campus is warranted based on threat contents.
- 4. Direct the notification of other tenants or neighbors as necessary.

Re-Entering the Facility Following a Bomb Threat

If the event is a threat and no bomb is found, be aware that individuals may feel afraid to re-enter the building. It may be necessary to bring everyone back to a meeting space and give information and reassurance. Fire and police department officials may be helpful with this process. Allowing individuals to air their fears and addressing their concerns will be helpful.

Bomb Threat Checklist on next page. Printable versions can be accessed via DHS website: <u>https://www.cisa.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf</u>

Table of Contents 4

Bomb Threat Checklist

POMP T	UDEAT CHECKI IST		nformation About			
S POWP I	HREAT CHECKLIST		 Where is the caller located? (background/level of noise) 			
DATE:	TIME:	 Estimated age: 				
DATE:	TIME:	Is voice familiar? If	Is voice familiar? If so, who does it sound like?Other points:			
TIME CALLER HUNG UP:	PHONE NUMBER WHERE CALL RECEIVED:	Other points:				
		Caller's Voice	Background Sounds	Threat Language		
	Ask Caller:	Female Male	 Animal noises House noises 	 Incoherent Message read 		
	-10	Accent	Kitchen noises	Taped message		
 Where is the bomb locate (building, floor, room, etc.) 		Angry	Street noises	Irrational		
(building, libor, room, etc.)	Calm	Booth	Profane		
When will it go off?		Clearing throat	PA system	Well-spoken		
• When will it go on .		Coughing	Conversation			
What does it look like?		Cracking Voice	Music			
		Crying	Motor			
What kind of bomb is it?		Deep	Clear Static			
		Disguised	Office machinery			
 What will make it explode 	?	Disguised	Factory machinery			
			Local			
• Did you place the bomb?	Yes No	Laughter	Long distance			
			g			
Why?		Loud	Other Information:			
• What is your name?		Nasal				
What is your name?		Normal				
		Ragged				
Exa	act Words of Threat:	Rapid				
		Raspy				
		Slow				
		Slurred				
		Soft Stutter				

Chemical Spill / Hazmat Incident

Chemical Spill/HAZMAT Incident Procedures if Spill is Indoors

All Personnel:

- 1. Evacuate individuals from the room immediately.
- 2. If able, turn off air conditioning.
- 3. Block off or rope off area. DO NOT TOUCH ANYTHING.
- 4. Notify custodian and Property Manager. If necessary, contact 9-1-1.
- 5. Notify Incident Commander.

Incident Commander:

- 1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
 - a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
- 2. Order an evacuation if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
 - a. Consider whether to evacuate to an on-site or off-site location.
 - b. If a prolonged response is expected, activate the ICS team.
 - c. Ensure health, safety, and welfare at the evacuation site.
- 3. If evacuation is not required, follow clean-up procedures provided by custodian, fire department, etc. based on chemical or severity of spill.

Chemical Spill/HAZMAT Incident Procedures if Spill is Outdoors All Personnel:

- 1. If you are outside, move away from buildings, poles, and overhead wires.
- 2. If you are outside, listen for instructions to shelter-in-place or evacuate.

Table of Contents 5

- a. If shelter-in-place is called, return indoors immediately.
- b. If evacuation is called, proceed to the evacuation site.
- 3. If indoors, close doors and windows and turn off ventilation.
- 4. Wait for further instructions.

Incident Commander:

- 1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
 - a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
- 2. Order an evacuation if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
 - a. Consider whether to evacuate to an on-site or off-site location.
 - b. Identify an evacuation route that uses crosswind movement. Never move directly with or against the wind as this may increase fume/chemical exposure.
 - c. If a prolonged response is expected, activate the ICS team.
 - d. Ensure health, safety, and welfare at the evacuation site.
- 3. If evacuation is not required, activate shelter-in-place and continue to monitor the situation.
 - a. If a prolonged emergency response is expected, activate the ICS team.
 - b. Carry-out health and welfare activities within the facility.
 - c. Do not release individuals until it is safe to do so.

Death and/or Suicide at Facility

All Personnel:

- 1. Notify Incident Commander.
- 2. Remain calm and send individuals in the immediate area into rooms or areas out of sight.
- 3. If possible, assign personnel to block areas near or pathways to the scene.
- 4. Call 9-1-1 or assign someone to call 9-1-1.

Incident Commander:

- 1. Instruct individuals to stay in their current workspace until informed otherwise.
- 2. Keep the scene clear of unnecessary foot traffic.
- 3. Follow instructions of police or other public safety personnel.
- 4. Notify CalPac Charter Schools organizational leadership.
- 5. Activate ICS Communications Lead.
 - a. Draft and release appropriate communications, if needed.

b. Control and organize media. Distribute media packages and/or make references to the appropriate website that contains media information.

- 6. Activate Liaison Officer to identify where victim(s) is transported, obtain disclosure information.
- 7. Notify emergency contacts of where the victim(s) has been taken and not divulge unnecessary details.
- 8. Establish provision of counseling services as soon as possible.

Earthquake

Earthquake Procedures if Indoors

- DROP, COVER, and HOLD.
 - Drop to the ground wherever you are, kneel down and make the body as small as possible. Place your arms over the base of the head and neck.
 - Duck under a desk, table, chair, or bench. With one arm, hold on to a furniture leg so that it will not move away from covering you. Place the other arm over the base of the head and neck.
 - In a hallway or large room, move to be against an interior wall.
- Face away from any glass; windows, doors, or skylights.
- Avoid large moveable objects; such as bookcases.
- When safe to do so, evacuate to the assembly area. Follow evacuation procedures.

Earthquake Procedures If Outdoors

- DROP, COVER, and HOLD.
 - Drop to the ground on your knees and make the body as small as possible. Place your arms over the base of the head and neck.

- Quickly check your surroundings and move away from buildings and overhead structures if possible before you DROP, COVER, and HOLD.
- Hazards include but are not limited to: power poles and lines, trees or overhead lighting, roads and streets (as cars may go out of control), falling glass, etc.
- When safe to do so, evacuate to the assembly area. Follow evacuation procedures.

Post-Earthquake Procedures - 5.4 Magnitude and Below

All Personnel:

- Report to the evacuation assembly area.
- Check-in with the Incident Commander.
- Remain at the assembly area until released and complete check-out procedures.
- If directed, return to normal operations.

Incident Commander:

- Conduct a preliminary survey of the building condition and contact the Property Manager if needed.
- Verify all individuals are accounted for.
 - If individuals are missing and cannot be contacted via cell phone or Google Chat, call 9-1-1.
- If building damage is superficial (dislodged objects, cracked windows, etc.) return to normal operations, relocating individuals away from clean-up areas.

Post-Earthquake Procedures - 5.5 Magnitude and Above

All Personnel:

- Report to the evacuation assembly area.
- Check-in with the Incident Commander.
- Remain at the assembly area until released and complete check-out procedures.
- If directed, return to normal operations.

Incident Commander:

- Do not allow re-entry to the building until public safety agencies, property management, etc. determine it is safe to re-enter.
- Request Property Manager to complete a preliminary survey of the building condition.
- Verify all individuals are accounted for.
 - If individuals are missing and cannot be contacted via cell phone or Google Chat, determine their last known location and contact 9-1-1.
 - If individuals within the building are in distress, contact 9-1-1.
- Assign additional responsibilities as needed, such as Communications and First Aid & Triage.
- If safe to do so, initiate release of personnel. Gather contact information and hold injured individuals on-scene until examined by emergency medical personnel (Paramedics/EMTs).

Evacuations

Evacuation may not be necessary for every emergency situation. In some cases, the Incident Commander may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to individuals. If given no directives in a situation, assess if it would be safer to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation.

General Evacuation Distance Guidelines

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled Evacuation

A controlled evacuation will be executed by the Incident Commander or police/fire authorities. A controlled evacuation is typically conducted room by room, with areas or rooms closest to the threat being evacuated first. Individuals will be directed to evacuate away from the threat.

On-Site Evacuation Procedures

All Personnel:

- Gather everyone in the area to line up at the door.
- Direct the group to the exit by stating the planned route of egress.

Table of Contents 7

- The primary evacuation route is the main/front door. The secondary is the back door.
- Take the emergency bag, emergency plan, cell phone, and all keys.
- Upon exiting the space, turn off the lights and close the door, leaving it unlocked if possible.
- Review the route and observe surroundings before you begin to evacuate, if it is safe to do so.
- As much as possible, stay together during the walk.
- Follow all traffic signals when crossing streets.
- Check-in with the Incident Commander.

Incident Commander:

- Announce evacuation via verbal communication and Google Chat, including evacuation destination in message.
- Bring sign-in sheet.
- Oversee evacuation support for individuals needing assistance.
- Coordinate and manage the overall evacuation of personnel from the building.
- The Incident Commander will form a Command Post at the evacuation area.
- The Incident Commander will determine the safety of the evacuation area.
 - In the event of a suspicious object or unsafe environment, Incident Commander will redirect individuals to an alternate evacuation site.
- Assign an individual to immediately take roll and report any missing persons to the Incident Commander.
- As needed, assign additional responsibilities/tasks after attendance is complete.
- Relay evacuation information to first responders.

Reverse Evacuation Procedures

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat in the outdoor area and should be followed by Lockdown procedures unless noted otherwise.

All Personnel:

- Direct all individuals to stop where they are and turn around.
- Lead the group back into the nearest indoor space.
- Leave the lights off, lock the door, and cover the windows.
- Have everyone sit or lay down on the ground until further notice.

Incident Commander:

- Once an evacuation has been initiated and it is deemed unsafe to be outside, call for a Reverse Evacuation.
- Direct everyone to come back inside and move into the Lockdown position if necessary.
- Send updates to individuals as soon as possible to let them know why there is a need to seek shelter.

Evacuation of Individuals Requiring Additional Support

An individual plan should be formulated for each individual who discloses the need for assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. This plan should be developed with the individual needing assistance and shared with those providing support, keeping confidentiality and other considerations in mind.

Options Include:

- Carrying the individual (physical disability).
- Another employee and the individual waiting for the fire department in the prearranged area (most applicable to physical disability).
- personnel person assigned to a specific individual(s) to assist during an evacuation.

After Creating an Individual Evacuation Plan

- If consent is given by the individual, post the evacuation assistance plan near relevant evacuation maps, taking care not to disclose any sensitive or protected information.
- Include a list of individuals with evacuation plans in the checklists for Incident Commander.

Explosion

Explosion Procedures if Indoors

- 1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
- 2. Turn away from glass windows.
- 3. Take cover under a desk or table or against an interior wall.
- 4. Cover head with arms of hold to the cover.
- 5. Hold the position until directed to evacuate the building.
- 6. When directed, or immediate safety necessitates, evacuate the building.

Explosion Procedures if Outdoors

- 1. Move away from buildings, poles and overhead wires.
- 2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast.
 - a. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
- 3. Look out for dangers that demand movement.
- 4. When directed, or immediate safety necessitates, evacuate the area.

<u>Fire</u>

Fire Response Procedures

Individual Discovering Fire:

- Activate the fire alarm lever in the main hallways if it has not gone off already.
- Call 9-1-1.
- Evacuate the area, close doors and windows to confine the fire, or extinguish it if possible.
- Notify the Incident Commander immediately.

All Personnel:

- Listen for fire alarms or evacuation announcements.
- Immediately evacuate in a calm, orderly fashion using the primary (main door) or alternative (back door) evacuation routes.
 - Before opening a door, check for heat with the back of your hand. If heat is detected, find an alternate evacuation route.
- Bring sign-in/out log, cell phone, and emergency bag.
- Turn off lights.
- Close the door but do not lock.
- Gather at the pre-assigned assembly area.
- Account for all persons.

Incident Commander:

- All evacuation procedures are initiated as listed under the Evacuations heading in the EOP.
- In consultation with first responders, determining if there is a need to move to another area farther away.
- Keep access roads, fire lanes, and gates open for emergency vehicles.
- Direct emergency vehicles to the affected area once they arrive.
- Do not return to the building until the fire department officials declare the area safe.

Fire Extinguishers

Use a fire extinguisher when appropriate. Fire extinguishers are intended for small fires only. Users should make sure the fire extinguisher is of the proper type for the fire being extinguished. While attempting to extinguish the fire, the user should keep a free exit path to their back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not search for additional extinguishers. Close off the area and exit the building immediately. Ensure the locations of all fire extinguishers and pull stations are indicated on the evacuation map posted in every occupied area.

Burning Clothes

If clothing catches fire, do not allow the person on fire to run. Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, STOP, DROP, and ROLL; stop all movement, drop them to the ground and attempt to smother the fire by rolling them back and forth. After the fire is out, treat the patient for shock by having them lay down, feet raised about 12 inches, elevate burn above heart level if possible, and support the neck. If the

burn is to the face or neck, have the person sit with their head above heart level, ensuring the airway is open and breathing is not impaired. Maintain their body temperature.

Burn First Aid Procedures

First-Degree Burns (Affecting Top Layer of Skin):

- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- DO NOT apply ointments or butter, which can cause infection.
- Cover with a sterile, non-adhesive bandage or clean cloth.

Second-Degree Burns (Affecting Top 2 Layers of Skin):

- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply ointments or butter, which can cause infection.
- Cover loosely with a sterile, non-stick bandage and secure in place with gauze or tape.

Third-Degree Burns (Affecting All Layers of Skin):

- Call 9-1-1
- DO NOT soak the burn in water, break blisters or apply ointments or butter, which can cause infection.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply butter or ointments, which can cause infection.
- Cover loosely with a sterile, non-stick bandage, sheet or material that will not leave lint in the wound.
- Separate burned toes and fingers with dry, sterile dressings.

IMPORTANT: ALL SEARCH AND RESCUE, FIREFIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Lockdown

Examples of Scenarios Warranting a Lockdown

- There is a threat/hazard within the building
- There is an active assailant
- A weapon has been reported and/or found in the building

Lockdown Procedures

Individual Identifying the Threat:

- Use a verbal command and Google Chat to announce the Lockdown. Repeat multiple times.
 - "This is a Lockdown. This is a Lockdown. This is a Lockdown"
- When safe to do so, i.e. behind a closed and locked door, notify 9-1-1 via text or phone.
- You may also activate security duress code.
- When safe to do so, i.e. behind a closed and locked door, alert Incident Commander via Google Chat.

All Personnel Indoors: LOCKS, LIGHTS, OUT OF SIGHT

- Enter the nearest room, keeping all keys with you.
- Close and lock the door.
- Turn off the lights.
- Close blinds or curtains.
- Sit or lie on the floor away from windows if possible.
- Silence phones, vibrate can make noise if on a hard surface, but keep accessible.
- Do not allow anyone into or out of the room.
- Remain calm and quiet ensuring the room looks unoccupied.
- Stay in Lockdown until law enforcement directs otherwise.

All Personnel Outdoors:

- Listen and look for audible or visible cues as to the direction of the threat.
- Hide behind natural barriers if possible: cars, dumpsters, houses, etc.
- Be prepared to move away from the facility using a masked escape route if possible.
- If you are able to run, relocate to an off-site evacuation location.

- Contact the Incident Commander by Google Chat, email, or text to provide status.
 - Include the names of the individuals with you and your location.

Additional Considerations for Lockdown

- Any visitors to the facility will remain where they are, assuming they are either in a common area or in an office. If in neither location, they should go to the nearest secure space and follow a personnel member's instructions.
- Personnel should not open the doors under ANY circumstances. Once a door is closed, it remains closed.

Releasing a Lockdown

There are two ways a Lockdown can be lifted;

1. Law enforcement will arrive and take over the command of the situation.

In general, law enforcement agents will release a Lockdown by gaining entrance to occupied spaces by any means necessary, i.e. breaking down a door or locating a set of keys and granting themselves access to rooms. This will be a slow and methodical process and could take hours to complete. Stay calm and remain in the Lockdown position while waiting. Law enforcement agents will assume that anyone at the facility could pose a threat to their safety, it is important to follow all of their requests.

2. The Incident Commander will initiate the release internally.

In the event that a Lockdown de-escalates, i.e. threat moves off-site and law enforcement follows in pursuit OR a Lockdown was called prematurely and law enforcement is not needed at the facility, three messages will be sent to release Lockdown. These messages can come in any form and may include: verbal commands, Google Chat message, email, text message, or Incident Commander/designated personnel coming to each room and unlocking the doors. Be sure to receive all THREE messages before releasing the Lockdown on a room.

Medical Emergency

Procedures During All Medical Incidents

- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other personnel to manage bystanders.

Life Threatening and/or Disabling Medical Emergency Procedures

These medical situations can cause death or disability within minutes, requiring immediate intervention, medical care, and, usually, hospitalization. Examples of this category include airway and breathing difficulties, cardiac arrest, seizures, chest pain, and/or cyanosis.

Individual Recognizing the Medical Emergency:

When an injury, illness, or condition is suspected to be potentially life-threatening or disabling, the *first person to come into contact with the individual* should engage in the following emergency actions:

- 1. Notify police and paramedics by dialing 9-1-1.
- 2. Give the following information:
 - a. Give the address of the injured person.
 - b. Is the victim conscious?
 - c. Is the victim breathing?
 - d. What first aid has been administered and by whom?
 - e. Tell the operator that someone will meet the paramedics at the main entrance of the facility.
 - f. Give the phone number of the phone used to make the call
 - g. Contact with the 9-1-1 operator should be maintained until paramedics arrive unless otherwise instructed by the operator.
- 3. Notify Incident Commander.
- 4. Send someone to meet the paramedics at the main entrance of the building.
- 5. Perform emergency medical procedures in accordance with your training:
 - a. Maintain open airway, breathing, and circulation.
 - b. Provide CPR when necessary.
 - c. Control and stop bleeding.
 - d. Immobilize head and neck if needed.
 - e. Do not move the victim unless they are in immediate danger.
 - f. Do not try to pop a dislocated joint back into place.

Table of Contents 11

g. Care for shock.

Allergic Reaction Procedures

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness.

All Personnel:

- 1. If there is an imminent risk, call 9-1-1.
- 2. Send for immediate help (First Aid/CPR/Medical) and general-use epinephrine pen ("EpiPen") if available.
- 3. Assist in getting EpiPen for individuals who carry them and prescription medications.
- 4. Notify the Incident Commander.
- 5. If an insect sting, remove the stinger immediately.
- 6. Assess the situation and help the individual to be comfortable.
- 7. Move the individual only for safety reasons.

Incident Commander:

- 1. If there is an imminent risk, call 9-1-1 (always call 9-1-1 if EpiPen is administered).
- 2. Notify emergency contacts if needed.
- 3. Administer medication, typically EpiPen, if appropriate.
- 4. If an insect sting or bite, apply ice packs to the affected area, keep the victim warm or take other actions as indicated.
- 5. Observe for respiratory difficulty.
- 6. Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

Suspected Opioid Overdose Procedures

If an overdose is suspected, *call* 9-1-1 *immediately*.

All Personnel:

- 1. If an overdose is suspected, call 9-1-1.
- 2. If needed, administer CPR.
- 3. Notify the Incident Commander and ask for naloxone (Narcan) if available.
- 4. If available and trained to do so, administer Narcan.
- 5. Assess situation and help the individual to be comfortable.
- 6. Only move the individual for safety reasons.

Incident Commander:

- 1. If an overdose is suspected, call 9-1-1.
- 2. If available and trained to do so, administer naloxone (Narcan).
- 3. Assist with CPR/guiding EMS personnel to the location.
- 4. Notify emergency contacts.

Power Outage

Power Outage Procedures

All Personnel:

- Turn off any power tool as it might "spring" back into action once power is restored.
- Unplug non-critical electronic devices to avoid shortages if power comes back suddenly.
- Wait for further instructions from the Incident Commander.
- If departing the building, take all personal belongings and a physical key (if available).

Incident Commander:

- If a power line is down, activate Shelter-In-Place. Lines may be "hot" and pose a serious risk to personnel.
- Check <u>SoCal Edison</u>. Establish ETA for power restoration. If estimated to be longer than eight hours, consider releasing personnel if safe to do so.
- Visit the <u>SoCal Edison</u> alerts website and input phone number to receive real-time text updates.
- Continue to monitor the <u>SoCal Edison</u> website and alerts for restoration information.

Secure Campus

Examples of Scenarios Warranting a Secure Campus

- Police activity in the surrounding neighborhood that could move into the facility.
- Unknown individual loitering near the building or trying to gain access to the building.
- Civil disturbances, riots, or public demonstrations.
- Dangerous wildlife identified in the area.

Secure Campus Procedures

All Personnel:

- If outdoors, immediately go inside the facility and move to an office or other room.
- Indoor activities may continue as normal.
- Close all doors and windows. Shut window blinds on external windows.
- Remain vigilant and be prepared to move into a Lockdown at a moment's notice.
- Stay in Secure Campus until released by Incident Commander or directed to elevate to a Lockdown.

Incident Commander:

- Call 9-1-1 if appropriate, or the police/fire department to gather information.
- Make announcements initiating the Secure Campus.
- Lock and monitor all exterior doors.
- Do not allow anyone to enter the facility and strongly discourage individuals from leaving.
- Alert employees that are off-site to advise them to stay away until further notice.
- Monitor the situation closely and be prepared to call a Lockdown at a moment's notice.

Releasing a Secure Campus

An announcement can be made to release a Secure Campus call. Notifications should also be sent via the same lines of communication that were used to announce the Secure Campus.

Severe Weather

Shelter-In-Place may also be necessary based on weather conditions. For more information on Shelter-In-Place procedures, refer to the related segment in this EOP. Facility closing will be determined by the Incident Commander based on wind speed, flooding, outages, and/other potentially dangerous weather conditions.

General Severe Weather Procedures

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- Follow up-to-date information on the situation, if possible.

Hazardous Road Conditions Procedures

Transportation to and from the facility may not be safe when there is inclement weather causing hazardous road conditions. If conditions worsen during operating hours, the Incident Commander may recommend personnel remain in the building until weather/road conditions improve.

- 1. Contact personnel to notify them of the closing or the sheltering status.
- 2. Assign tasks related to health and welfare activities if sheltering is prolonged.

Flooding Procedures

Flood Watch:

- 1. Review evacuation procedures.
- 2. The Incident Commander will check on the status of evacuation sites, and find an alternate evacuation site if the primary and secondary sites are flooded.
- 3. Check transportation status, if needed.
- 4. Monitor radio stations for further development.
- 5. Relocate or protect critical records and equipment.
- 6. If recommended and it is safe to do so, request placement of protective equipment such as sandbags from the Property Manager.

Table of Contents 13

Flood Warning:

- 1. Continue to monitor radio stations and other media sources for further development.
- 2. Evacuate and relocate immediately if advised by the police, national weather service, or other emergency management officials.
- 3. Count personnel as they leave and visually check the room for individuals who might be left behind.
- 4. If relocating, follow evacuation procedures.

Heatwave or Extreme Heat Procedures

- 1. Limit outdoor activity when the heat index is over 90 F degrees.
- 2. Recommend personnel consume plenty of water.
- 3. Recommend individuals dress in lightweight, light-colored clothing.
- 4. Be alert for signs of HEAT EXHAUSTION:
 - Cool, moist, pale, or flushed skin.
 - Heavy sweating.
 - Nausea/Dizziness.
 - Exhaustion.
 - Normal or below normal body temperature.

ADMINISTER FIRST AID, TAKE STEPS TO COOL PERSON DOWN & CALL FOR HELP IF NEEDED

- 5. Be alert for signs of HEAT STROKE:
 - Very high body temperature (>102 F degrees).
 - Hot, red skin, either dry or moist.
 - Weak rapid pulse.
 - Rapid, shallow breathing.
 - Vomiting.

CALL 9-1-1 IMMEDIATELY AND TAKE STEPS TO COOL PERSON DOWN

Shelter-In-Place

Examples of Scenarios Warranting a Shelter-In-Place

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/vicinity
- Severe weather

Shelter-In-Place Procedures

All Personnel:

- Move indoors and remain inside.
- Close and lock doors and windows.
- Continue indoor activities as normal, if possible.
- Follow additional instructions or precautions.
- Remain indoors until the "All Clear" is signaled.

Incident Commander:

- Call 9-1-1 if appropriate, or police/fire department to gather information.
- Make announcements initiating shelter-in-place via verbal command, Google Chat, email, etc.
- If applicable Turn off fans and HVAC systems.
- Monitor television, radio, internet for all clear, evacuation, or other directives.
- To lift shelter-in-place: Announcement is made via verbal command, Google Chat, etc.

Shelter-In-Place Procedures: Chemical Spill / Unhealthy Air Quality

- If applicable Turn off fans, HVAC systems, air conditioning units or ventilation systems, and air vents.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first-aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Take your emergency supplies and go into the room you have designated. Seal all windows, doors, and vents with plastic sheeting and duct tape or anything else you have on hand.

Shelter-In-Place Procedures: Animal Attack / Threat

- Contact Animal Control.
- Do not try to scare the animal away the animal may become alarmed and cause a negative reaction.
- If safe, assign personnel to keep track of the animal until it moves off the property or assistance arrives.
- Contact personnel who are off-site to update them of the situation and advise them to stay away until further notice.

Shelter-In-Place Procedures: Severe Weather

- Do not use telephones, cellular phones, radios, or other electronic communication unless absolutely necessary.
- If possible, unplug computers, televisions, etc. Electrical surges may occur that can ruin devices.
- If outside and unable to return to the facility:
 - Do not stand under tall trees or any metal structures (fencing, pipes, or railings).
 - Look for shelter in a low place, like a valley, ditch or ravine, with small or no trees.
 - Get off hills do not stand in an open field where you are a tall object.

Suicide Attempt / Suicidal Ideation

Suicidal Ideation or Threat Procedures

A risk of suicide is considered when an inividual is identified by peers, colleagues, or other individuals as expressing suicidal thought (ideation) or demonstrating other warning signs. If an individual is having thoughts of suicide, there is a risk of suicide.

Any person referencing suicide should be taken seriously. Do not leave the person alone.

All Personnel:

- 1. Notify the Incident Commander immediately.
- 2. Stay with the person until the Incident Commander or intervention professional arrives.
- 3. Do your best to prevent the person from leaving before meeting with the Incident Commander, intervention professional, or Human Resources representative.
- 4. If imminent danger exists, contact 9-1-1 immediately. Risk of imminent danger may be higher if:
 - a. The individual is absent without notice.
 - b. The individual has left the facility.
 - c. The individual has made specific threats.
 - d. A plan to attempt suicide is discovered.

Incident Commander:

- 1. Law enforcement have the discretion to transport the individual to a hospital. If this occurs, obtain a release of information form from the hospital.
 - a. If the individual is not assessed by a professional at the hospital, additional referrals for screening, or screening completed at the facility by a qualified individual, may be necessary.

Suicide Attempt Procedures

Treat any suicide attempt or suspected suicide attempt as a medical and psychiatric emergency.

All Personnel

- 1. **Contact 9-1-1**. Assign another personnel member to contact 9-1-1 and notify the Incident Commander.
- 2. Provide first aid/CPR.
- 3. Assist in the completion of documentation, such as incident reports.

Incident Commander

- 1. Notify emergency contacts.
- 2. Notify crisis response personnel, counselors, and Human Resources representatives.
- 3. Obtain release of information from hospital.
- 4. If the individual recovers, work with emergency contacts, health professionals, and mental health professionals to create an appropriate return-to-work support plan, if warranted.
- 5. Strongly encourage professional mental health evaluation of the individual prior to a return to work.
- 6. If individual does not recover, follow "Death and/or Suicide."



CALIFORNIA PACIFIC CHARTER SCHOOLS

EMERGENCY OPERATIONS PLAN - APPENDIX

Administration Office



Table of Contents 16

Powered by BoardOnTrack

EOP-1: Incident Command System

All personnel play a role during emergency response. The Incident Command System (ICS) outlines the chain of command for decision making and communication, while providing direction through clear roles and responsibilities.

ICS Roles

Incident Commander: (Carbonetta/Nishikawa)

Oversees the full emergency response and activates Strike Teams, maintaining overall responsibility for the safety of impacted individuals. Additionally, sets objectives for all ICS team members.

Assembly & Release: (Morfin/Carlos)

Records and monitors the overall status of all people at the facility. Supports a systematic release process at the conclusion of the response to ensure that individuals can be contacted following the emergency.

Liaison: (Rocha/Morfin)

Under direction of the Incident Commander, assists in coordinating the efforts of outside agencies by ensuring the proper flow of information.

Other Key Responsibilities

First Aid & Triage: (Rodriguez/Carbonetta/Rocha)

Assesses the extent and severity of all injuries, implementing triage practices when needed, while treating all injuries to whatever extent possible. Operates only within the confines of training.

Communications: (Feher/Willson)

Under direction of the Incident Commander, creating and delivering messages for all stakeholder groups - communication with emergency contacts of staff as needed. Additionally maintains communications equipment.
ICS Chart

Fillable ICS Chart: Decide Cal Pac Home Office ICS Chart.pptx



EOP-2: Personnel Directory						
Last Name	First Name	Position	Cell Phone Number	Emergency Contact and Number		

EOP-3: Emergency Announcement Scripts and Communication Templates

Emergency Announcement Scripts

These scripts should be passed using verbal commands, Google Chat, email, text message, etc.

Evacuation

"Evacuate the building."

Shelter-In-Place "Shelter-in-place."

Secure Campus "Secure Campus"

Lockdown "Lockdown."

Special Advisory (Water contamination, bomb threat, etc.)

"This is a safety advisory: All personnel are to follow these instructions. [INSERT ADDITIONAL INSTRUCTIONS]." Repeat 3 times.

Return to Normal

"The [insert emergency response] has been lifted. Return to normal operations."

To Lift a Lockdown: Remember to send three messages by alternate means such as verbal commands, text message, Google Chat, email, and by unlocking the door with the key. Unlocking the doors is best done last.

Emergency Communications Templates

These templates are basic messages that, depending on the situation, may need to be modified.

Activating Incident Command System

Telephone Conference Line:

CalPac office is currently experiencing an emergency, please contact the Incident Command Team at [INSERT PHONE NUMBER] and enter code [INSERT CONFERENCE CODE] immediately.

Chat / Google Chat:

CalPac office is currently experiencing an emergency, please contact the Incident Command Team via [INSERT METHOD], using channel [INSERT EMERGENCY CHANNEL NAME OR CHAT NAME].

Additional Personnel Messages - Alphabetical Order

Back To Normal Operations - Alternate

CalPac office is no longer responding to [INSERT EMERGENCY TYPE (Fire, severe weather, etc.)]. Operations will continue as normal.

Business Continuity Notice

Due to [INSERT EMERGENCY TYPE], CalPac office will be closed until [INSERT DATE OR "FURTHER NOTICE"]. Remote operations [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO INFO FOR PERSONNEL].

Evacuate - To Personnel Off-Site

CalPac office experienced a [INSERT EMERGENCY TYPE] and has evacuated to [INSERT EVAC LOCATION]. If you are not at work please do not contact or come to the office.

Lockdown - To Personnel Off-Site

CalPac office is currently in Lockdown. If you are away from the facility, stay away until further notice. If you are at the facility, please Lockdown immediately. Take cover in a locked office, closet, storage area or other safe location and turn off lights, silence your cell phone and ensure that your door is locked.

Office Closure - Advanced Notice

Due to [INSERT EMERGENCY], CalPac office will be closed on [INSERT DATE]. Operations [WILL/WILL NOT] continue remotely.

Public Health Notice

CalPac office has received an important Public Health Advisory. Use this link to learn more: [INSERT LINK/LETTER/NOTICE].

Power/Network/Utility Outage

CalPac office is currently experiencing a [INSERT OUTAGE TYPE (Power, network, water, etc.)]. Some services/communications may be disrupted. We will update you within [INSERT ESTIMATED TIME UNTIL UPDATE].

Shelter-In-Place - To Personnel Off-Site

CalPac office is currently Sheltering in Place. If you are away from the facility, stay away until further notice. If you are at the facility, please move indoors immediately, close windows, and listen for further instructions.

EOP-4: Evacuation Maps









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

Off-Site Assembly and Evacuation Point - Sidewalk at the west end of parking lot near Greenbrook Drive





2025 Comprehensive **School Safety** Plan





Components / Updates



Required Components

- Developed by a safety planning committee or SSC
- Procedures for acts of bullying or cyberbullying
- Acceptable Use Policy Guidelines for mental health and intervention
- Emergency Procedures

CalPac's School Safety Plan

- Director of HR worked closedly with Jofee Emergency Services to conduct a review
- No material revisions, just reorganization of a few topics within the safety and security practices and disaster and emergency response sections
- Personnel who work from the administrative office in Costa Mesa will be practicing emergency drills and engage in preparedness activities







SSC Input

- Cyberbullying protocols are appreciated
- School Climate is positive and student centered
- Tech team does a great job troubleshooting and using software to protect students and student accounts







Thank You cal-pacs.org

Powered by BoardOnTrack

Coversheet

Approval of Professional Development Plan

Section:	X. Personnel Services
Item:	A. Approval of Professional Development Plan
Purpose:	Vote
Submitted by:	
Related Material:	BUS CPCS Professional Development Plan 2.11.25.pdf Embassy Suites PD Proposal.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

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

Item Requires Board Action: X

Item is for Information Only:

Item: Approval of Professional Development Opportunities for Staff

Background:

In reviewing the 2024-2025 and 2025-2026 budgets, school leadership identified available funds that will provide a unique opportunity to invest in the growth and enhancement of CalPac educators' skills and knowledge. By allocating these funds towards comprehensive professional development programs, CalPac can ensure that teaching staff remain at the forefront of educational innovation and best practices, ultimately benefiting the students' learning experience and academic success.

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

2024-2025 Budget Year

Bright Thinker Curriculum Development

After approval of a new online curriculum for grades K-5, teachers will need additional preparation and training to ensure a smooth transition. Curriculum training is included in the annual subscription price. This cost will be to supplement the teachers' work year calendar with an additional 40 hours of pay at the current year rate. Training will be a combination of optional on site training at the CalPac administrative offices or remote participation. Teachers will use the remaining time for curriculum development.

Date: February 11, 2025

Administration anticipates about 15 general education and special education teachers will participate in this training opportunity for approximately \$45,000.

CTE Curriculum Development

To expand and improve the CTE program and curriculum options, CTE teachers will be offered the opportunity to work up to five extra days to build out new modules or improve existing projects to meet CTE requirements. Some teachers have new classes or will use the time to build out year two of the pathway.

CalPac anticipates up to five teachers working in June 2025 with a fiscal impact of approximately \$13,000.

SPED Certifications

Four Education Specialists have opted into additional training that will give them the tools and training needed to support students with Emotional Disabilities. The training is 88 hours over 16 weeks, and CalPac is covering the cost of the course plus the staff additional work hours at the professional development rate.

The total cost for four Education Specialists is approximately \$24,000.

AVID Ignite

The AVID Ignite summer online training offers a live-facilitated, interactive, virtual learning experience designed to engage educators in both a Community of Practice and sessions focused on extending learning throughout the school year. It includes high-impact planning sessions, customizable resources for individual and group learning, and motivational resources to inspire educators campuswide. This flexible and efficient training is aimed at supporting successful implementation, educator agency, and teacher retention by allowing educators to tailor their learning and planning to meet their specific needs and priorities.

This training is \$850 per participant, plus up to 20 hours at the professional training pay rate. CalPac anticipates 20-30 teachers opting into this training in June 2025 for approximately \$46,000.

2025-2026 Budget Year

All Staff PD

This all-staff professional development (PD) training will focus on enhancing instructional effectiveness through Corwin Learning's "Teacher Clarity" framework while equipping educators with data-driven strategies to support student achievement. The PD will include breakout sessions led by Renaissance STAR/Freckle (assessment and intervention), Parsec Education (data analysis), and curriculum providers Bright Thinker and Imagine Learning to ensure alignment with instructional goals. The budget covers speaker fees, training materials, travel, lodging, and meals for staff attending in person. This investment supports the school's commitment to high-quality online instruction, informed decision-making, and improved student outcomes.

The total cost for approximately 75 participants for two days of training is \$125,000, including travel, room and board, conference speakers, and additional days of pay as applicable.

Classified Staff Trainings

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

The fiscal impact will be approximately \$20,000 on travel, room and board, and conference registration fees for our classified employees.

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

<u>Fiscal Impact for 2024-2025: Up to \$128,000.00</u> California Pacific Charter - Los Angeles (#1751) \$61,440.00 California Pacific Charter - San Diego (#1758) \$40,960.00 California Pacific Charter - Sonoma (#2037) \$25,600.00

<u>Fiscal Impact for 2025-2026: Up to \$145,000.00</u> California Pacific Charter - Los Angeles (#1751) \$69,600.00 California Pacific Charter - San Diego (#1758) \$46,400.00 California Pacific Charter - Sonoma (#2037) \$29,000.00



Daisy Carlos <dcarlos@cal-pacs.org>

Embassy Suites Santa Ana

1 message

Magnolia Sotingco <Magnolia.Sotingco@embassysantaana.com> To: "dcarlos@cal-pacs.org" <dcarlos@cal-pacs.org> Wed, Jan 29, 2025 at 10:07 AM

Dear Daisy,

Thank you for considering the Embassy Suites Santa Ana for **California Pacific Charter Schools** on Aug 13-15, 2025.

All of our suites are equipped with a refrigerator, microwave, coffeemaker, in-room safe, iron & board, hairdryer and 2 TVs. The room rate includes our cooked to order Breakfast and an evening reception.

Concessions:

• Group rate on 2-room Suite with King Bed and pullout sofa sleeper at:

\$149 Single /Double occupancy \$159 Triple and \$169 Quad occupancy (18 yo & older) Group rate on 2-room Suite with 2Queen Beds and pullout sofa sleeper at: \$159 Single /Double occupancy \$169 Triple and \$179 Quad occupancy (18 yo & older)

Rates are subject to 13.195% hotel occupancy tax.

- Complimentary WiFi in guest rooms
- For vehicle parking, we offer a discounted overnight parking rate of \$16; regularly \$22 per night per vehicle.
- Meeting Room (Laguna La Jolla rooms 2340 Sq Ft) is available for Aug 13 and 14th, room rental is \$1000++ per day. Would you be hosting a lunch? If you decide to host luncheon for the 80 attendees, we will waive the meeting room rental with a Food & Beverage minimum of \$2,500.00.

If you have any questions or would like to get a group agreement form, please let me know and I will assist you. The group rate quote is valid until **Feb. 12, 2025**. Thank you.

Kind regards, Magnolia Sotingco Sales & Catering Manager

Embassy Suites by Hilton 1325 E. Dyer Rd. Santa Ana, CA 92705

Direct Line 714.241.3386 Hotel 714.241.3800

3 attachments



TAES - Event Menus.pdf

2024 AV Price Guide .pdf 52K



EMBASSY SUITES by Hilton^{**}



Embassy Suites by Hilton - Santa Ana Orange County Airport

1325 East Dyer Road, Santa Ana, California, 92705 P: (714) 241-3800

Local Attractions

- Disneyland Resort
- Knott's Berry Farm
- Premier shopping at South Coast Plaza, the Irvine Spectrum, and Fashion Island
- The Outlets at Orange
- "The District" dining and entertainment venue
- Honda Center, the home "Pond" of the Anaheim Ducks
- Angel Stadium
- Orange County Performing Arts Center
- Bower's Museum
- Santa Ana Artists Village
- Discovery Cube OC
- Lyon Air Museum
- Santa Ana Zoo
- Heritage Museum of Orange
 County
- Huntington Beach, Newport Beach, and Laguna Beach
- Over 50+ golf courses throughout Orange County

Experience the Best of Orange County

Nestled just off the 55 freeway at Dyer Road, we're only 1.5 miles from John Wayne Airport. Perfectly positioned for both business and leisure, with top attractions and corporate hubs just minutes away. Enjoy a seamless arrival with our complimentary shuttle service to and from John Wayne Airport. Stay with us and experience comfort, convenience, and the best of Orange County right at your doorstep.

301 Beautifully Decorated Two- Room Suites

- Private bedroom with one king or two queen beds, and a separate living room with sleeper sofa and a dining / work table
- Mini refrigerator, microwave, and coffee maker
- Two in-room TVs and high-speed internet access
- One-line telephone with voicemail
- Hair dryer, iron, and ironing board

Dining and Entertainment

- <u>The Refinery</u> Enjoy a delightful dinner in a relaxed atmosphere
- <u>Robotic Food Vending Machine</u> Innovative, 24/7 dining at your fingertips
- <u>Complimentary Made-To-Order Breakfast</u> Freshly prepared each morning in our vibrant atrium
- <u>Complimentary Evening Reception</u> Unwind with your favorite beverage and appetizers

Recreation Facilities

- Indoor pool
- Whirlpool
- Precor™ fitness center on site

Services

- Gift shop
- Laundry/ Valet Services
- Express check-out
- Complimentary shuttle service to SNA Airport

Meeting and Banquet Facilities

- Nearly 8,000 sq ft. of flexible function/ event space to accommodate group up to 400 people
- Two Executive Conference Suites with Boardroom Table for 12
- 4,407 sq. ft. Pacific Ballroom divisible into 4 separate sections
- State-of-the-art audio/ visual equipment and wireless highspeed internet access
- Full- service catering for banquets, receptions, or in-suite functions
- Atrium space for larger event needs

Hilton Honor © Points

Get more of what you want at Embassy Suites by Hilton. With the Hilton Honors Reward Program, you can earn Honors points for your stay. Join today at honors.com.

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM



EMBASSY SUITES BY HILTON SANTA ANA- ORANGE COUNTY AIRPORT





0



					Banquet				
Name of Room	Total Sq. Ft.	Dimensions	Classroom	Theater	w/ Dance	Reception	Conference	U-Shape	H-Shape
					Flr				
Pacific Ball Room	4,407	113'x39'	200	380	350	380	115	125	160
a. Newport	3,198	82'x39'	140	290	150	240	80	80	110
+San Clemente+Laguna	5,190	02 X39	140	290	150	240	00	00	110
b. San Clemente	3,471	89'x39'	140	320	150	270	90	90	120
+Laguna+La Jolla	5,471	09,739	140	520	150	210	90	90	120
Newport+San Clemente	2,067	53'x39'	80	190	100	160	50	50	70
San Clemente+Laguna	2,262	58'x39'	90	200	100	180	60	60	80
Laguna+La Jolla	2,340	60'x39'	100	220	100	190	60	60	80
Newport	936	24'x39'	40	90	50	90	36	30	46
San Clemente	1,131	29'x39'	40	100	50	100	36	35	52
Laguna	1,131	29'x39'	40	100	50	100	36	35	52
La Jolla	1,209	31'x39'	50	120	50	120	40	41	60
Santa Ana	936	24'x39'	40	90	50	100	20	35	30
Costa Mesa	924	28'x33'	35	49	49	49	20	20	20
Crown 220	492	36.5'x13.5'	0	0	0	0	10	0	0
Granda 225	508	37.5'x13.5'	0	0	0	0	10	0	0
Huntington	675	-	0	0	0	0	0	0	0





1325 East Dyer Road, Santa Ana, CA 92705 714-241-3800

EMBASSY SUITES EVENT MENUS











Santa Ana Orange County Airport

1325 E Dyer Rd., Santa Ana, CA 92705

🔇 (714) 241-3800 🔘 EmbassySuitesSantaAna.com

Powered by BoardOnTrack





CLASSIC CONTINENTAL BREAKFAST \$29.00 per Guest

- Breakfast Buffet Service in 90 Minutes Maximum
- Please communicate all Dietary Restrictions
- Minimum of 20 Guests or a \$200 fee will apply
- Seasonal Fresh Fruit Tray
- Seasonal Berries
- Mini Croissants
- Mini Breakfast Muffins
- Mini Breakfast Danish
- Mini Bagels
- Served with Assorted Jams & Butter

- Family Style Service Available Upon Request
- Please speak with your Event Specialist for a Curated Experience
- Fresh Orange & Grapefruit Juices
- Assorted Hot Teams
- Regular Coffee served with Sugar & Flavored Creamers - (Decaf Coffee available upon request)





EXPRESS BREAKFAST \$34.00 per Guest

- Breakfast Buffet Service in 90 Minutes Maximum
- Please communicate all Dietary Restrictions
- Minimum of 20 Guests or a \$200 fee will apply
- Plated Options Available Upon Request
- Please speak with your Event Specialist for a Curated Experience

SELECT ANY TWO SANDWICH OPTIONS:

- Seasonal Fresh Fruit Tray
- Fresh Orange & Grapefruit Juices
- Regular Coffee served with Sugar & Flavored Creamers - (Decaf Coffee available upon request)
- Assorted Hot Teas

- Bacon, Egg, & Cheese on a Bagel
- Sausage, Egg, & Cheese on an English Muffin
- Scrambled Egg, Spinach, & Cheddar wrapped in a Warm Tortilla
- Salmon Lox Bagel with Thin Red Onions, Capers, & Cream Cheese
- British Hoagie Bun with Bacon & Egg







SIGNATURE BREAKFAST BUFFET \$37.00 per Guest

- Breakfast Buffet Service in 90 Minutes Maximum
- Please communicate all Dietary Restrictions
- Minimum of 20 Guests or a \$200 fee will apply
- Seasonal Fresh Fruit Tray
- Seasonal Berries
- Mini Croissants, Breakfast Muffins, Breakfast Danish, & Bagels
- Served with Assorted Jams & Butter
- Fresh Orange & Grapefruit Juices
- Regular Coffee served with Sugar & Flavored Creamers - (Decaf Coffee available upon request)
- Assorted Hot Teas

- Plated Options Available Upon Request
- Please speak with your Event Specialist for a Curated Experience

SELECT ONE EGG OPTION:

- Farm Fresh Scrambled Eggs
- Bacon, Spinach, Roasted Red Pepper & Egg Frittata
- Egg White Frittata with Asparagus & Peppers
- Mexican Scrambled Eggs with Onions & Peppers
- Chorizo & Eggs

SELECT TWO MEAT OPTIONS:

- Applewood Smoked Bacon
- Breakfast Sausage Links
- Breakfast Sausage Patties
- Chicken & Apple Sausage Links
- Turkey Bacon

All prices are subject to 24% Service Charge and 9.25% Sales Tax * Menus and Prices are subject to change

All images are visualization purposes only





CURATED BREAKFAST EXPERIENCE Enhancements

HOMESTEAD STEELCUT OATMEAL

Brown Sugar I Blueberries I Strawberries I Cinnamon I Local Honey I Dried Cranberries \$10.00 per Guest

BREAKFAST BURRITOS

- Chorizo I Scrambled Eggs I Potatoes
- Bacon I Sausage I Scrambled Eggs I Onions I Potatoes I Peppers I Cheese \$18.00 per Guest

PANCAKE STATION

Buttermilk & Blueberry Pancakes Served with Sliced Strawberries, Whipped Cream, Butter, & Maple Syrup \$18.00 per Guest





A LA CARTE BREAKFAST ITEMS

<u>Fresh Fruit Trays:</u>			
Small Tray (Serves 10 - 12 Guests) Medium Tray (Serves 15 - 18 Guests) Large Tray (Serves 25 - 30 Guests)	\$90.00 \$109.00 \$120.00	Plain Croissant served with Butter& Jelly	\$6.00 each
Fresh Fruit Salad	\$6.00 each	Fruit Filled Croissants	\$7.50 each
Fresh Fruit Skewers	\$6.00 each	Ham & Cheese Croissant	\$10.00 each
Mixed Berries	\$7.95 each	Individual Yogurt	\$4.00 each
Assorted Bakery Tray of Muffins, Danish, & Bagels served with Cream Cheese, Butter, & Jams	\$6.00 per person	Individual Breakfast Parfaits (Vanilla Yogurt, Granola, & Fresh Strawberries)	\$10.00 each
Cinnamon Rolls	\$6.00 each		
Assorted Scones	\$6.00 each		

BREAK PACKAGES





AWAKE - AM BREAK ENERGIZE - PM BREAK \$18.00 per Person \$20.00 per Person

Package Includes:

- Freshly Brewed Coffee served with Cream & Sugar
- Iced Coffee
- Infused Water
- Seasonal Parfaits
- Sliced Seasonal Fruit & Berries
- Banana Nut Bread
- Blueberry Bread
- Energy & Granola Bars

Package Includes:

- Freshly Brewed Coffee served with Cream & Sugar
- Starbucks Bottled Frappuccinos
- Sparking Perrier Water
- Infused Water
- Trio of Hummus served with Pita Bread
- Mixed Nuts
- Individual Assorted Popcorn
- Assorted Brownies

COFFEE BREAK





BEVERAGES

Starbucks Colombian Regular <u>OR</u> Decaffeinated Coffee Service Accompanied with Flavored Creamers & Sugar	\$75.00 per Gallon
Assorted Hot Tea Service Assorted Breakfast Teas, Sliced Lemons, & Sugar	\$65.00 per Gallon
Individual Fruit Juices Choice of Orange, Cranberry, or Apple	\$5.00 Each
Fresh Squeezed Orange Juice	\$50.00 per Gallon
Bottled Water	\$4.00 Each
Perrier Water	\$5.00 Each
Assorted Soft Drinks	\$5.00 Each
Iced Tea	\$48.00 per Gallon
Country Style Lemonade	\$48.00 per Gallon

COFFEE BREAK





A LA CARTE SNACKS

Fresh Baked Cookies	\$5.00 Each
Fresh Baked Brownies	\$5.00 Each
Fresh Baked Cupcakes (minimum of 2 dozen)	\$6.00 Each
Assorted Individual Kettle-Style Potato Chips	\$4.00 Each
Assorted Individual Bags of Potato Chips	\$4.00 Each
Chocolate Dipped Strawberries	\$4.00 Each
Tuxedo Dipped Strawberries	\$6.00 Each
Assorted Dessert Bars	\$7.00 per person
Assorted Mini Dessert Bars	\$3.50 per person
Mini Pastries including Eclairs, Bite-Sized Cheesecakes & Napoleons	\$4.00 Each





GOURMET SANDWICH BUFFET

\$45.00 per Guest

Served with Individual Bags of Potato Chips, Crunchy Pickle Spear, & Condiments Minimum of 20 guests or \$200 fee will apply

SELECT TWO SALADS:

- Seasonal Fresh Fruit Salad
- **Tri-Color Baja Pasta Salad** with Sundried Tomatoes & Spicy Vinaigrette
- Italian Pasta Salad with Broccoli, Carrots, & Olives
- German Potato Salad with Bacon & Egg
- **Tossed Green Salad** with Ranch & Italian Dressings on the side
- Traditional Caesar Salad with Croutons & Parmesan Cheese
- Mexican Caesar Salad with Cilantro Pepita Dressing
- Baby Greens, Fresh Pears, Candied Pecans, & Blue Cheese with Balsamic Vinaigrette
- Chinese Salad with Mandarin or Ginger Soy Dressing

GOURMET WRAPS, FOCACCIA BREAD, CIABATTA ROLLS, & DELI SANDWICHES

SELECT TWO MEAT OPTIONS:

- Smoked Turkey
- Roast Beef
- Ham
- Cashew Chicken Salad
- Albacore Tuna Salad

SELECT ONE DESSRT:

- Assorted Fresh Baked Cookies
- Chocolate Fudge Brownies
- Mini Dessert Bars (2 per person)
- Chocolate Dipped Strawberries
- Fresh Baked Vegan Blondies with Chocolate Chips
- Carrot & Chocolate Cake Wedges

All prices are subject to 24% Service Charge and 9.25% Sales Tax * Menus and Prices are subject to change

All images are visualization purposes only





GOURMET SOUP & SALAD BUFFET \$48.00 per Guest

SOUP:

Select ONE

Served with Oyster Crackers

- Potato Clam Chowder
- Chicken Tortilla Soup
- Steak & Vegetable Soup
- Tomato Bisque
- Cream of Mushroom

Served with Chopped Onions & Sour Cream

- Turkey Chili
- Red Bean Chili

SALAD:

Select ONE

- Antipasto Salad
- Chef Salad
- Thai Noodle Salad
- Field Greens with Blackened Chicken Breast
- Fiesta Chicken Salad
- Chinese Chicken Salad with Roasted Almonds
- Chicken Caesar Salad
- Mexican Caesar Salad

DESSRT:

Select ONE

- Assorted Fresh Baked Cookies
- Chocolate Fudge Brownies
- Mini Dessert Bars (2 per person)
- Chocolate Dipped Strawberries
- Fresh Baked Vegan Blondies with Chocolate Chips
- Carrot & Chocolate Cake Wedges
- Assorted Mini
 Cheesecakes & Pastries
 (2 per person additional
 \$3.00 per guest)





LUNCH BUFFET \$58.00 per Guest

Includes: Two Salads, Two Entrees, Two Accompaniments, & One Dessert Minimum of 20 guests or \$200 fee will apply

SELECT TWO SALADS:

- Seasonal Fresh Fruit Salad
- **Tri-Color Baja Pasta Salad** with Sundried Tomatoes & Spicy Vinaigrette
- Italian Pasta Salad with Broccoli, Carrots, & Olives
- German Potato Salad with Bacon & Egg
- **Tossed Green Salad** with Ranch & Italian Dressings on the side
- **Traditional Caesar Salad** with Croutons & Parmesan Cheese
- Mexican Caesar Salad with Cilantro Pepita Dressing
- Baby Greens, Fresh Pears, Candied Pecans, & Blue Cheese with Balsamic Vinaigrette
- Chinese Salad with Mandarin or Ginger Soy Dressing

SELECT ONE DESSRT:

- Assorted Fresh Baked Cookies
- Chocolate Fudge Brownies
- Mini Dessert Bars (2 per person)
- Chocolate Dipped Strawberries
- Fresh Baked Vegan Blondies with Chocolate Chips
- Carrot & Chocolate Cake Wedges
- Assorted Mini Cheesecakes & Pastries (2 per person - additional \$3.00 per guest)





LUNCH BUFFET (continued)

SELECT TWO ENTREES:

- California Chicken Breasts with Mushroom & Sundried Tomatoes
- Carved Turkey Breast with Cranberry Sauce & Gravy
- Chicken Parmesan with Sundried Marinara
- Chicken Marsala
- Beef or Vegetable Lasagna
- Chicken Picatta
- Crab & Asparagus Stuffed Chicken
- Roasted Herb Crusted Tri-Tip
- Santa Fe BBQ Tri-Tip
- Rosemary Chicken Bearnaise
- Lemon Herb Chicken
- Maui Teriyaki Chicken

SELECT TWO ACCOMPANIMENTS:

- Almond Rice Pilaf
- Asparagus Hollandaise
- Broccoli & Red Peppers
- Fettuccini Alfred
- Glazed Baby Carrots
- Garlic Mashed Potatoes
- Garden Wild Rice
- Green Beans with Herb Butter
- Italian Squash
- Julienne Vegetables with Herb Butter
- Potatoes Au Gratin
- Rosemary Potatoes
- Roast Garlic Dill Potatoes
- Tomato Basil Pasta

ELEVATED ENTREES (additional \$10.00 per person)

- Alaskan Halibut
- Swordfish with Chardonnay Butter
- Salmon with Fresh Leek Sauce
- Salmon Wellington with Artichoke & Lemon Wine Butter





BOXED LUNCH

Selections limited to Two (2) Bread Options and Two (2) Deli Meat Options per group. Boxed Lunch options are delivered in disposable containers which includes wrapped utensils, condiments, and choice of Accompaniments (selections offered below).

DELI SANDWICH BOXED LUNCH:

\$29.95 per Guest

<u>Bread Options:</u>

- Wheat
- Sourdough
- 12 Grain Multigrain
- Squaw Bread

Deli Meat Options:

- Roast Beef
- Smoked Turkey Breast
- Baked Ham
- Cashew Chicken Salad
- Albacore Tuna Salad

EXECUTIVE BOXED LUNCH:

\$32.00 per Guest

- Bread Options:
- Wheat
- Sourdough
- 12 Grain Multigrain
- Squaw Bread

Deli Meat Options:

- Roast Beef
- Smoked Turkey Breast
- Baked Ham
- Cashew Chicken Salad
- Albacore Tuna Salad

ACCOMPANIMENTS:

SELECT **ONE** ITEM FROM EACH BULLET POINT BELOW TO BE SERVED WITH ALL BOXED LUNCHES (total of 3 items):

- Whole Fresh Fruit **OR** Individual Bag of Chips
- Italian Pasta Salad, Potato Salad, Green Salad, <u>OR</u> Fruit Salad
- Freshly Baked Cookie **<u>OR</u>** Brownie

All prices are subject to 24% Service Charge and 9.25% Sales Tax * Menus and Prices are subject to change

Powered by BoardOnTrack

ALL DAY PACKAGE





ALL DAY PACKAGE \$130.00 per Guest All Day Package includes: Breakfast, AM Break, Lunch Buffet, & PM Break

BREAKFAST

Breakfast Includes:

- Seasonal Sliced Fresh Fruit & Berries
- Chef-Selection of Bakery Specialties
- Selection of Chilled Juices
- Freshly Brewed Coffee & Hot Tea served with Sugar & Creamers

Eggs - Select One:

- Cage-Free Scrambled Eggs with Cheddar Cheese & Scallions
- Scrambled Eggs with Onions & Peppers

Meats - Select One:

- Breakfast Sausage Links
- Breakfast Sausage Patties
- Sliced Ham

Breakfast Potatoes - Select One:

- Breakfast Potatoes with Herb Butter
- Roasted Fingerling Potatoes

ALL DAY PACKAGE





ALL DAY PACKAGE (continued) BREAK OPTIONS

AM BREAK:

Select One:

Option #1

- Coconut Chia Pudding topped with Strawberry & Toasted Coconut
- Lemon Poppy Seed Mini Muffins
- Honey Crisp Apples
- Freshly Brewed Coffee & Hot Tea served with Sugar & Creamers

Option #2

- Peanut Butter Overnight Oats with Blueberries
- Banana Nut Mini Muffins
- Lemon Poppy Seed Mini Muffins
- Hard Boiled Eggs
- Freshly Brewed Coffee & Hot Tea served with Sugar & Creamers

PM BREAK:

<u>Select One:</u>

Option #1

- Sun Dried Tomato Hummus
- Spinach Ranch Dip
- Grilled Pita Bread
- Seasonal Vegetable Crudite
- Freshly Brewed Coffee & Hot Tea served with Sugar & Creamers

Option #2

- Individual Bags of Pretzels & Potato Chips
- Freshly Baked Chocolate Brownies
- Chocolate Crinkle Cookies
- Freshly Brewed Coffee & Hot Tea served with Sugar & Creamers

ALL DAY PACKAGE





ALL DAY PACKAGE (continued) LUNCH OPTIONS

Select One:

OPTION #1

- So-Cal Caesar Salad with Black Beans, Cherry Tomatoes, Parmesan Cheese, Fried Tortilla Strips, & Cilantro Dressing
- Roasted Beets Salad with Arugula, Goat Cheese, & Toasted Walnuts
- Beef Fajitas with Onions & Peppers
- Chicken Tamales
- Mexican Rice
- Pinto Beans
- Served with Flour & Corn Tortillas, Pico de Gallo, Sour Cream, Onions, Cilantro, & Radish
- Tres Leches Cake

OPTION #2:

- Baby Mixed Green Salad with Carrots, Cucumbers, Sliced Almonds, served with Balsamic Dressing
- Quinoa Salad with Cherry Tomatoes, Chickpeas, & Peppers tossed with Citrus Dressing
- Pan Seared Chicken Breast with Rosemary Demi Glaze
- Oven Roasted Salmon with Lemon Dill Sauce
- Herb Roasted Red Skin Potatoes
- Sauteed Green Beans & Baby Carrots
- Carrot Cake

DINNER





DINNER SERVICE

Gourmet Buffet or Sit-Down Service

All Dinners are based on a Three-Course meal including: One Soup or Salad, One Entree, Two Accompaniments, One Bread and Butter, One Dessert, Iced Tea, Water, & Coffee - Prices vary based on Entree Selection Minimum of 20 guests or \$200 fee will apply Please communicate all dietary restrictions with your Event Specialist

SOUP & SALAD OPTIONS: Select One

- Tossed Gourmet Herb Salad
- Tossed Garden Green Salad
- Field Greens with Cranberries, Feta, & Walnuts
- Spinach Salad with Bacon Dressing
- Mandarin Orange Salad with Papaya Salsa Vinaigrette
- **Classic Caesar Salad** with Croutons & shaved Parmesan Cheese
- Clam Chowder
- Potato Clam Chowder
- Leek & Potato Soup
- Vegetable & Beef Soup
- Tomato & Fennel Bisque

ACCOMPANIMENT OPTIONS:

Select Two:

- Almond Rice Pilaf
- Asparagus Hollandaise
- Broccoli & Red Peppers
- Fettuccini Alfredo
- Glazed Baby Carrots
- Garlic Mashed Potatoes
- Garden Wild Rice
- Green Beans with Herb Butter
- Italian Squash
- Julienne Vegetables with Herb Butter
- Potatoes Au Gratin
- Rosemary Potatoes
- Roast Garlic Dill Potatoes
- Tomato Basil Pasta

DINNER





DINNER SERVICE (continued) ENTREE OPTIONS: Select One

Poultry:

- California Chicken Breast (\$68.00)
- Chicken Parmesan with Sundried Marinara (\$75.00)
- Chicken Marsala (\$70.00)
- Chicken Picatta (\$70.00)
- Crab & Asparagus Stuffed Chicken (\$75.00)
- Lemon Herb Chicken (\$68.00)
- Maui Teriyaki Chicken (\$68.00)
- Rosemary Chicken Bearnaise (\$70.00)
- Carved Turkey Breast with Cranberry Sauce & Gravy (\$75.00)

Pork:

- Cranberry & Walnut Loin of Pork (\$75.00)
- Honey Baked Ham with Fresh Apple Sauce (\$75.00)

Beef:

- Roast Herb Crusted Tri-Tip (\$90.00)
- Flash Grilled Rib Eye (\$95.00)
- Carved Prime Rib (\$95.00)
- Chateaubriand (\$95.00)
- Filet Mignon with Truffle Bordeaux Sauce (\$95.00)
- Individual Beef Wellington (Market Value)

Seafood:

- Salmon Wellington with Artichoke & Lemon Wine Butter Sauce (\$85.00)
- **Salmon** with Fresh Leek Sauce (\$80.00)
- **Swordfish** with Chardonnay Butter Sauce (\$80.00)
- Alaskan Halibut (Market Value)







DINNER SERVICE (continued)

BREAD OPTIONS: Select One

- Fresh Baked Dinner Rolls with Softened Butter
- Sliced French Baguettes with Chive Butter
- Warm Garlic Bread & Italian Breadsticks
- Focaccia Bread with Parmesan Tomato Spread
- Golden Corn Bread with Whipped Honey
 Butter

DESSERT OPTIONS: Select One:

- Assorted Mini Pastries & Petite Fours
- Assorted Dessert Bars & Tuxedo Dipped Strawberries
- Fruit Cobbler with Vanilla Ice Cream
- Flaming Bananas Foster
- Gourmet Cakes & Fruit Tortes Display
- Gourmet Cheesecake Display

California Pacific Charter Schools - Regular Meeting of the Board of Directors - Agenda - Tuesday February 11, 2025 at 5:00 PM



HOTELS®

SANTA ANA

Embassy Suites Santa Ana 1325 E Dyer Rd Santa Ana CA 92705

Director of Event Technology

Gustavo Martinez gmartinez@dobil.com 714.308.0390

Includes a Room Sized Tripod Projection Screen (up to 8'),

Skirt, AV Cart, AC Extension Cord, Power Strip. Video

Extension cable included upon request.

Flipchart with Post-it Pad and Markers | \$95

Presenter's Package | \$265

HD Video Switcher | \$300

Monitor 60" | \$550

2024 Price Guide

Packages (Packages include labor)

Meeting Room Projector Package | \$525

Projection Screen (up to 8'), Meeting Room Projector, AV Cart and Requested Extension Cable, AC Power Package

Enhanced Audio Package | \$350

Includes 2 Powered Speakers, 1 Audio Mixer and 1 Wireless Microphone

Audio

4 Channel Audio Mixer | \$75

8 Channel Audio Mixer | \$150

House Sound System | \$110

Speaker w/Stand | \$125

Wireless Microphone (Handheld or Lavalier) | \$185

Scenic

Video

Drape - Black (per 10' section) | \$190

Meeting Owl 3 Expansion Mic | \$480

HD Video Camera on Tripod | \$250

Drape - White (per 10' Section) | \$250

Essentials

per light

Lighting

Presentation Remote | \$55

Laptop Computer | \$250

PolyCom Speaker Phone | \$300

Custom Color LED Up-Lighting | \$65

Wash Lighting Package | \$470 Includes 9 LED uplights

Power-strips & Extension Cords | \$35 per item

Labor (Charged per Tech per Hour)

Technician Set / Strike | \$100

In Room Technician | \$125

All equipment is priced per day and subject to service charge and tax. Prices subject to change without notice. Equipment or services cancelled within 24 hours of event and all special request will be charged at full price . 24 - 72 hour cancellation notice hours will be charged at 50%. 72 hour notice required for all technical labor



Powered by BoardOnTrack