



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on February 6, 2026 at 11:34 AM PST

Date and Time

Tuesday February 10, 2026 at 6:00 PM PST

Location

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

Teleconference Locations

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

Join by telephone or via Zoom conferencing link below:

Dial by your location

(213) 338 8477 (Los Angeles)

(669) 900 6833 (San Jose)

Meeting ID: 971-5827-4258

<https://cal-pacs-org.zoom.us/j/97158274258>

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Board Chairperson	2 m
B. Record Attendance		Board Chairperson	2 m
Roll Call:			
Kelly Wylie, Chairperson			
Dr. Shirley Peterson, Vice Chairperson			
Tanya Rogers, Clerk			
Bill Howard, Member			
Jason McFaul, Member			
II. Pledge of Allegiance			6:04 PM
A. Led by Board Chairperson or designee.		Board Chairperson	2 m
III. Approve Adopt/Agenda			6:06 PM
A. Agenda	Vote	Board Chairperson	2 m
It is recommended that the Board of Directors adopt the agenda for the Regular Board Meeting on February 10, 2026, as presented.			
Roll Call Vote:			
Kelly Wylie			

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

IV. Approve Minutes**6:08 PM**

- | | | | | |
|-----------|--|-----------------|-------------------|-----|
| A. | Minutes of the Regular Board meeting that was held on January 27, 2026 | Approve Minutes | Board Chairperson | 2 m |
|-----------|--|-----------------|-------------------|-----|

It is recommended the Board of Directors approve as presented, the minutes for the Regular Board meeting of January 27, 2026.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

V. Board Governance**6:10 PM**

- | | | | | |
|-----------|----------------------------------|------|-----------------|-----|
| A. | 2026-2027 Board Meeting Calendar | Vote | Christine Feher | 5 m |
|-----------|----------------------------------|------|-----------------|-----|

It is recommended the Board approve the Board Meeting Calendar for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) for the 2026-2027 school year.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

VI. Public Comments/Recognition/Reports

	Purpose	Presenter	Time
--	---------	-----------	------

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

VII. Correspondence/Proposals/Reports 6:15 PM

A.	Special Education Department Mid-Year Update	Discuss	Erika Stevens	20 m
Presented by Erika Stevens, Assistant Director of Special Education				

B.	CalPac School Highlights	Discuss	Christine Feher	5 m
Presented by C. Feher, Superintendent				

C.	Mid-Year LCAP Report	Discuss	Ericka Zemmer	12 m
All charter schools, school districts, and county offices of education are required to present a report on the annual update to the LCAP and the LCFF Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA. all available mid-year outcome data related to metrics identified in the current year's LCAP, and all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)				

VIII. Consent 6:52 PM

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

A.	Consent - Business/Financial Services		Board Chairperson	2 m
1. Check Registers - January 2026 2. J.P. Morgan Statement - January 2026 3. Chase Ink Statement - January 2026				

	Purpose	Presenter	Time
	4. Approval of New Legal Fee Structure with Procopio LLP, Effective March 1, 2026		
	5. Approval of Surplus of Electronic Devices		
B.	Consent - Personnel Services	Vote	Board Chairperson
	1. Approval of Certificated Personnel Report		2 m
	2. Approval of Classified Personnel Report		

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

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

IX. Education/Student Services

6:56 PM

A.	Approval of Comprehensive School Safety Plan (CSSP)	Vote	Corrie Amador	5 m
-----------	---	------	---------------	-----

It is recommended the Board approve the Comprehensive School Safety Plan (CSSP) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2025-26 school year.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

X. Personnel Services

7:01 PM

	Purpose	Presenter	Time
A. Approval of One-Time Discretionary Staff Bonuses	Vote	Christine Feher	5 m

It is recommended the Board approve the One-Time Discretionary Staff Bonuses for California Pacific Charter Schools - Los Angeles (#1751) as presented.

Fiscal Impact: \$198,997.00

California Pacific Charter - Los Angeles (#1751) \$198,1997.00

* Total fiscal impact will be the bonus amount plus any related CalSTRS benefit or payroll fees, as applicable for eligible employees.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XI. Calendar

The next scheduled regular meeting of the Board of Directors will be held on March 10, 2026.

XII. Comments 7:06 PM

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

XIII. Closing Items 7:16 PM

A. Adjourn Meeting	Vote	Board Chairperson	2 m
---------------------------	------	-------------------	-----

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

Purpose	Presenter	Time
---------	-----------	------

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 27, 2026

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board meeting that was held on January 27, 2026
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Notice of Adjournment and Continued Regular Meeting to January 27, 2026 on January 27, 2026

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

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

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

Date and Time

Tuesday January 27, 2026 at 6:00 PM

Location

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

Teleconference Locations

1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596
19 Las Flores Dr, Chula Vista, CA 91910
Hilton Garden Inn, Room: Conservatory, 4200 Taylor St, San Diego, CA 92110

Join by telephone or via Zoom conferencing link below:

Dial by your location
(213) 338 8477 (Los Angeles)
(669) 900 6833 (San Jose)
Meeting ID: 960-8464-1523

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

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Directors Present

J. McFaul, S. Peterson (remote), W. Howard (remote)

Directors Absent

K. Wylie, T. Rogers

Guests Present

Alyssa Ginn (remote), C. Feher (remote), Cherie Cahn (remote), D. Carlos, D. Zemmer (remote), Debi Huber (remote), G. Chamberlain (remote), Garrett Carrington (remote), S. Green (remote), Tyler Phipps (remote)

I. Opening Items

A. Call the Meeting to Order

S. Peterson called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Jan 27, 2026 at 6:01 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board Chairperson or designee.

S. Peterson, Vice Chairperson, led the pledge.

III. Approve Adopt/Agenda

A. Agenda

W. Howard made a motion to approve the agenda, as presented.

J. McFaul seconded the motion.

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

Roll Call

S. Peterson Aye

J. McFaul Aye

K. Wylie Absent

W. Howard Aye

T. Rogers Absent

IV. Approve Minutes

A. Minutes of the Regular Board meeting that was held on December 9, 2025

W. Howard made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-09-25.

J. McFaul seconded the motion.

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

Roll Call

W. Howard Aye

T. Rogers Absent

K. Wylie Absent

S. Peterson Aye

J. McFaul Aye

V. Board Governance

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

C. Feher, Superintendent, presented the proposed 2026-2027 Board of Directors Meeting Calendar.

VI. Public Comments/Recognition/Reports

A. Public Comments

There were no requests for public comment.

VII. Correspondence/Proposals/Reports

A. CTE Program Highlights, School Community and Events Presentation

Presented by T. Phipps, D. Huber, G. Carrington, and A. Ginn, presented CTE Program Highlights, School Community, and Events.

B. CalPac School Highlights

Presented by C. Feher, Superintendent.

C. First Interim Report Correspondence from Authorizers

Presented by C. Feher, Superintendent.

VIII. Consent

A. Consent - Business/Financial Services

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

B. Consent - Education/Student Services

1. Approval of 2026-27 Instructional Calendar

C. Consent - Personnel Services

1. Approval of Classified Personnel Report
2. Employee Handbook (Update)
3. Approval of 2026-27 Certificated Employee Work Year Calendars
4. Approval of 2026-27 Classified Employee Work Year Calendars

W. Howard made a motion to approve all consent items listed.

J. McFaul seconded the motion.

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

Roll Call

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

IX. Education/Student Services

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

J. McFaul made a motion to approve the 2025-26 School Accountability Report Card (SARC).

W. Howard seconded the motion.

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

Roll Call

W. Howard Aye

K. Wylie Absent

J. McFaul Aye

S. Peterson Aye

T. Rogers Absent

X. Personnel Services

A. Approval of Professional Development Plan

W. Howard made a motion to approve the Professional Development Plan.

J. McFaul seconded the motion.

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

Roll Call

T. Rogers Absent

W. Howard Aye

S. Peterson Aye

K. Wylie Absent

J. McFaul Aye

XI. Policy Development

A. Approval of New Policy

W. Howard made a motion to approve the New Policy.

J. McFaul seconded the motion.

5000 Series - Student Services

5025 - CPCS Referral Protocols for Addressing Pupil Behavioral Health Policy

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

Roll Call

J. McFaul Aye

T. Rogers Absent

W. Howard Aye

K. Wylie Absent

S. Peterson Aye

XII. Public Comment - Closed Session

A. Public Comment

There was no public comment regarding Closed Session.

XIII. Adjourn to Closed Session

A. The Board will consider and may act on any of the Closed Session matters.

J. McFaul made a motion to adjourn to Closed Session.
W. Howard seconded the motion.
The meeting was adjourned to Closed Session at 7:04 P.M.
The board **VOTED** to approve the motion.

Roll Call

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

XIV. Closed Session

A. Closed Session Agenda

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

a. Superintendent, Performance Evaluation and Goals

XV. Reconvene Regular Meeting

A. Report out any action taken in closed session.

The Regular Meeting of the Board was reconvened at 7:28 P.M.

J. McFaul, Board Member, reported that there was nothing to report.

XVI. Calendar

A. Next Meeting

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

XVII. Comments

A. Board Comments

The Board expressed appreciation for the meeting and highlighted enthusiasm for Career Technical Education (CTE), noting the engaging videos, expanding CTE options, field trips, workplace learning, and data-informed instruction as strengths to continue

developing. The Board commended staff for substantive presentations on CTE and the School Accountability Report Card (SARC), recognizing the significant effort behind these accomplishments and the pride they reflect for CalPAC. The Board also extended support to C. Feher, Superintendent. They thanked her for her dedication and hard work.

B. Superintendent Comments

C. Feher, Superintendent, recognized January as Board Appreciation Month and thanked the Board for its service, noting its constructive ideas, thoughtful questions, and trust in staff to carry out the work. She acknowledged the time and energy the Board invests across 10–12 meetings each year and emphasized that their service benefits more than 100 employees and over 1,100 students. Feher added that CalPAC's continued growth is due in part to the Board's contributions and expressed sincere gratitude to all members.

XVIII. Closing Items

A. Adjourn Meeting

W. Howard made a motion to adjourn the meeting.

J. McFaul seconded the motion.

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

Roll Call

K. Wylie Absent

J. McFaul Aye

T. Rogers Absent

W. Howard Aye

S. Peterson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM.

Respectfully Submitted,

S. Peterson

Documents used during the meeting

- 26-27 Board Meeting Calendar.pdf
- CTE Program Highlights, School Community and Events Presentation 1.27.26.pdf
- December 25-26 School Highlights - Los Angeles.pdf
- December 25-26 School Highlights - San Diego.pdf
- December 25-26 School Highlights - Sonoma.pdf
- 25-26 First Interim Letter - Guerneville SD.pdf
- CalPac-LA Check Register December 2025.pdf

- CalPac-SD Check Register December 2025.pdf
- CalPac-SO Check Register December 2025.pdf
- J.P. Morgan Statement December 31 2025.pdf
- Chase Ink Business Card December 31 2025.pdf
- BUS Approval of 2026 IRS Mileage Reimbursement Rate.pdf
- New Legal Fee Structure with Young, Minney, and Corr LLP.pdf
- 26-27 CalPac Instructional Calendar.pdf
- Employee Handbook 1.13.26 Revisions Summary.pdf
- Employee Handbook 1.13.2026.pdf
- DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 12 Month.pdf
- DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 185 Days.pdf
- DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars 175 Days.pdf
- DRAFT 2026-2027 CLASSIFIED Employee Work Year Calendars Classified Tutor.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 220.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 205.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 200.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 190.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 185.pdf
- DRAFT 2026-2027 CERTIFICATED Employee Work Year Calendars 175.pdf
- SARC Board Presentation 25-26.pdf
- 2025 SARC CPC - Los Angeles.pdf
- 2025 SARC CPC - San Diego.pdf
- 2025 SARC CPC - Sonoma.pdf
- BUS CPCS Professional Development Plan 1.13.26.pdf
- Professional Development Estimates 25-26.pdf
- 5025 - CPCS Student Behavioral Health Policy.pdf

FOR MORE INFORMATION

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

Coversheet

2026-2027 Board Meeting Calendar

Section:	V. Board Governance
Item:	A. 2026-2027 Board Meeting Calendar
Purpose:	Vote
Submitted by:	
Related Material:	26-27 Board Meeting Calendar.pdf



2026-2027 Board Meeting Calendar

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

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

First Reading: January 13, 2026

Board Approved: February 10, 2026

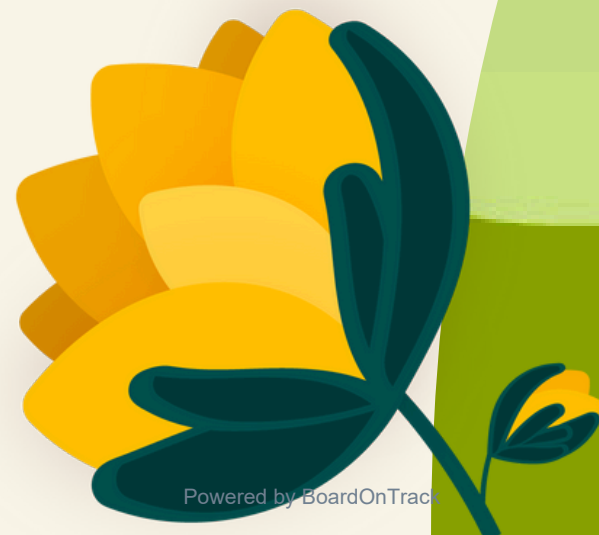
Coversheet

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:	SPED Team Presentation 2025-26 SY.pdf.pdf



Board Presentation 2025–2026 Special Education



SPED Administrative Team



Erika Stevens

Assistant Director of
SPED



Stephen Warnock

Program Specialist

New in 2025–2026



Romy Mason

SPED Data & Compliance
Specialist



Education Specialists



Monica Phillips

Education Specialist
Moderate to Severe



Lauren Curtis

Education Specialist
SDC Elem/Middle



Cean Colcord

Education Specialist
Mild Mod Elem/Middle



Sunny Randel

Education Specialist
Mild Mod High School



Caryn Masters

Education Specialist
Mild Mod High School



Donald McLeish

Education Specialist
SDC Middle/High
Department Chair



Heather Goldbach

Education Specialist
Mild Mod High School



Marla Malfavon

Education Specialist
Mild Mod Elementary



Michelle Ignacio

Education Specialist
Moderate to Severe



Jasee Rana

Education Specialist
Mild Mod Middle/High



Marissa Probst

Education Specialist
Mild Mod Middle/High

New in 2025–2026



Designated Instructional Service Providers



Melissa Bearup
Speech & Language
Pathologist



Allyanna Alston
Speech & Language
Pathologist



Elizabeth Melesio
Speech & Language
Pathologist



Brittany Van Kirk
Speech & Language
Pathologist Assistant

New in 2025–2026



Victoria Law
School Psychologist



Kelly Spinos
School Psychologist



Jennifer Davis
Occupational Therapist



Elizabeth Cespedes
Certified Occupational Therapy
Assistant



Yeni Sandoval
Social Worker

New Position in 2025–2026



Instructional Assistants



Dara Gevaigian
Instructional Assistant



Michael Luna
Instructional Assistant



Dana Resurreccion
Instructional Assistant



Aimara Vazquez
Instructional Assistant



Hanh Nguyen
Instructional Assistant



Vicki Virene
Instructional Assistant



Cherie Watson
Instructional Assistant



Melissa Magdenovski
Instructional Assistant



Erin Twedell
Instructional Assistant



Alexis Palacios
Instructional Assistant



SELPA Teacher of the Year Nominee Celebration



L-R Erin Rineberg, Victoria Campbell, Michelle Ignacio (SPED Education Specialist), Erika Stevens



Special Education Enrollment

As of 1/30/2026:

216 of CalPac's students receive special education services.

2024–2025 SY

192 of CalPac's students received special education services.

Semester 1

83
NEW STUDENTS

8 Diagnostic Placements

Semester 2

28
NEW STUDENTS

4 Diagnostic Placements



Special Education Enrollment

Los Angeles

101

Eligible: 97
Pending: 4

San Diego

69

Eligible: 67
Pending: 2

Sonoma

57

Eligible: 52
Pending: 5

SPED

20.4%

SPED

19.7%

SPED

22.4%



Qualifying Conditions



	AUT	ED	ID	OHI	SLD	SLI	TOTAL
LA	28	3	8	20	25	13	97
SD	25	3	4	15	14	6	67
SO	15	1	1	9	19	7	52

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



SPED Continuum of Services

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 – 140 including Speech**
- **Special Day Class – 76 Total**
 - **High School – 18**
 - **Middle School – 13**
 - **Elementary School – 8**
 - **Moderate/Severe (Extensive Support Needs) – 37**

In comparison; February 2024–2025 SY

- **Mild/Moderate – 130 including Speech**
- **Special Day Class – 62 total**
 - **Including Moderate/Severe – 27**



Medi-Cal Billing

Medi-Cal billing in special education is a program that allows schools to bill for health-related services for students with disabilities.

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.

Reimbursement as of 1/30/26 in 25-26SY

- \$36,579.16





Medi-Cal Billing



	SPEECH	OT	COUNSELING*
All Students	\$18,384.88	\$9,927.30	\$6,351.69
LA	\$6728.64	\$4026.64	\$2490.36
SD	\$6676.87	\$2804.96	\$2587.21
SO	\$4979.37	\$3095.70	\$1274.12

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



Assessments

Type	LA	SD	Sonoma
Re-Evaluation	9 (7 Pending)	10 (6 Pending)	8 (3 Pending)
Initial	7 (1 Pending)	3 (1 Pending)	3 (2 Pending)
ERMHS	2 (1 Pending)	(1 Pending)	(2 Pending)
Speech	6 (2 Pending)	1	2 (1 Pending)
OT		1 (1 Pending)	
PsychEd	(1 Pending)	1 (1 Pending)	
Other	3 (1 Pending)	2 (3 Pending)	2
TOTAL	27 (13 Pending)	18 (13 Pending)	15 (8 Pending)

25/26 ASSESSMENT TOTALS

TO DATE

94

PROJECTED

113



Special Education SAI Classes





SAI Classes for Mild to Moderate Students

Case Managers are not necessarily their own students' SAI Teachers. They are specializing in subject areas

Elementary School – pull out

- Reading Basics and Comprehension
- Details in Writing and Fundamentals
- Decoding
- Spelling
- Fluency
- Math Basics and Word Problems
- Read 180 Reading Intervention

Middle School – pull out

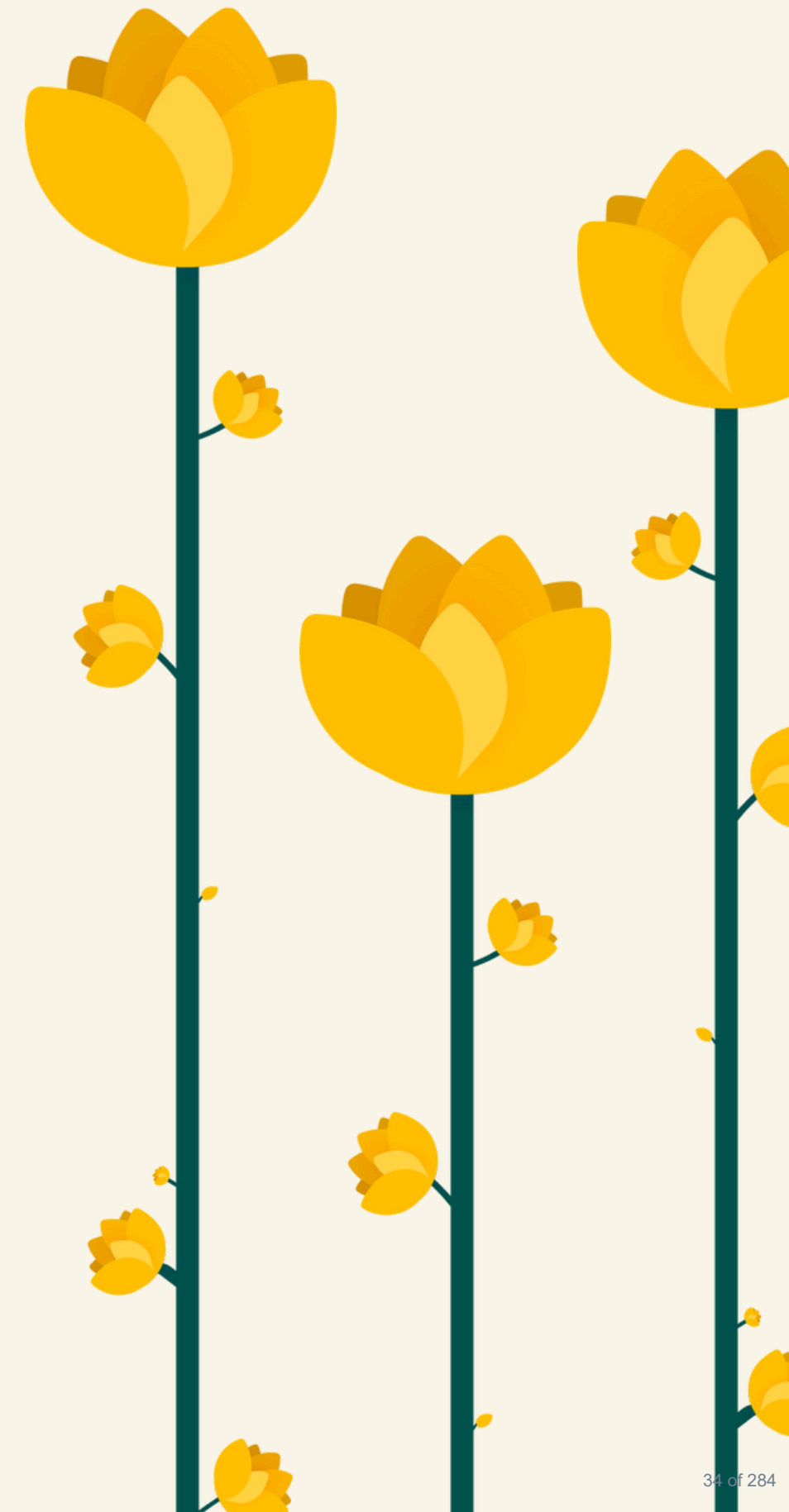
- Academic Support
- Math Solving Problems and Fundamentals
- Writing 6/7/8 and Fundamentals
- Reading 6/7/8
- Read 180 Reading Intervention

High School – pull out

- Organization
- Academic Support
- Reading Comprehension 9/10 and 11/12
- Writing 9/10/11/12
- Math Skills, Algebra Skills, Geometry
- Transition
- Read 180 Reading Intervention

Push-in

- English, Math, History, Science in Middle School and High School
- English Language Arts and Math in Elementary School





Special Day Class Updates

- Addition of another classroom (Elementary and Middle School split, High School has its own)
- Individualization of the student's courses. Students have a combination of special education and general education courses
- Looking to see where our ESN students can participate with general education peers
 - One student attends GE Personal Finance and does alternative assignments
- Creating new curriculum for ESN Students
 - In progress: Life Skills
 - Summer: Personal Finance, Health, Algebra Concepts, Life Science, Physical Science, Government, World History, US History
- Seniors will earn a non-A-G regular diploma or the Alternate Diploma for Students who qualify to take the CAA (2 students)





Vision for the Future



01

Defining classes offered in each pathway to graduation and creating a catalog for Modified Curriculum students

02

More ESN students in GE courses

03

Additional ESN courses finalized

04

Continued focus on increasing statewide assessment test scores



Questions?

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

Coversheet

CalPac School Highlights

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



CPCS Los Angeles School Highlights

JANUARY

IN FULL BLOOM
Reaching New Heights

2025 - 2026

Current Enrollment

492



Program Highlights

January was a busy month at CalPac wrapping up the first semester where final exams were proctored, early grads were celebrated, and new students were welcomed. The second semester started on January 28. The new term gave all students a fresh start and a chance to set goals for improvement. The School Site Council reviewed and approved the Comprehensive School Safety Plan. Students also engaged in hands-on learning opportunities. CTE students completed a Photography Experience with professional mentors using DSLR cameras, studio lighting, instant photos, and cyanotypes. TK-5 students created alongside families at the Sawdust Factory. Our NorCal students participated in a field trip to the Charles Schulz Museum. Younger students sketched Snoopy, and high school students produced stop-motion animations. We also hosted virtual Grandparents/Grandfriends events.





Los Angeles

JANUARY 2026



Student Achievement

Photography Experience Field Trip

Students dove into a hands-on photography workshop with professional mentors, using DSLR cameras to capture portraits and products. They explored studio lighting, instant photos, and cyanotypes while practicing composition and printing.

Along the way, students built real-world skills in product and portrait photography and strengthened essential soft skills: communication, collaboration, and problem-solving. Just as important, our CTE students connected in person, learning together and finding inspiration to pursue photography as a creative outlet or future career.

Sawdust Factory Field Trip

Our TK-5 students had a fantastic time visiting the Sawdust Factory, exploring creativity, and having hands-on fun. It was especially great to see so many families there, sharing the experience and celebrating our community together. A fantastic day of learning, art, and connection!

Grandparents/Grandfriends Day

Our TK-2 Grandparent & Grandfriend Event was a joyful virtual celebration that brought together more than 150 participants to connect and learn. Students and their special guests played games, sang songs, shared stories, and created crafts, making warm memories together.

Our 3-5 Grandfriends Day honored the tremendous love and support of our CalPac grandparents and grandfriends. Students shared heartfelt messages on our Collaborate Board and turned them into creative keepsake crafts for their loved ones.

School Site Council Meeting

The School Site Council met on January 28, approved the Comprehensive School Safety Plan, and heard a presentation on the School Accountability Report Card (SARC).





Los Angeles

JANUARY 2026

High School Graduates

This semester, we celebrated the graduation of 10 students! Students were congratulated on meeting all requirements to earn their diplomas and are invited to attend our in-person graduation ceremony in June.



Professional Development

ACSA Every Child Counts Symposium

Michelle Ignacio, Education Specialist, and Stephen Warnock, Program Specialist, attended the ACSA Every Child Counts Symposium. Keynotes featured Kaelynn Partlow, an autistic self-advocate from Love on the Spectrum, who shared practical strategies for communicating and building authentic connections with students on the spectrum, and Jack Clarke, a veteran special education attorney, who provided clear guidance on special education law. In breakout sessions, they explored inclusive practices and compliance, including least restrictive environments, equitable enrichment, rethinking IEPs for access and authentic inclusion, and collaboration to build trust and capacity. They also received updates on California and federal laws, as well as strategies for writing legally defensible IEPs. Additional sessions focused on strengthening MTSS through clearer tiered-intervention tracking, improving IEP facilitation to elevate family voice, embedding social-emotional supports within academics, and using restorative practices to foster inclusive school cultures. Leadership takeaways included structured listening sessions, transparent decision-making, and shared accountability. They left with concrete next steps to refine Special Education processes and strengthen whole-child support.

LACOE FOCUS Resilience Curriculum For Parents

Jennifer Byus, our Guidance Counselor, attended the FOCUS (Families OverComing Under Stress) Resilience for Parents training at LACOE, an evidence-based program with eight skill-building modules that strengthen youth and family resilience. She looks forward to hosting parent workshops and helping families apply practical strategies to navigate stress and unique challenges.





Los Angeles

JANUARY 2026



Smart Goals

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



Pictures & Videos

Grandparents/Grandfriends Day



Photography Experience Field Trip

[Photography Workshop Experience Video](#)





Los Angeles

JANUARY 2026



Sawdust Factory Field Trip





Los Angeles

JANUARY 2026





Los Angeles

JANUARY 2026



Future Projects

Club Rush
Parent Conferences
Honor Roll Ceremonies
SD Safari Park Field Trip
Cal Academy of Sciences Field Trip





CPCS San Diego School Highlights

JANUARY

IN FULL BLOOM
Reaching New Heights

2025 – 2026

Current Enrollment

351



Program Highlights

January was a busy month at CalPac wrapping up the first semester where final exams were proctored, early grads were celebrated, and new students were welcomed. The second semester started on January 28. The new term gave all students a fresh start and a chance to set goals for improvement. The School Site Council reviewed and approved the Comprehensive School Safety Plan. Students also engaged in hands-on learning opportunities. CTE students completed a Photography Experience with professional mentors using DSLR cameras, studio lighting, instant photos, and cyanotypes. TK-5 students created alongside families at the Sawdust Factory. Our NorCal students participated in a field trip to the Charles Schulz Museum. Younger students sketched Snoopy, and high school students produced stop-motion animations. We also hosted virtual Grandparents/Grandfriends events.





San Diego

JANUARY 2026



Student Achievement

Photography Experience Field Trip

Students dove into a hands-on photography workshop with professional mentors, using DSLR cameras to capture portraits and products. They explored studio lighting, instant photos, and cyanotypes while practicing composition and printing.

Along the way, students built real-world skills in product and portrait photography and strengthened essential soft skills: communication, collaboration, and problem-solving. Just as important, our CTE students connected in person, learning together and finding inspiration to pursue photography as a creative outlet or future career.

Sawdust Factory Field Trip

Our TK-5 students had a fantastic time visiting the Sawdust Factory, exploring creativity, and having hands-on fun. It was especially great to see so many families there, sharing the experience and celebrating our community together. A fantastic day of learning, art, and connection!

Grandparents/Grandfriends Day

Our TK-2 Grandparent & Grandfriend Event was a joyful virtual celebration that brought together more than 150 participants to connect and learn. Students and their special guests played games, sang songs, shared stories, and created crafts, making warm memories together.

Our 3-5 Grandfriends Day honored the tremendous love and support of our CalPac grandparents and grandfriends. Students shared heartfelt messages on our Collaborate Board and turned them into creative keepsake crafts for their loved ones.

School Site Council Meeting

The School Site Council met on January 28, approved the Comprehensive School Safety Plan, and heard a presentation on the School Accountability Report Card (SARC).





San Diego

JANUARY 2026

High School Graduates

This semester, we celebrated the graduation of 10 students! Students were congratulated on meeting all requirements to earn their diplomas and are invited to attend our in-person graduation ceremony in June.



Professional Development

ACSA Every Child Counts Symposium

Michelle Ignacio, Education Specialist, and Stephen Warnock, Program Specialist, attended the ACSA Every Child Counts Symposium. Keynotes featured Kaelynn Partlow, an autistic self-advocate from Love on the Spectrum, who shared practical strategies for communicating and building authentic connections with students on the spectrum, and Jack Clarke, a veteran special education attorney, who provided clear guidance on special education law. In breakout sessions, they explored inclusive practices and compliance, including least restrictive environments, equitable enrichment, rethinking IEPs for access and authentic inclusion, and collaboration to build trust and capacity. They also received updates on California and federal laws, as well as strategies for writing legally defensible IEPs. Additional sessions focused on strengthening MTSS through clearer tiered-intervention tracking, improving IEP facilitation to elevate family voice, embedding social-emotional supports within academics, and using restorative practices to foster inclusive school cultures. Leadership takeaways included structured listening sessions, transparent decision-making, and shared accountability. They left with concrete next steps to refine Special Education processes and strengthen whole-child support.

LACOE FOCUS Resilience Curriculum For Parents

Jennifer Byus, our Guidance Counselor, attended the FOCUS (Families OverComing Under Stress) Resilience for Parents training at LACOE, an evidence-based program with eight skill-building modules that strengthen youth and family resilience. She looks forward to hosting parent workshops and helping families apply practical strategies to navigate stress and unique challenges.





San Diego

JANUARY 2026



Smart Goals

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



Pictures & Videos

Grandparents/Grandfriends Day



Photography Experience Field Trip

[Photography Workshop Experience Video](#)





San Diego

JANUARY 2026



Sawdust Factory Field Trip





San Diego

JANUARY 2026





San Diego

JANUARY 2026



Future Projects

- Club Rush
- Parent Conferences
- Honor Roll Ceremonies
- SD Safari Park Field Trip
- Cal Academy of Sciences Field Trip





CPCS Sonoma School Highlights

JANUARY

IN FULL BLOOM
Reaching New Heights

2025 - 2026

Current Enrollment

254



Program Highlights

January was a busy month at CalPac wrapping up the first semester where final exams were proctored, early grads were celebrated, and new students were welcomed. The second semester started on January 28. The new term gave all students a fresh start and a chance to set goals for improvement. The School Site Council reviewed and approved the Comprehensive School Safety Plan. Students also engaged in hands-on learning opportunities. CTE students completed a Photography Experience with professional mentors using DSLR cameras, studio lighting, instant photos, and cyanotypes. TK-5 students created alongside families at the Sawdust Factory. Our NorCal students participated in a field trip to the Charles Schulz Museum. Younger students sketched Snoopy, and high school students produced stop-motion animations. We also hosted virtual Grandparents/Grandfriends events.





Sonoma

JANUARY 2026



Student Achievement

Charles Schulz Museum Field Trip

Ms. Garcia and Mrs. Garcia led a NorCal visit to the Charles Schulz Museum, where students explored the galleries and discovered the legacy of the beloved Peanuts creator. Schulz drew 17,897 comic strips over 50 years.

In the museum's upstairs classroom, students dove into hands-on art: elementary and middle schoolers sketched Snoopy, while high schoolers built stop-motion animations with Peanuts characters on iPads. It was an inspiring day of creativity, storytelling, and fun!

Grandparents/Grandfriends Day

Our TK-2 Grandparent & Grandfriend Event was a joyful virtual celebration that brought together more than 150 participants to connect and learn. Students and their special guests played games, sang songs, shared stories, and created crafts, making warm memories together.

Our 3-5 Grandfriends Day honored the tremendous love and support of our CalPac grandparents and grandfriends. Students shared heartfelt messages on our Collaborate Board and turned them into creative keepsake crafts for their loved ones.

School Site Council Meeting

The School Site Council met on January 28, approved the Comprehensive School Safety Plan, and heard a presentation on the School Accountability Report Card (SARC).

High School Graduates

This semester, we celebrated the graduation of 10 students! Students were congratulated on meeting all requirements to earn their diplomas and are invited to attend our in-person graduation ceremony in June.





Sonoma

JANUARY 2026



Professional Development

ACSA Every Child Counts Symposium

Michelle Ignacio, Education Specialist, and Stephen Warnock, Program Specialist, attended the ACSA Every Child Counts Symposium. Keynotes featured Kaelynn Partlow, an autistic self-advocate from Love on the Spectrum, who shared practical strategies for communicating and building authentic connections with students on the spectrum, and Jack Clarke, a veteran special education attorney, who provided clear guidance on special education law. In breakout sessions, they explored inclusive practices and compliance, including least restrictive environments, equitable enrichment, rethinking IEPs for access and authentic inclusion, and collaboration to build trust and capacity. They also received updates on California and federal laws, as well as strategies for writing legally defensible IEPs. Additional sessions focused on strengthening MTSS through clearer tiered-intervention tracking, improving IEP facilitation to elevate family voice, embedding social-emotional supports within academics, and using restorative practices to foster inclusive school cultures. Leadership takeaways included structured listening sessions, transparent decision-making, and shared accountability. They left with concrete next steps to refine Special Education processes and strengthen whole-child support.

LACOE FOCUS Resilience Curriculum For Parents

Jennifer Byus, our Guidance Counselor, attended the FOCUS (Families OverComing Under Stress) Resilience for Parents training at LACOE, an evidence-based program with eight skill-building modules that strengthen youth and family resilience. She looks forward to hosting parent workshops and helping families apply practical strategies to navigate stress and unique challenges.



Smart Goals





Sonoma

JANUARY 2026

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



Pictures & Videos

Grandparents/Grandfriends Day



Charles Schulz Museum Field Trip





Sonoma

JANUARY 2026



Future Projects

Club Rush
Parent Conferences
Honor Roll Ceremonies
SD Safari Park Field Trip





Sonoma

JANUARY 2026

Cal Academy of Sciences Field Trip



Coversheet

Mid-Year LCAP Report

Section:	VII. Correspondence/Proposals/Reports
Item:	C. Mid-Year LCAP Report
Purpose:	Discuss
Submitted by:	
Related Material:	2025-26 Mid-Year LCAP Report_Presentation.pdf 2026_LCAP_Mid-Year_Report_CPC-Los Angeles.pdf 2026_LCAP_Mid-Year_Report_CPC-San Diego.pdf 2026_LCAP_Mid-Year_Report_CPC-Sonoma.pdf



2025–26 LCAP Mid–Year Report



California Pacific
Charter Schools



Goal 1: 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. ”



Metrics

- 95% participation in local and state assessments
- Growth Metrics on CAASPP
- Growth metrics on local diagnostic: Renaissance STAR
- Course completion rates
- College and Career Readiness
- English Learner Progress



Planned Actions– Fully Implemented/ Ongoing

- 1.1 Academic Monitoring
- 1.2 Professional Development
- 1.3 Academic Support for Student Groups
- 1.4 EL Support
- 1.5 CTE program
- 1.6 Access to AP Exams



2025 State Assessment Data


STATE OF CALIFORNIA

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

8.1 points below standard

Increased 5.1 Points @

EQUITY REPORT


Number of Student Groups in Each Color

0	4	6	2	2
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics



Yellow

42.4 points below standard

Increased 5.2 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	5	5	3	1
Red	Orange	Yellow	Green	Blue

View More Details →

CALIFORNIA PACIFIC CHARTER - SAN DIEGO

Academic Performance


View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students

State



Yellow

23 points below standard

Increased 25.6 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2	1	0
Red	Orange	Yellow	Green	Blue


View More Details →

LEARN MORE

Mathematics

All Students

State



Yellow

56.7 points below standard

Increased 4.2 Points @

EQUITY REPORT

Number of Student Groups in Each Color

1	2	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

CALIFORNIA PACIFIC CHARTER- LOS ANGELES

Academic Performance


View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students

State



Yellow

6.1 points below standard

Increased 27.6 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2	1	0
Red	Orange	Yellow	Green	Blue


View More Details →

LEARN MORE

Mathematics

All Students

State



Green

12.3 points below standard

Increased 56.9 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	3	0
Red	Orange	Yellow	Green	Blue

View More Details →

CALIFORNIA PACIFIC CHARTER - SONOMA

Academic Performance


View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students

State



Yellow

12.6 points below standard

Increased 4.4 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	1	0	0	0
Red	Orange	Yellow	Green	Blue


View More Details →

LEARN MORE

Mathematics

All Students

State



Green

9.8 points below standard

Increased 44.7 Points @

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

ELA- increased 25.6 points

- MATH- increased 4.2 points
- SWD (Red)
 - decrease of 14 points
 - 30% of testing population

ELA- increased 27.6 points

MATH- increased 56.9 points

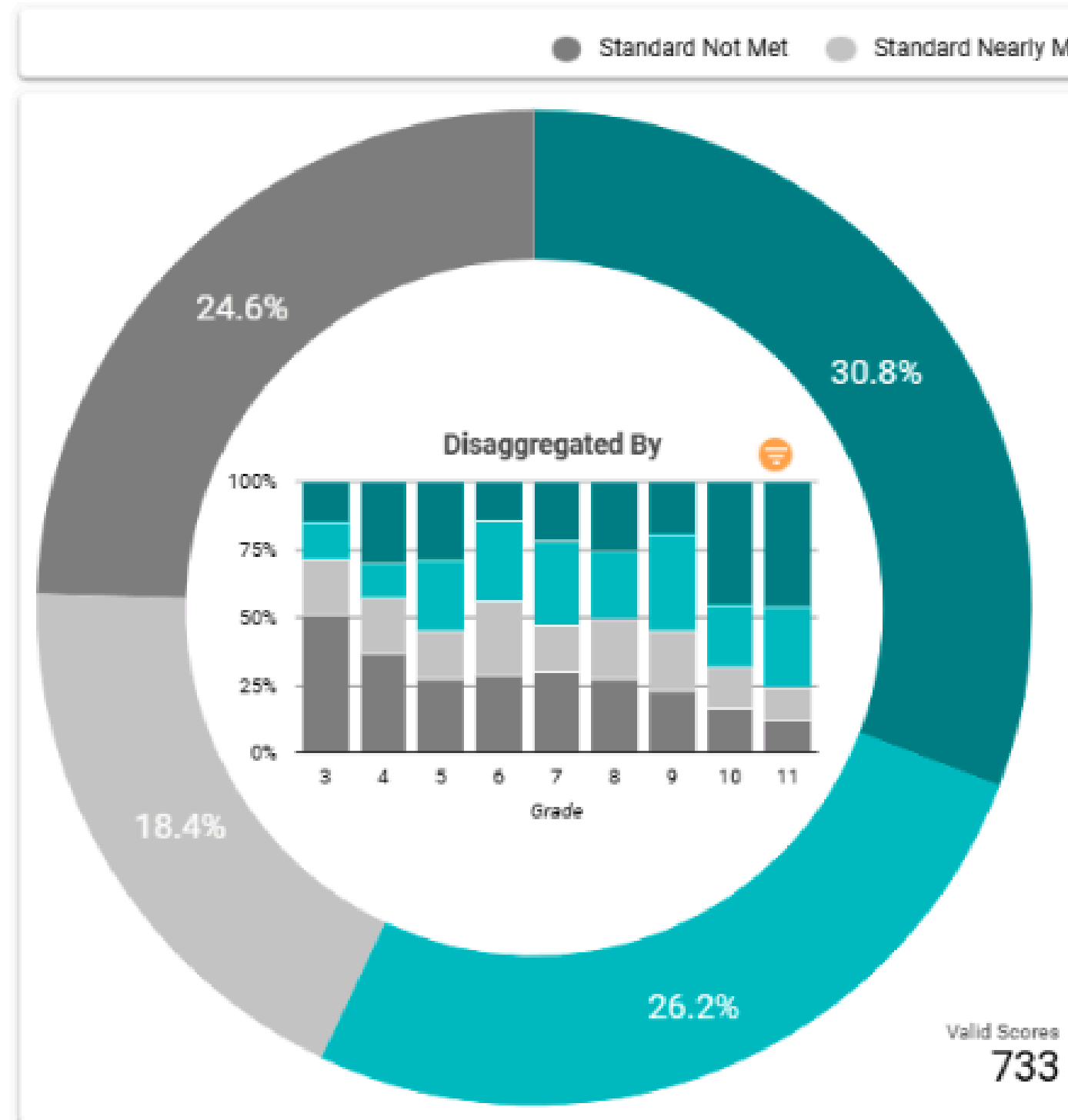
ELA- increased 12.6 points

MATH- increased 44.7 points

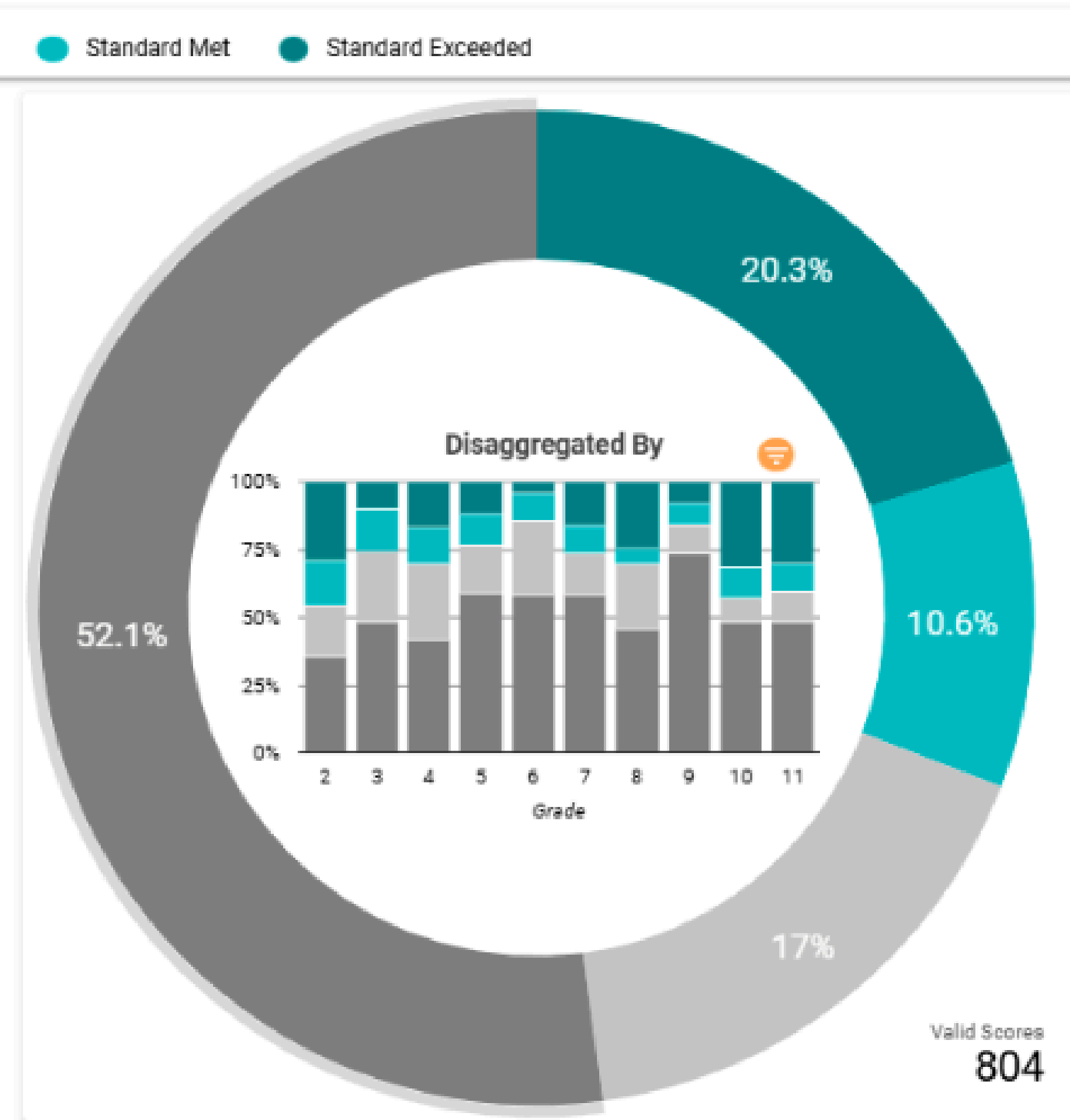


Fall 2025: Renaissance STAR

Overall Reading Results



Overall Math Results



ELA: 57% met or exceeded the standard

MATH: 30.9% met or exceeded the standard



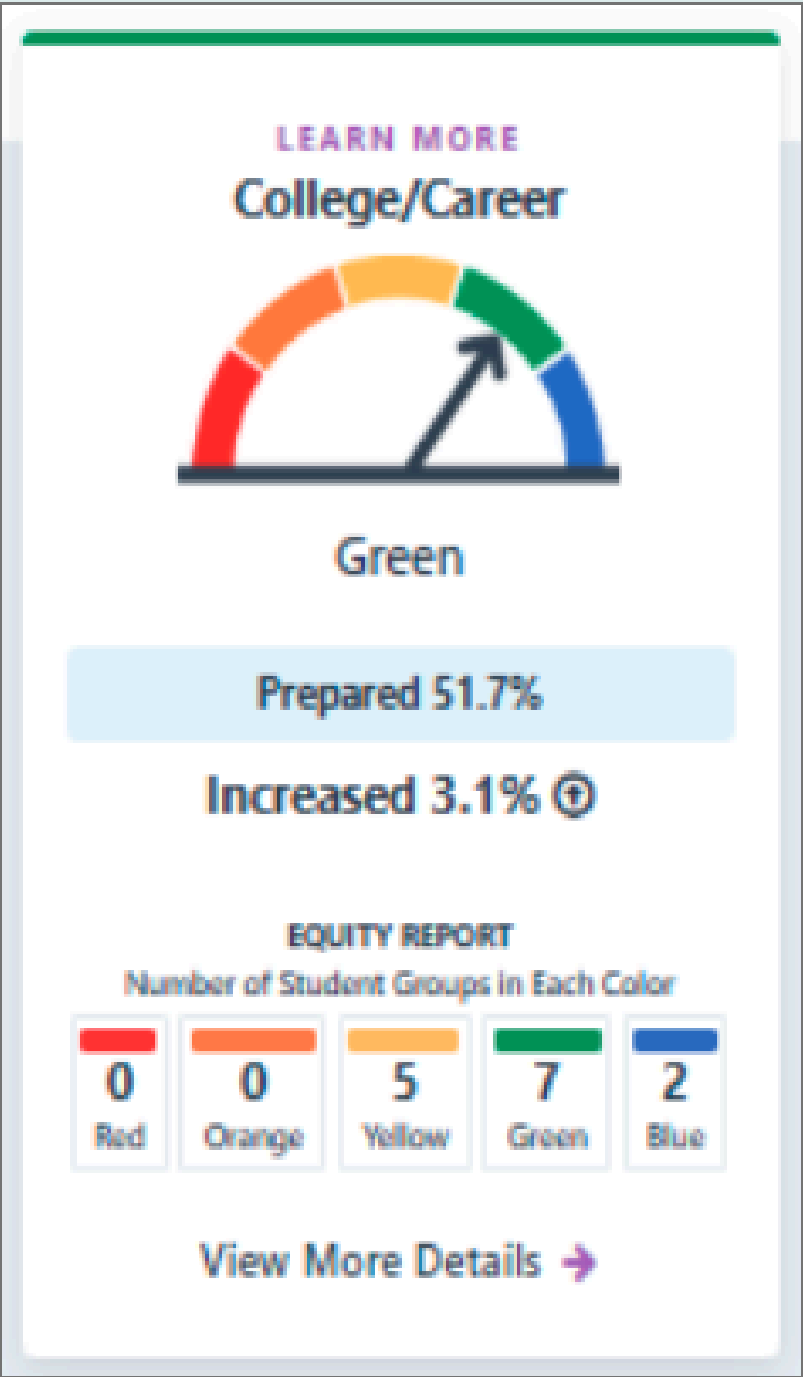
F25 Completion Rates

	Elementary School	Middle School	High School
Passed with 60%+	97.8%	95.8%	97.4%
Passed with 70%+	96.6%	90.3%	87.5%
Change from S23	(maintained)	(maintained)	(+5.7%, +10%)

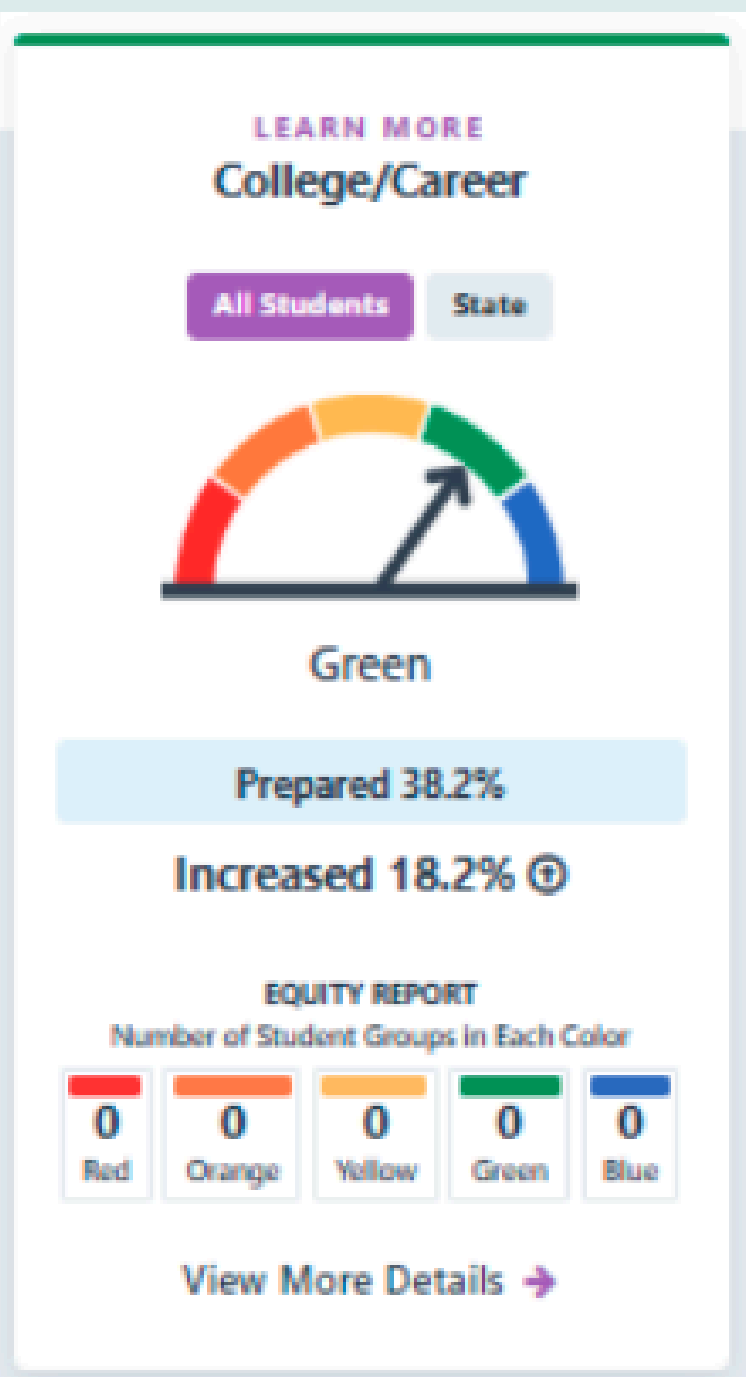


2025 College & Career

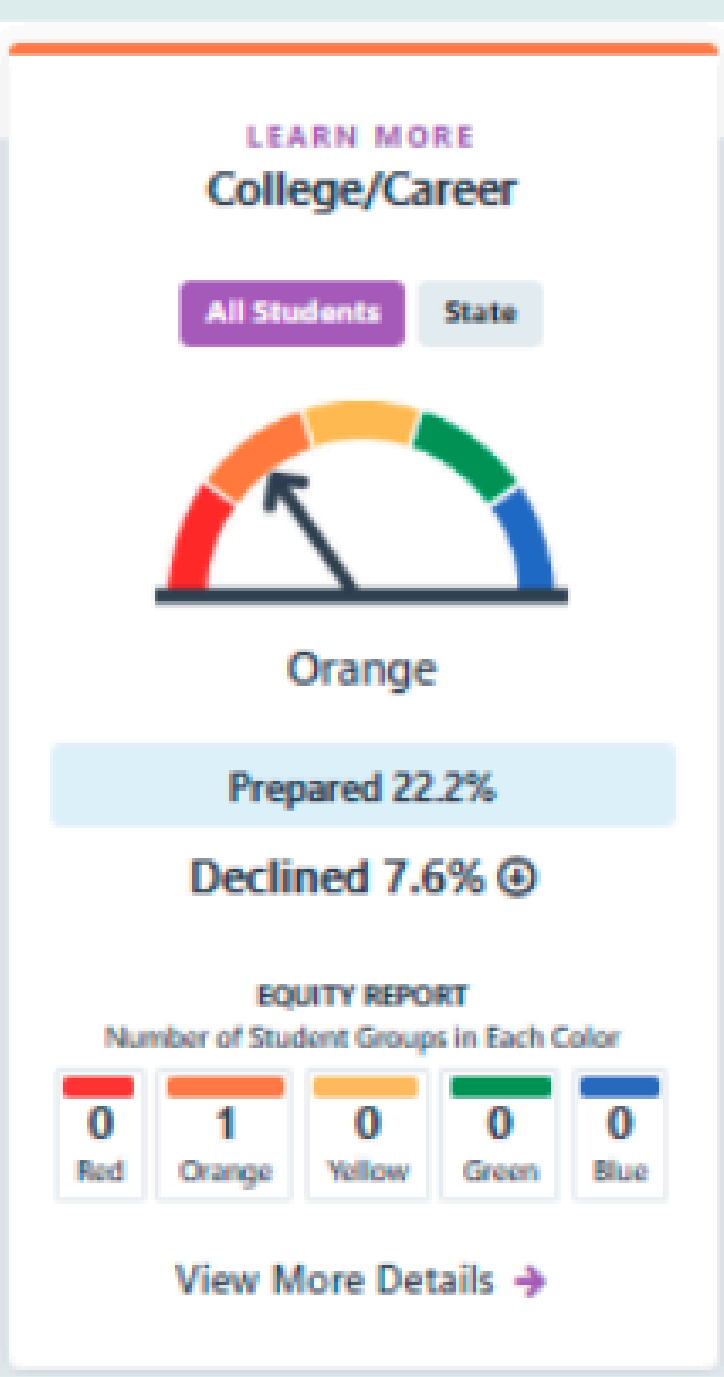
State of CA



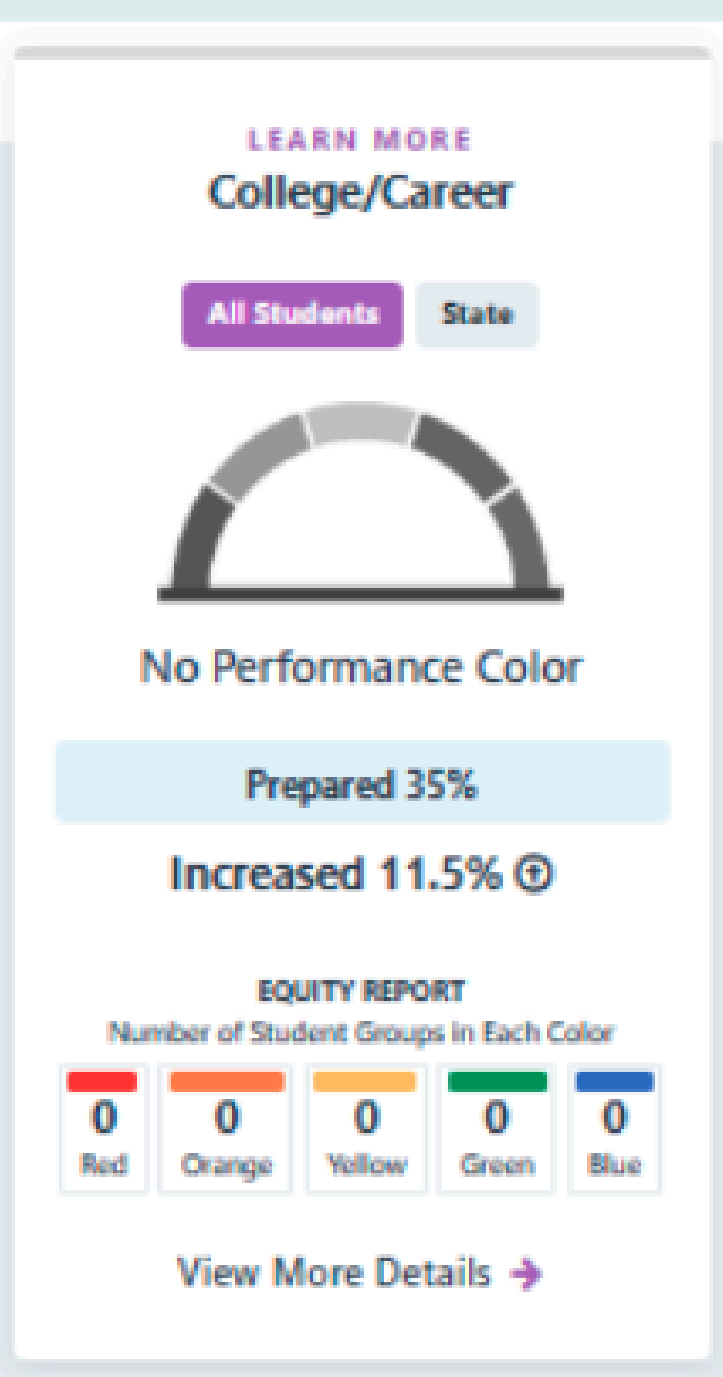
San Diego



Los Angeles



Sonoma





2025 EL Progress

San Diego

LEARN MORE

English Learner Progress

All Students

State

No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →

Los Angeles

LEARN MORE

English Learner Progress

All Students

State

No Performance Color

47.4% making progress

Increased 40% ⓘ

LONG-TERM ENGLISH LEARNER PROGRESS

0

Red

0

Orange

0

Yellow

0

Green

0

Blue

View More Details →

Sonoma

LEARN MORE

English Learner Progress

All Students

State

No Performance Color

Fewer than 11 students - data not displayed for privacy

View More Details →



Goal 1 Funds Review

Goal Action	Total Funds Budgeted			Mid-Year Expenditures		
	LA	SD	SO	LA	SD	SO
1.1 Academic Performance Monitoring	\$85,792.00	\$62,914.00	\$41,943.00	\$46,584.00	\$34,162.00	\$22,774.00
1.2 Professional Development	\$65,775.00	\$48,235.00	\$32,157.00	\$35,035.00	\$25,692.00	\$17,128.00
1.3 Academic Support for Student Groups	\$731,775.00	\$468,569.00	\$236, 045.00	\$214,271.00	\$157,998.00	\$105,245.00
1.4 EL Progress	\$55, 221.00	\$40, 495.00	\$26, 997.00	\$29,459.00	\$21,603.00	\$14,402.00
1.5 Comprehensive CTE Program	\$271,964.00	\$199,440.00	\$132,961.00	\$145,663.00	\$106,661.00	\$71,135.00
1.6 Access to AP Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Goal 2: 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. ”



Metrics

- Teacher Assignments
- Implementation of CC State Standards
- Access to standards-aligned instructional materials
- Facilities



Planned Actions–Fully implemented/ongoing

- 2.1 Staff Assignments
- 2.2 Curriculum & Instruction
- 2.3 Technology
- 2.4 Professional Development
- 2.5 Vendor Services

CalPac has unexpended LREBG funds for the 2025–26 school year. LREBG funded actions may be found in Goal 2, Actions 2 and 3.



Goal 2 Funds Review

Goal Action	Total Funds Budgeted			Mid-Year Expenditures		
	LA	SD	SO	LA	SD	SO
2.1 Staff Assignments	\$3,124,851.00	\$2,359,891.00	\$1,649,927.00	\$1,405,217.00	\$1,030,723.00	\$687,438.00
2.2 Curriculum and Instruction	\$494,396.00	\$362,635.00	\$241,922.00	\$259,549.00	\$185,217.00	\$129,205.00
2.3 Technology	\$157,869.00	\$115,771.00	\$77,181.00	\$93,477.00	\$66,148.00	\$36,530.00
2.4 Professional Development	\$89,803.00	\$79,225.00	\$69,524.00	\$61,886.00	\$58,274.00	\$54,970.00
2.5 Vendor Services	\$138,000.00	\$64,600.00	\$76,400.00	\$72,791.00	\$118,011.00	\$38,795.00

***NOTE: Actions 2.2 and 2.3 include LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.**



Goal 3: 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.”



Metrics

- Education Partner Surveys
- Overall school satisfaction rates
- School Safety Plan
- Chronic Absenteeism Rate
- Graduation & Drop Out Rates
- Suspension & Expulsion Rate
- Stability Rate



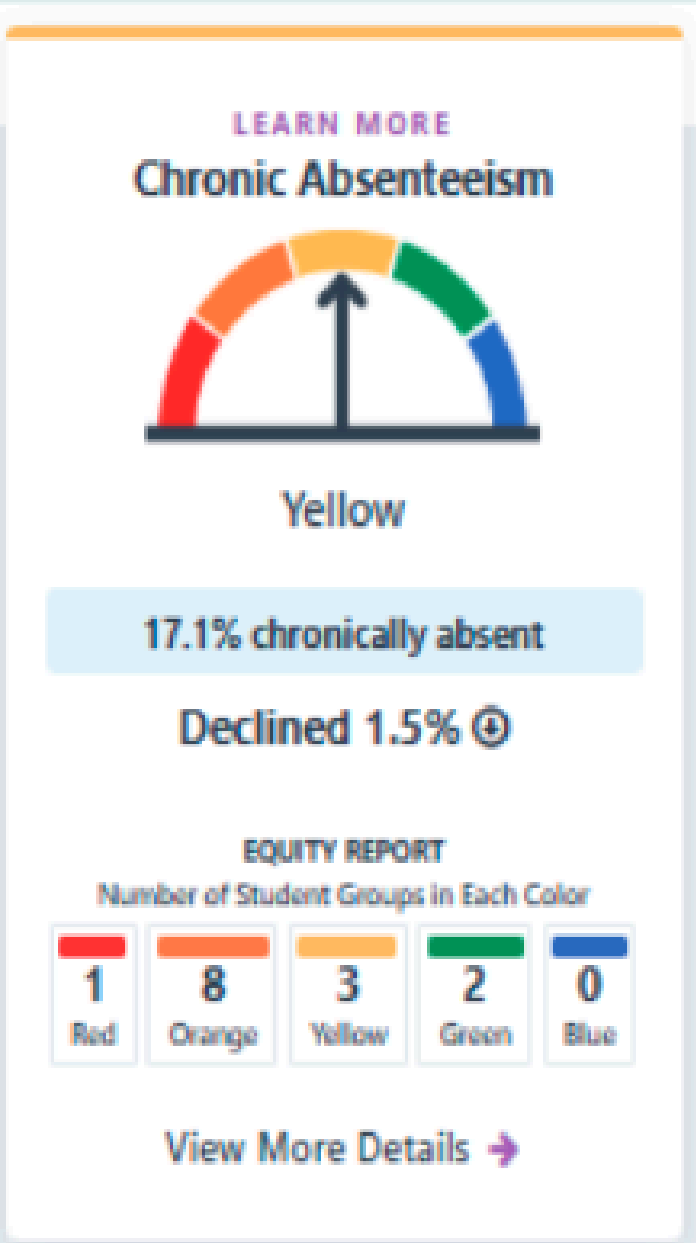
Planned Actions– Fully Implmented/Ongoing

- 3.1 Education Partner Input
- 3.2 Communication & Accessibility
- 3.3 School Safety Plan
- 3.4 School Climate
- 3.5 Professional Development
- 3.6 Attendance Monitoring
- 3.7 Mental Health Support
- 3.8 Student Group Engagement
- 3.9 Transcript Review & Evaluation

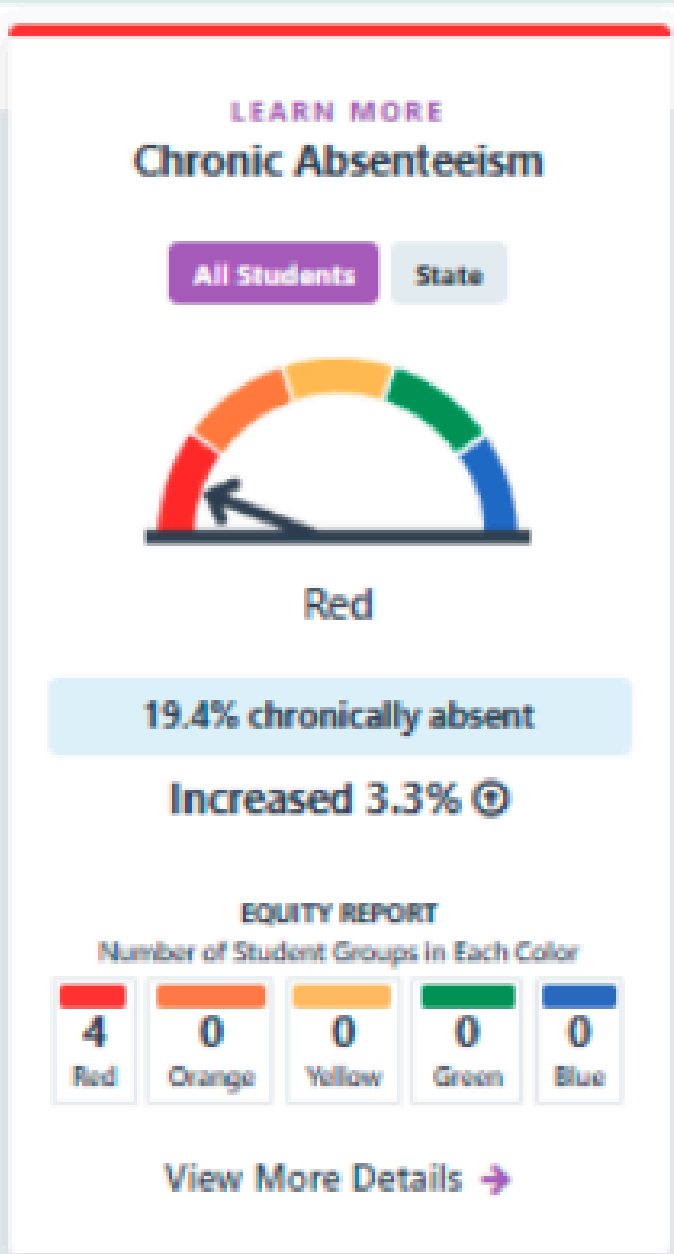


2025 Chronic Absenteeism

State of CA

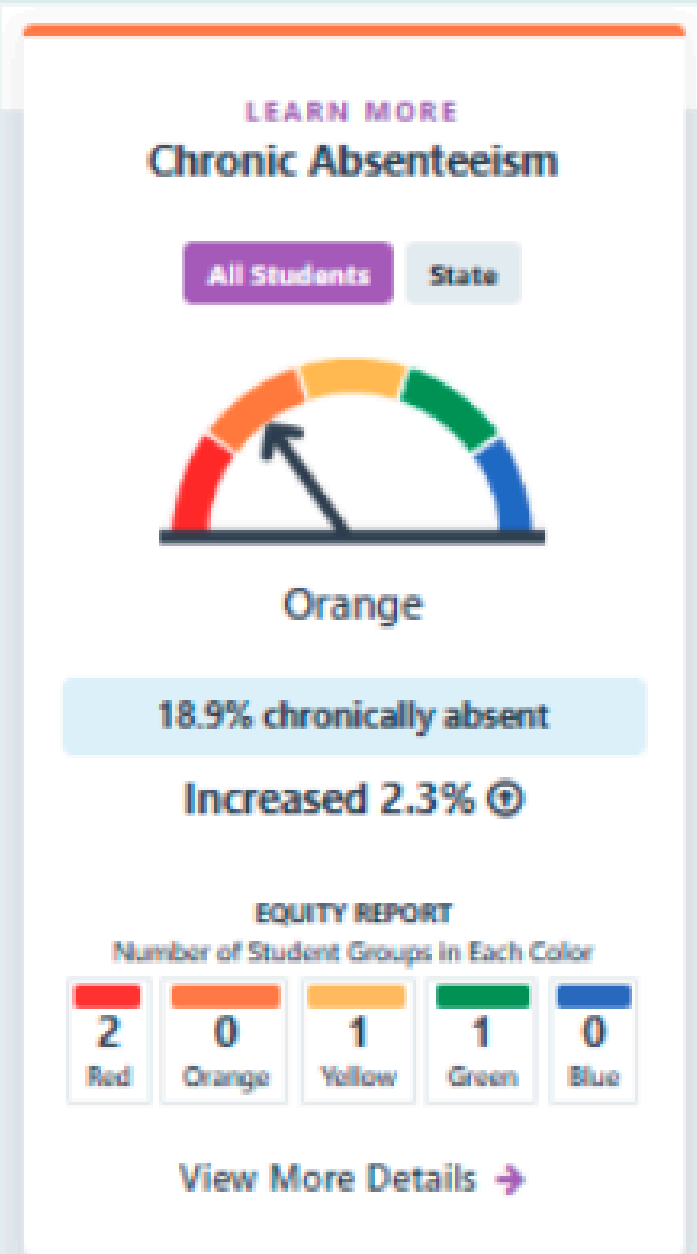


San Diego



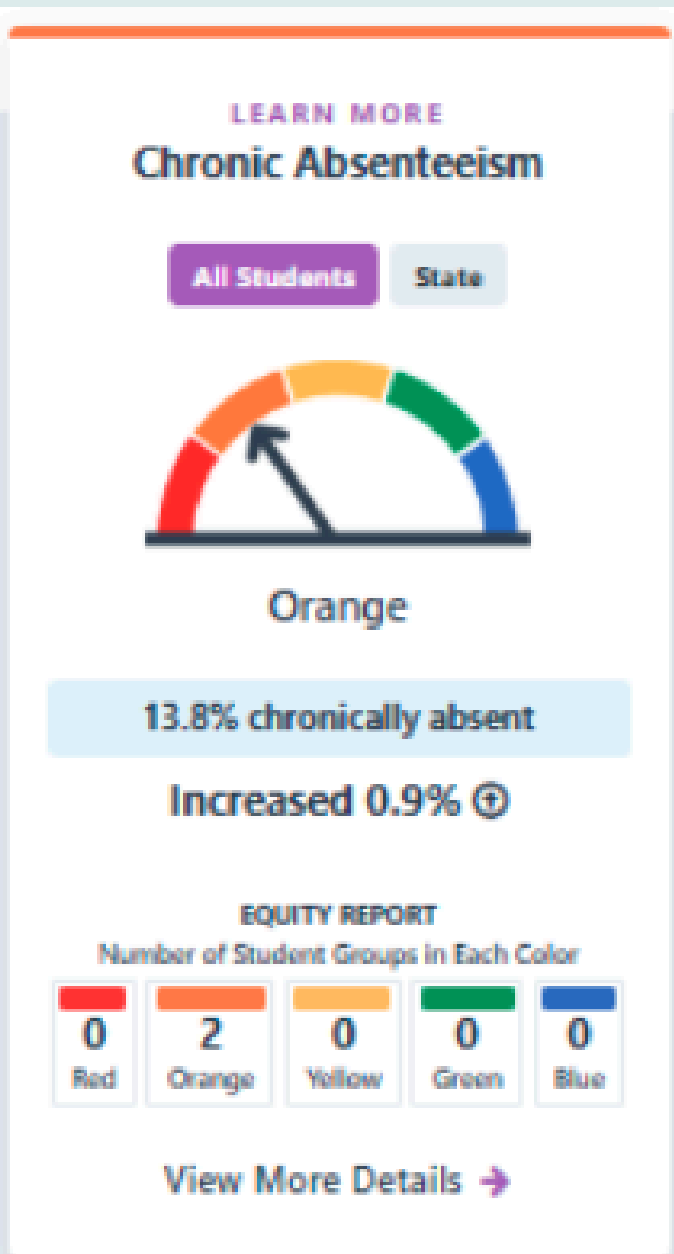
Hispanic, SED, SWD, White

Los Angeles



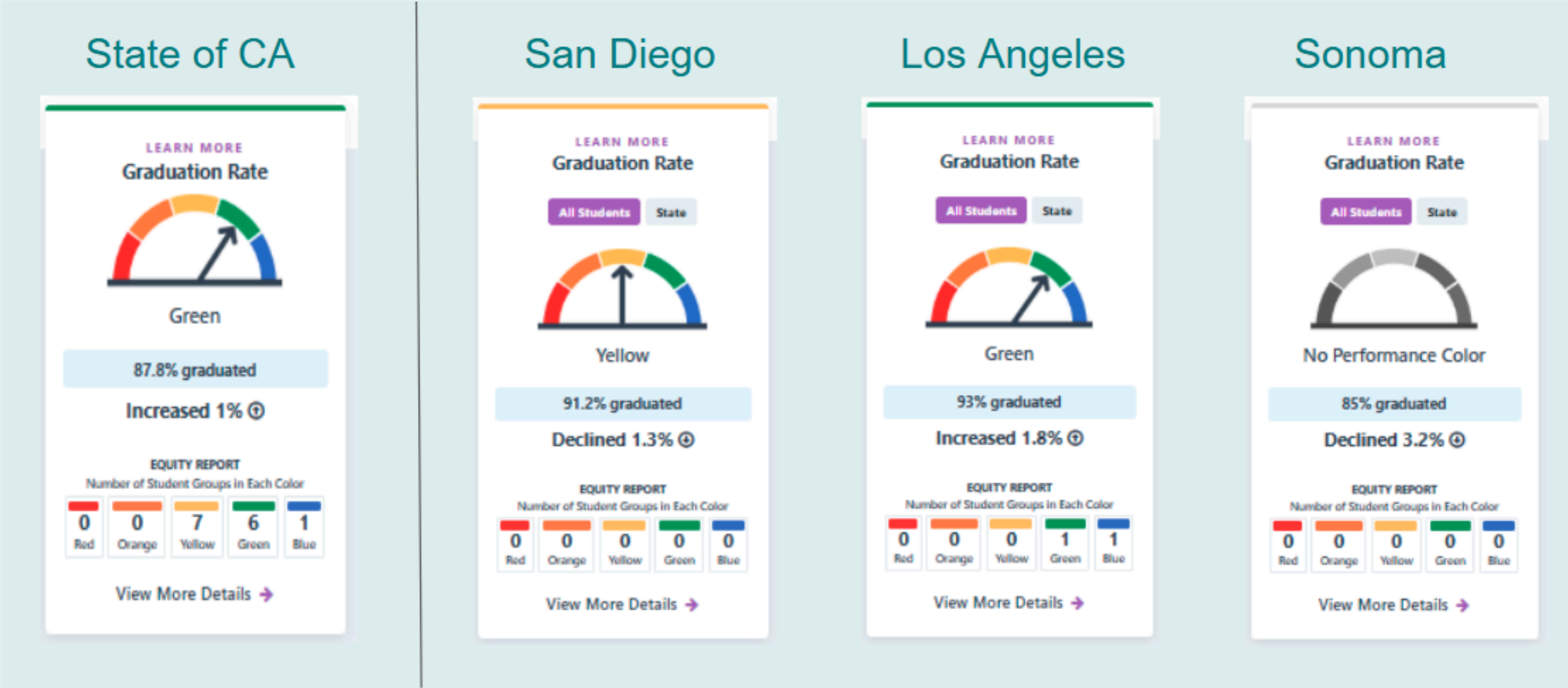
SED, SWD

Sonoma





2025 Graduation Rates



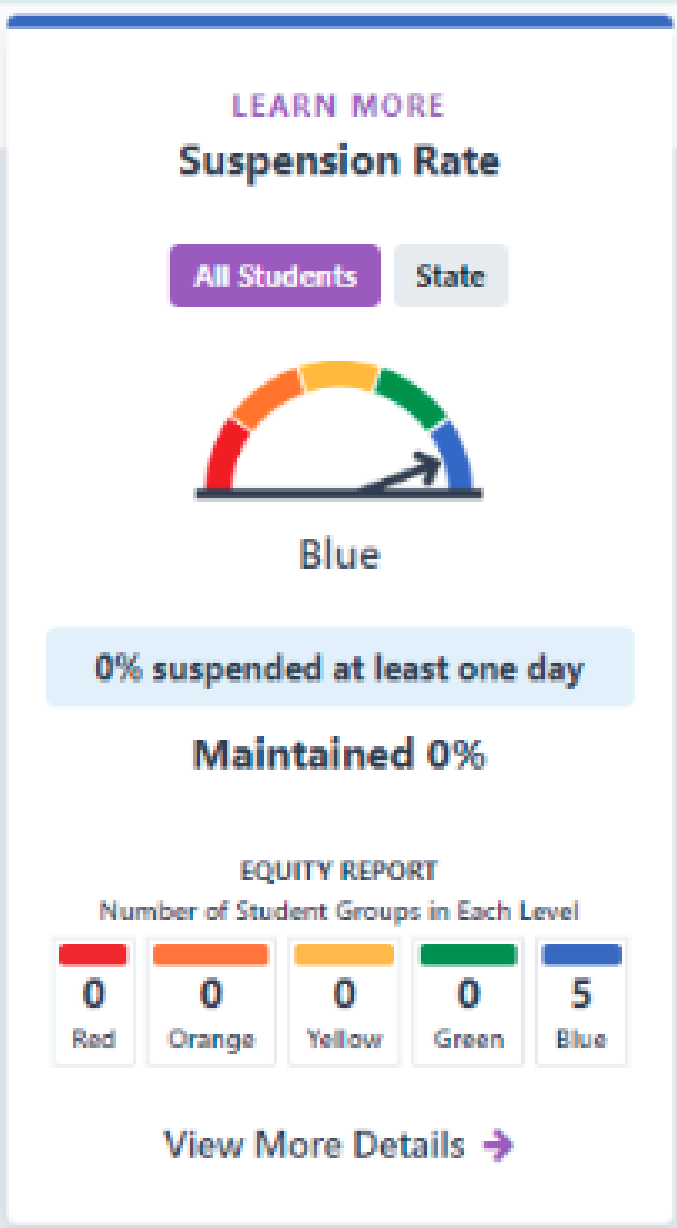
Dropout Rates

SD: 3.6% (-1%), LA: 7.4% (maintained), SO: 15% (+15%) (3 students)

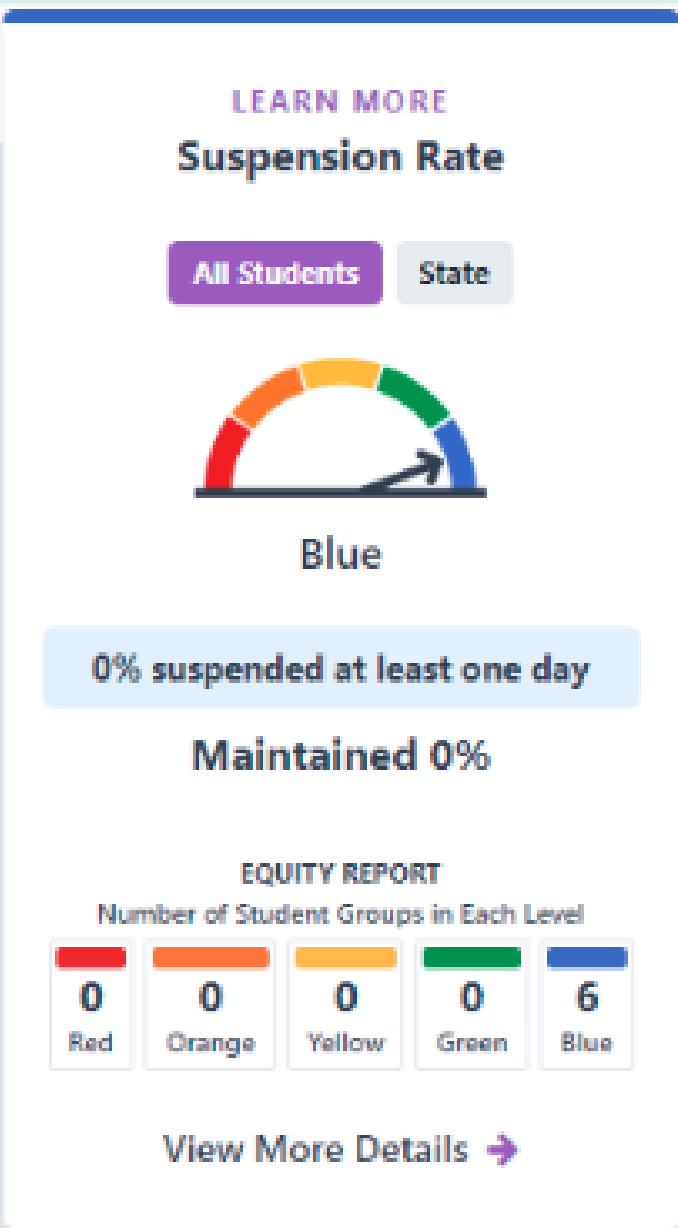


Suspensions & Expulsions

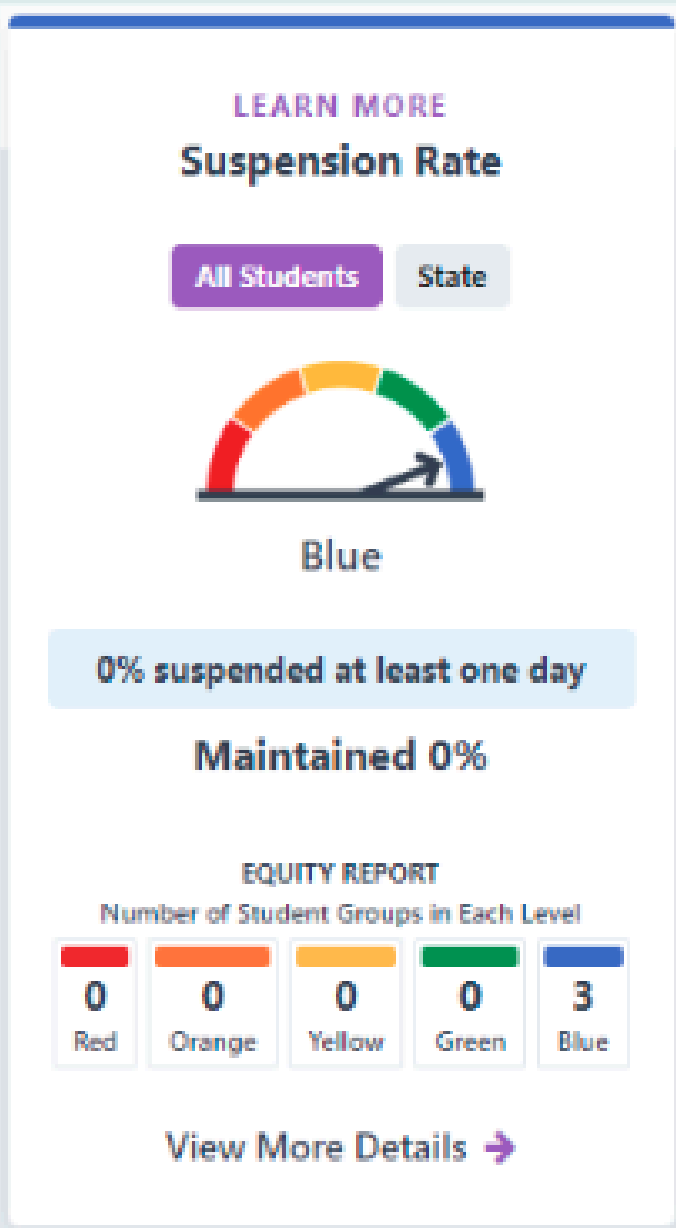
San Diego



Los Angeles



Sonoma





2025 Stability Rates

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



Goal 3 Funds Review

Goal Action	Total Funds Budgeted			Mid-Year Expenditures		
	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	\$72,953.00	\$54,583.00	\$36,994.00	\$73,158.00	\$54,555.00	\$36,115.00
3.3 School Safety Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3.4 School Climate	\$72,455.00	\$53,320.00	\$38,380.00	\$49,362.00	\$38,277.00	\$28,367.00
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	\$426,879.00	\$313,045.00	\$208,697.00	\$220,191.00	\$161,528.00	\$107,753.00
3.8 Student Group Engagement	\$188,635.00	\$138,333.00	\$92,222.00	\$107,708.00	\$78,986.00	\$52,657.00
3.9 Transcript Review and Evaluation	\$317,606.00	\$232,911.00	\$155,274.00	\$183,940.00	\$134,889.00	\$89,926.00



Thank You

cal-pacs.org



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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 and 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	<p>CAASPP ELA 2022-23 *Met or exceeded 95% participation 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</p> <p>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</p> <p>White- 35.3% met or exceeded Hispanic- 30% met or exceeded African American- 29.6% met or exceeded Asian-26% met or exceeded the standard</p>	<p>CAASPP ELA 2023-24 *Met or exceeded 95% participation All Students: (YELLOW) 33.7 points below standard (increased 9.6 points)</p> <p>RED- no student groups ORANGE - no student groups YELLOW- Hispanic, SED, SWD, White GREEN - no student groups BLUE - no student groups</p>	<p>CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 6.1 points below standard (improved 27.6 points)</p> <p>RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White BLUE - no student groups</p>	<p>CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 6.1 points below standard (improved 27.6 points)</p> <p>RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White BLUE - no student groups</p>	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- 26.4% met or exceeded the standard				
1.2	CAASPP MATH	<p>CAASPP MATH 2022-23</p> <p>*Met or exceeded 95% participation</p> <p>All Students: (ORANGE) 90 points below standard</p> <p>21.1% of students met or exceeded the standard.</p> <p>8.5% exceeded the standard</p> <p>12.6% met the standard</p> <p>22.6% nearly met</p> <p>56.3% standard not met</p> <p>ELs- 16.7% met or exceeded the standard</p> <p>SWD- 11.8% met or exceeded the standard (RED)</p> <p>145 points below standard (36 students)</p> <p>HY- Not enough students</p> <p>SED- 15.4% met or exceeded the standard (RED)</p> <p>110 points below standard</p> <p>White- 18.8% met or exceeded</p> <p>Hispanic- 18.9% met or exceeded</p> <p>African American- 11.5% met or exceeded</p> <p>Asian- 16% met or exceeded the standard</p>	<p>CAASPP MATH 2023-24</p> <p>*Met or exceeded 95% participation</p> <p>All Students: (YELLOW) 69.1 points below standard (increased 21.1 points)</p> <p>RED- no student groups</p> <p>ORANGE - no student groups</p> <p>YELLOW- Hispanic, SED, SWD, White</p> <p>GREEN - no student groups</p> <p>BLUE - no student groups</p>	<p>CAASPP ELA 2024-25</p> <p>*Met or exceeded 95% participation</p> <p>All Students: (GREEN) 12.3 points below standard (improved 56.9 points)</p> <p>RED- no student groups</p> <p>ORANGE - no student groups</p> <p>YELLOW- SWD</p> <p>GREEN - Hispanic, SED, White</p> <p>BLUE - no student groups</p>	<p>CAASPP MATH 2024-25</p> <p>All Students: (GREEN) 12.3 points below standard (improved 56.9 points)</p> <p>RED- no student groups</p> <p>ORANGE - no student groups</p> <p>YELLOW- SWD</p> <p>GREEN - Hispanic, SED, White</p> <p>BLUE - no student groups</p>	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- 15.8% met or exceeded the standard				
1.3	CAST (Science) (Grades 5, 8, & 11)	<p>CAST Science 2022-23 *Met or Exceeded 95% participation All Students: 20.97% met or exceeded the standard</p> <p>ELs- not enough students SWD- 9.3% HY- not enough students SED-15.65%</p> <p>White- 25.5% Hispanic- 16% African American- 15.8% Asian- not enough students Two or More Races- not enough students</p>	<p>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)</p> <p>No performance colors for student groups</p>	<p>CAST Science 2024-25 *Met or Exceeded 95% participation ALL STUDENTS: BLUE 56 Science Points improved 9.1 points</p> <p>RED- no student groups ORANGE - no student groups YELLOW- no student groups GREEN - Hispanic, SED BLUE - no student groups</p>	<p>CAST Science 2024-25 *Met or Exceeded 95% participation ALL STUDENTS: BLUE 56 Science Points improved 9.1 points</p> <p>RED- no student groups ORANGE - no student groups YELLOW- no student groups GREEN - Hispanic, SED BLUE - no student groups</p>	increase percentage 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)	<p>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%</p>	<p>Component 1- Aerobic Capacity: Grade 5- 89.47% Grade 7- 96% Grade 9- 93% Component 2- Abdominal Strength and Endurance: Grade 5- 89.47% Grade 7- 96% Grade 9- 93% Component 3- Trunk Extensor and Strength and Flexibility: Grade 5- 89.47% Grade 7- 96% Grade 9- 93%</p>		In- Progress	Grade 5 maintain, Grades 7 & 9 increase percentage 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- 84.21% Grade 7- 96% Grade 9- 86.67% Component 5- Flexibility: Grade 5- 89.47% Grade 7- 96% Grade 9- 93%			
1.5	Renaissance STAR ELA	Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 53% met or exceeded the standard Standard Exceeded- 25% 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 exceeded	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 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 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	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	increase percentage 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
		<p>Renasissance 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%</p> <p>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</p> <p>SED- 41% met or exceeded EL- 6% met or exceeded SWD- 382% met or exceeded</p>	<p>EL- 15.5% met or exceeded standard SWD- 46% met or exceeded standard</p>			
1.6	Renaissance STAR MATH	<p>Renasissance STAR Fall 2023 *Met or Exceeded 95% participation MATH ALL STUDENTS: 26% met or exceeded the standard Standard Exceeded- 13% Standard Met- 14%</p>	<p>Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation</p> <p>ALL STUDENTS: 29.4% met or exceeded the standard Standard Exceeded- 17.5%</p>	<p>Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16%</p>	<p>Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16%</p>	increase percentage 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
		<p>Standard Nearly Met- 21%</p> <p>Standard Not met- 52%</p> <p>White- 29% met or exceeded</p> <p>Hispanic- 32% met or exceeded</p> <p>African American- 27% met or exceeded</p> <p>Asian- 75% met or exceeded the standard</p> <p>Two or more- not enough students</p> <p>SED- 30% met or exceeded</p> <p>EL- 14% met or exceeded</p> <p>SWD- 17% met or exceeded</p> <p>Renasissance STAR Spring 2024</p> <p>*Met or Exceeded 95% participation</p> <p>MATH</p> <p>ALL STUDENTS: 30% met or exceeded the standard</p> <p>Standard Exceeded- 17%</p> <p>Standard Met- 14%</p> <p>Standard Nearly Met- 15%</p> <p>Standard Not met- 55%</p> <p>White- 30% met or exceeded</p> <p>Hispanic- 31% met or exceeded</p> <p>African American- 27% met or exceeded</p>	<p>Standard Met- 11.9%</p> <p>Standard Nearly Met- 20.6%</p> <p>Standard Not met- 50%</p> <p>White- 37.9% met or exceeded standard</p> <p>Hispanic- 26% met or exceeded standard</p> <p>African American- 20% met or exceeded standard</p> <p>Asian- 36.4% met or exceeded standard (11 students)</p> <p>Two or more- 33.3% met or exceeded standard</p> <p>SED- 25% met or exceeded standard</p> <p>EL- 14.3% met or exceeded standard</p> <p>SWD- 26.3% met or exceeded standard</p>	Standard Not met- 53.7%	Standard Not met- 53.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Asian- 67% met or exceeded the standard Two or more- not enough students SED- 27% met or exceeded EL- 19% met or exceeded SWD- 24% met or exceeded				
1.7	Course Completion Rates	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 (1% increase)	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)		Completion Rates Fall 2025 (compared to Fall 2024) Elementary School (TK-5) 97.8% completion at grade of 60% or higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase) 87.46% completion at grade of 70% or higher (9.9% increase)	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	College and Career Indicators ALL (78 students) 17.9% Prepared- LOW	College/Career ALL (57 students): YELLOW 29.8% prepared (increased 11.9%)	College/Career ALL (54 students): ORANGE 22.2% prepared (declined 7.6%)	College/Career ALL (54 students): ORANGE 22.2% prepared (declined 7.6%)	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 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 EAP Program	Very low- 0- student groups 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	STUDENT GROUPS: RED: no student groups ORANGE: Hispanic YELLOW: SED GREEN: no student groups BLUE: no 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- 3 % pupils passed an AP exam with score of 3 or higher- N/A % of pupils enrolled in courses required for US/CSU admission- 92.9% % of graduates who completed A-G courses - 21.5% EAP Program: ELA- 21% of 11th grade students met or exceeded the standard (15% decrease) Math- 21% of 11th grade students met or exceeded the standard (10% increase)	STUDENT GROUPS: RED: no student groups ORANGE: SED YELLOW: no student groups GREEN: no student groups BLUE: no student groups	STUDENT GROUPS: RED: no student groups ORANGE: SED YELLOW: no student groups GREEN: no student groups BLUE: no student groups	
1.9	ELPAC/ EL Progress	ELPAC 2022-23 13 students tested: (100%) Level 1- 2 students (15.4%)	EL Progress 2023-24 Number of students- 27 No performance Color	ELPAC 2024-25 19 Students 25% Proficient Level 1- (15.4%) Level 2- (30 %)	ELPAC 2024-25 19 Students 25% Proficient Level 1- (15.4%) Level 2- (30 %)	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
		Level 2- 3 students (23.1%) Level 3- 6 students (46.2%) Level 4- 2 students (15.4%)	54.5% maintained ELPI Level 9.1% progressed at least 1 ELPI Level Level 4- 0% Level 3- 44.4% Level 2- 29.6% Level 1- 25.9% STATE Level 4- 14.6% Level 3- 32.8% Level 2- 28.7% Level 1- 23.9% LTEL No performance Color *Fewer than 11 students	Level 3- (30 %) Level 4- (25 %) 47.4 % of English Learners are making progress.	Level 3- (30 %) Level 4- (25 %) 47.4 % of English Learners are making progress.	

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	Ongoing Implementation	in-progress	implementation of Amira reading screener, read 180, hiring of a MTSS coordinator, small group instruction	\$85,792.00	\$46,584.00

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
1.2	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	Ongoing Implementation	in-progress	in-person PD held at beginning of the year, ongoing throughout the school year	\$65,775.00	\$35,035.00
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 academic success or refer to the SST, 504 or IEP team.	Yes	Ongoing Implementation	in-progress	implementation of Amira reading screener, read 180, hiring of a MTSS coordinator, small group instruction	\$731,775.00	\$214,271.00
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	Ongoing Implementation	in-progress	4 ELD coordinators (increase of 2 from last year), small group ELD implementation at all grade bands	\$55,221.00	\$29,459.00
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	in-progress	Additional Pathway added for 25-26 SY (Hospitality), workshops, CTE Academy, field trips, and Work based learning implemented.	\$271,964.00	\$145,663.00

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	All students taking AP courses will have AP exams paid for.	All students taking AP courses will have AP exams paid for.	\$0.00	\$0.00

Goal 2

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	100% fully credentialed teachers 100% appropriately assigned teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MAthematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are		1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 4 Full Implementation</p> <p>ELD- 4 Full Implementation</p>	<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)</p>	<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>		<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Identifying the professional learning needs of individual teachers (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)		Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	
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%	% 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.	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	Fully Implemented	ongoing recruitment	All staff are highly qualified and maintain appropriate assignment in the subject area/grade level of the pupils they are teaching	\$3,124,851.00	\$1,405,217.00

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
2.2	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	All students have access to standards aligned curriculum and support materials. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$494,396.00	\$259,549.00
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	1:1 technology issuance of Chromebooks and connectivity provided when needed. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$157,869.00	\$93,477.00

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
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	No	Ongoing Implementation	N/A	In-person PD held at the start of the school year, ongoing throughout the school year.	\$89,803.00	\$61,886.00
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	The school properly vets all newly hired vendors to ensure standards alignment and safety for students.	\$138,000.00	\$72,791.00

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 and perceptions)	Participants 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	Participants 71 parent responses. 236 student responses. Survey Results 98.6% of parents feel satisfied with opportunities to provide input and participate in their child's education. 97.2% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 98.1% of students report that they feel safe at school. 96.8% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses		In-Progress	maintain

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 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.	100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input May 2025.			
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.	Overall Satisfaction Rate Survey Results 98.6% of parents are satisfied with their child's school. 98.7% of students express an overall satisfaction with their school.		In-Progress	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	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 2026. The updated plan was subsequently shared with school staff and the school board.	adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	
3.4	Chronic Absenteeism Rate	<p>2022-23 (GREEN) CPC-LA had a chronic absenteeism rate of 8.9%, which is a 5.6% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 403 ADA and P2 ADA was 405.51, exceeding the projection.</p>	<p>2023-24 (RED) CPC-LA had a chronic absenteeism rate of 16.6%, which is a 7.7% increase over 2022-23.</p> <p>STUDENT GROUPS RED- SED, SWD ORANGE- Hispanic, White YELLOW- no student groups GREEN- African American BLUE- no student groups</p>	<p>2024-25 ORANGE CPC-LA had a chronic absenteeism rate of 18.9%, which is a 2.3% increase over 2023-24.</p> <p>STUDENT GROUPS RED- SED, SWD ORANGE- no student groups YELLOW- Hispanic GREEN- White BLUE- no student groups</p>	<p>2024-25 ORANGE CPC-LA had a chronic absenteeism rate of 18.9%, which is a 2.3% increase over 2023-24.</p> <p>STUDENT GROUPS RED- SED, SWD ORANGE- no student groups YELLOW- Hispanic GREEN- White BLUE- no student groups</p>	maintain or decrease by 1% each year
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (78 students) 87.2% graduated (3.2% increase over 2021-22) GREEN</p> <p>Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- Hispanic, SED Blue- 0 student groups</p>	<p>2023-24 ALL- (57 students) 91.2% graduated GREEN (4% increase over 2022-23)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- Hispanic, SED Blue- no student groups</p>	<p>2024-25 ALL- (57 students) 93% graduated GREEN 1.8% increase over 2023-24)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED Blue- no student groups</p>	<p>2024-25 ALL- (57 students) 93% graduated GREEN 1.8% increase over 2023-24)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED Blue- no student groups</p>	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 Rate	Dropout Rate (DATAQUEST) 7.7% (decrease of 1.8%)	Dropout Rate (DATAQUEST) 7% (decrease of 0.7%)	Dropout Rate (DATAQUEST) 7.4% (maintained)	Dropout Rate (DATAQUEST) 7.4% (maintained)	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%	0%	0%	maintain
3.8	Suspension Rate	0%	0%	0%	0%	maintain
3.9	Stability Rate	CPC-LA 56.2% District 54.6% LA County 90.5% Statewide 91.2%	CPC-LA 64.5% District 54.2% LA County 90.4% Statewide 91%	CPC-LA 67.7% (increase of 3.2%) District 53.5% LA County 90.7% Statewide 91.5%	CPC-LA 67.7% (increase of 3.2%) District 53.5% LA County 90.7% Statewide 91.5%	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	LCAP surveys will go out in the Spring 2026	\$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 education partners will be provided in primarily languages when required or as needed.	Yes	Fully Implemented	N/A	Education Partners report good communicaton with the school.	\$72,953.00	\$73,158.00

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 conjunction with the school site council and will be disseminated to the school community.	No	Fully Implemented	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	\$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	Ongoing Implementation	N/A	LCAP surveys will go out in the Spring 2026	\$72,455.00	\$49,362.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Ongoing Implementation	N/A	In-person PD held at start of school year, ongoing throughout the year.	\$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 in accordance with the	No	Fully Implemented	N/A	Tiered engagement process, SARB notifications, appeal hearings	\$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	Crisis team, school counselors, school psychologists, school social worker, Go Guardian Beacon, SEL curriculum	\$426,879.00	\$220,191.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioecomincally Disadvantaged Students, and students with disabilities.	Yes	Fully Implemented	N/A	Screeners, MTSS coordinator, Homeless youth coordinator, school social worker, engagement meetings, goal setting meetings, progress monitoring, small group instruction, ELD instruction, SAI, VLH.	\$188,635.00	\$107,708.00
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" initiative 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	The school's guidance department reviews 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" initiative will be utilized along with the school's success tracker system to support students, grauation rates, and post secondary outcomes.	\$317,606.00	\$183,940.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	5,874,856.00	6,337,993.00
LCFF Supplemental/Concentration Grants	1,081,088.00	1,146,921.00



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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 and 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.

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% participation All Students: (ORANGE) 43 points below the standard 35.1% of students met or exceeded the standard 9.7% exceeded the standard 25.4% met the standard 22.4% nearly met 42.5% standard not met ELs- 27.3% met or exceeded the standard SWD- 24.1% met or exceeded the standard HY- Not enough data SED-29.5% met or exceeded the standard White- 40.9% met or exceeded Hispanic- 31.2% met or exceeded African American- 26.5% met or exceeded Asian- 35% met or exceeded the standard	CAASPP ELA 2023-24 *Met or exceeded 95% participation All Students: (ORANGE) 48.6 points below standard (Declined 6 points) RED- no student groups ORANGE - Hispanic, White YELLOW- SED GREEN - no student groups BLUE - no student groups	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 23 points below standard (improved 27.6 points) RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White BLUE - no student groups	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 23 points below standard (improved 27.6 points) RED- no student groups ORANGE - SWD YELLOW- Hispanic, SED GREEN - White BLUE - no student groups	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	<p>CAASPP MATH 2022-23</p> <p>*Met or Exceeded 95% participation</p> <p>All Students: (RED) 107 points below the standard</p> <p>20.9% of students met or exceeded the standard</p> <p>3.7% exceeded the standard</p> <p>17.2% met the standard</p> <p>20.9% nearly met</p> <p>58.2% standard not met</p> <p>ELs- 15.9% met or exceeded the standard</p> <p>SWD- 16.7% met or exceeded the standard</p> <p>HY- Not enough data</p> <p>SED- 17.9% met or exceeded the standard (RED)</p> <p>White- 21.1% met or exceeded</p> <p>Hispanic- 15.6% met or exceeded (RED)</p> <p>African American- 16.3% met or exceeded</p> <p>Asian- 20% met or exceeded the standard</p> <p>Two or more- 14.3% met or exceeded the standard</p>	<p>CAASPP MATH 2023-24</p> <p>*Met or exceeded 95% participation</p> <p>All Students: (YELLOW) 60.9 points below standard (increased 46.5 points)</p> <p>RED- no student groups</p> <p>ORANGE - no student groups</p> <p>YELLOW- Hispanic, SED, White</p> <p>GREEN - no student groups</p> <p>BLUE - no student groups</p>	<p>CAASPP MATH 2024-25</p> <p>*Met or exceeded 95% participation</p> <p>All Students: YELLOW 5.7 points below standard (improved 4.2 points)</p> <p>RED- SWD</p> <p>ORANGE - Hispanic, White</p> <p>YELLOW- SED</p> <p>GREEN - no student groups</p> <p>BLUE - no student groups</p>	<p>CAASPP MATH 2024-25</p> <p>*Met or exceeded 95% participation</p> <p>All Students: YELLOW 5.7 points below standard (improved 4.2 points)</p> <p>RED- SWD</p> <p>ORANGE - Hispanic, White</p> <p>YELLOW- SED</p> <p>GREEN - no student groups</p> <p>BLUE - no student groups</p>	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)	<p>CAST (Science) 2022-23</p> <p>*Met or Exceeded 95% participation All Students 28.8% Met or exceeded the standard</p> <p>ELs- not enough students SWD- 0% HY- not enough students SED- 23.8%</p> <p>White- 39.1% Hispanic- 12.4% African American- not enough students Asian- not enough students Two or More Races- 23%</p>	<p>CAST Science 2023-24 (NO PERFORMANCE COLOR IN 2024).</p> <p>*Met or Exceeded 95% participation All Students: 16.6 points below standard (increase of 1.5 points)</p> <p>No performance colors for student groups</p>	<p>CAST Science 2024-25</p> <p>*Met or Exceeded 95% participation ALL STUDENTS: YELLOW</p> <p>50.2 Science Points maintained +1.9 points</p> <p>RED- no student groups ORANGE - no student groups YELLOW- no student groups GREEN - SED BLUE - no student groups</p>	<p>CAST Science 2024-25</p> <p>*Met or Exceeded 95% participation ALL STUDENTS: YELLOW</p> <p>50.2 Science Points maintained +1.9 points</p> <p>RED- no student groups ORANGE - no student groups YELLOW- no student groups GREEN - SED BLUE - no student groups</p>	increase percentage 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)	<p>Component 1- Aerobic Capacity:</p> <p>Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%</p> <p>Component 2- Abdominal Strength and Endurance:</p> <p>Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%</p> <p>Component 3- Trunk Extensor and Strength and Flexibility:</p> <p>Grade 5- 90% Grade 7- 68.8% Grade 9- 75.6%</p> <p>Component 4- Upper Body Strength and Endurance:</p> <p>Grade 5- 90%</p>	<p>Component 1- Aerobic Capacity:</p> <p>Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%</p> <p>Component 2- Abdominal Strength and Endurance:</p> <p>Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%</p> <p>Component 3- Trunk Extensor and Strength and Flexibility:</p> <p>Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%</p> <p>Component 4- Upper Body Strength and Endurance:</p> <p>Grade 5- 93.3%</p>		In- Progress	Grade 5 maintain, Grades 7 & 9 increase percentage 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- 78.5% Grade 9- 78.5% Component 5- Flexibility: Grade 5- 93.3% Grade 7- 78.5% Grade 9- 78.5%			
1.5	Renaissance STAR ELA	<p>Renasissance STAR Fall 2023 *Met or Exceeded 95% participation ELA ALL STUDENTS: 58% met or exceeded the standard Standard Exceeded- 21% Standard Met- 37% Standard Nearly Met- 19% Standard Not met- 24%</p> <p>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 students</p> <p>SED- 52% met or exceeded EL- 30% met or exceeded SWD- 34% met or exceeded</p> <p>Renasissance STAR Spring 2024</p>	<p>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%</p> <p>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</p> <p>SED- 49% met or exceeded standard EL- 20% met or exceeded standard SWD- 24.5% met or exceeded standard</p>	<p>Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%</p>	<p>Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%</p>	increase percentage 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
		<p>*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%</p> <p>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</p> <p>SED- 54% met or exceeded EL- 20% met or exceeded SWD- 28% met or exceeded</p>				
1.6	Renaissance STAR MATH	<p>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%</p>	<p>Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation</p> <p>ALL STUDENTS: 25% met or exceeded the standard Standard Exceeded- 12.9% Standard Met- 12.1% Standard Nearly Met- 16.2%</p>	<p>Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%</p>	<p>Renaissance STAR Fall 2025 MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%</p>	increase percentage 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
		<p>Standard Not met- 52%</p> <p>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</p> <p>SED- 22% met or exceeded EL- 16% met or exceeded SWD- 18% met or exceeded</p> <p>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 Nearly Met- 21% Standard Not met- 51%</p> <p>White- 29% met or exceeded Hispanic-31% met or exceeded African American- 9% met or exceeded Asian- 67% met or exceeded the standard</p>	<p>Standard Not met- 58.8%</p> <p>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</p> <p>SED- 23.7% met or exceeded standard EL- 26.6% met or exceeded standard SWD- 6.6% met or exceeded standard</p>			

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	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 (1% increase)	Completion Rates Fall 2024 (compared to Fall 2023) Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)		Completion Rates Fall 2025 (compared to Fall 2024) Completion Rates Fall 2025 (compared to Fall 2024) Elementary School (TK-5) 97.8% completion at grade of 60% or higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase) 87.46% completion at grade of 70% or higher (9.9% increase)	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year
1.8	College and Career Indicators	College and Career Prepared	College/Career	Renaissance STAR Fall 2025	College/Career	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
	% 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 % 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	ALL (49 students) 42.9% Prepared- MEDIUM Very low- 0- student groups Low- 0 student groups 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 exceeded the standard	ALL (40 students): ORANGE 20% prepared decreased 22.9% STUDENT GROUPS: RED: no student groups ORANGE: no student groups YELLOW: no student groups GREEN: no student groups BLUE: no student groups number of pupils participating in AP- 0 % pupils passed an AP exam with score of 3 or higher- N/A number of pupils participating in CTE-36 % of pupils completing a CTE program and earn a HS diploma- 100% % of pupils enrolled in courses required for US/CSU admission- 98.2% % of graduates who completed A-G courses- 22% EAP Program: ELA- 40% of 11th grade students met or exceeded the standard (maintained) Math- 28% of 11th grade students met or exceeded the standard (18% increase).	MATH ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%	ALL (55 students): GREEN 38.2% prepared increased 18.2% STUDENT GROUPS: RED: no student groups ORANGE: no student groups YELLOW: no student groups GREEN: no student groups BLUE: no student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Number of students- 11 No performance Color 18.2% maintained ELPI Level 45.5% progressed at least 1 ELPI Level Level 4- 16.7% Level 3- 33.3% Level 2- 25% Level 1- 25% STATE Level 4- 14.6% Level 3- 32.8% Level 2- 28.7% Level 1- 23.9% LTEL No performance Color *Fewer than 11 students	ELPAC 2024-25 36.4% Proficient Level 1- 18.2 % Level 2- 18.2 % Level 3- 27.3 % Level 4- 36.4 %	ELPAC 2024-25 36.4% Proficient Level 1- 18.2 % Level 2- 18.2 % Level 3- 27.3 % Level 4- 36.4 %	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	Ongoing Implementation	in-progress	implementation of Amira reading screener, read 180, hiring of a MTSS coordinator, small group instruction	\$62,914.00	\$34,162.00

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
1.2	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	Ongoing Implementation	in-progress	in-person PD held at beginning of the year, ongoing throughout the school year	\$48,235.00	\$25,692.00
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 academic success or refer to the SST, 504 or IEP team.	Yes	Ongoing Implementation	in-progress	implementation of Amira reading screener, read 180, hiring of a MTSS coordinator, small group instruction	\$468,569.00	\$157,998.00
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	Ongoing Implementation	in-progress	4 ELD coordinators (increase of 2 from last year), small group ELD implementation at all grade bands	\$40,495.00	\$21,603.00
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	No	Fully Implemented	in-progress	Additional Pathway added for 25-26 SY (Hospitality), workshops, CTE Academy, field trips,	\$199,440.00	\$106,661.00

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
	Career Technical education opportunities to prepare students for the 21st century workforce and global competencies.				and Work based learning implemented.		
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	All students taking AP courses will have AP exams paid for	All students taking AP courses will have AP exams paid for.	\$0.00	\$0.00

Goal 2

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	100% fully credentialed teachers 100% appropriately assigned teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MATHematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are	1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MATHematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are		1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MATHematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability 2. The LEA's progress in making instructional materials that are	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 4 Full Implementation</p> <p>ELD- 4 Full Implementation</p>	<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)</p>	<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress in implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>		<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Identifying the professional learning needs of individual teachers (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)		Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	
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%	% 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.	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	Fully Implemented	ongoing recruitment	all staff are highly qualified and maintain appropriate assignment in the subject area/grade level of the pupils they are teaching	\$2,359,891.00	\$1,030,723.00

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
2.2	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	All students have access to standards aligned curriculum and support materials. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$362,635.00	\$185,217.00
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	1:1 technology issuance of Chromebooks and connectivity provided when needed. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$115,771.00	\$66,148.00

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
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	No	Ongoing Implementation	N/A	In-person PD held at the start of the school year, ongoing through the school year.	\$79,225.00	\$58,274.00
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	The school properly vets all newly hired vendors to ensure standards alignment and safety for students.	\$64,600.00	\$118,011.00

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 and perceptions)	Participants 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	Participants 55 parent responses. 163 student responses. Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 100% of parents indicate that they feel their input is valued. 99.1% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 97.4% of students report that they feel safe at school. 94.8% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses		In-Progress	maintain

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 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.	100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input in May of 2025.			
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.	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 95.7% of students express an overall satisfaction with their school.		In-Progress	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	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 2026. The updated plan was subsequently shared with school staff and the school board.	adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	
3.4	Chronic Absenteeism Rate	<p>2022-23 (GREEN) CPC-SD had a chronic absenteeism rate of 8.8%, which is a 6.9% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 252 ADA and P2 ADA was 252.17, slightly exceeding the projection.</p>	<p>2023-24 (ORANGE) CPC-SD had a chronic absenteeism rate of 16.1%, which is a 7.3% increase over 2022-23.</p> <p>STUDENT GROUPS RED- SED ORANGE- Hispanic, White YELLOW- no student groups GREEN- no student groups BLUE- no student groups</p>	<p>2024-25 ALL- (57 students) 91.2% graduated YELLOW 1.8% decrease from 2023-24)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups</p>	<p>2024-25 RED CPC-SD had a chronic absenteeism rate of 19.4%, which is a 3.3% increase over 2023-24.</p> <p>STUDENT GROUPS RED- SED, SWD Hispanic, White ORANGE- no student groups YELLOW- no student groups GREEN- no student groups BLUE- no student groups</p>	maintain or decline by 1% each year
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (50 students) GREEN 94% graduated (0.7% increase over 2021-22)</p> <p>Red- 0 student groups Orange- 0 student groups Yellow- 0 student groups Green- SED Blue- 0 student groups</p>	<p>2023-24 ALL- (40 students) YELLOW 92.5% graduated (1.5% decrease over 2022-23)</p> <p>Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups</p>	<p>2024-25 ALL- (57 students) 91.2% graduated YELLOW 1.8% decrease from 2023-24)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups</p>	<p>2024-25 ALL- (57 students) 91.2% graduated YELLOW 1.8% decrease from 2023-24)</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups</p>	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 Rate	Dropout Rate (DATAQUEST) 4.1% (decrease of 2.7%)	Dropout Rate (DATAQUEST) 2.5% (decrease of 1.6%)	Dropout Rate (DATAQUEST) 3.6% (increase of 1%)	Dropout Rate (DATAQUEST) 3.6% (increase of 1%)	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%	0%	0%	maintain
3.8	Suspension Rate	0%	0%	0%	0%	maintain
3.9	Stability Rate	CPC-SD 55.6% District 67.2% SD County 90.1% Statewide 91.2%	CPC-SD 61.7% District 54.1% SD County 90.2% Statewide 91%	CPC-SD 64.8% (3.1% increase from the previous year) District 54.9% SD County 90.5% Statewide 91.5%	CPC-SD 64.8% (3.1% increase from the previous year) District 54.9% SD County 90.5% Statewide 91.5%	increase by 2% each year

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	LCAP surveys will go out in the Spring 2026	\$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	Yes	Fully Implemented	N/A	Education Partners report good communication with the school.	\$54,583.00	\$54,555.00

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
	a education partners will be provided in primarily languages when required or as needed.						
3.3	School Safety Plan The school safety plan will be developed and maintained in conjunction with the school site council and will be disseminated to the school community.	No	Fully Implemented	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	\$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	Ongoing Implementation	N/A	LCAP surveys will go out in the Spring 2026	\$53,320.00	\$38,277.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Ongoing Implementation	N/A	In-person PD held at start of school year, ongoing throughout the year.	\$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	No	Fully Implemented	N/A	Tiered engagement process, SARB notifications, appeal hearings	\$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
	utilized to support student attendance and conduct evaluations in accordance 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 resources.	Yes	Fully Implemented	N/A	Crisis team, school counselors, school psychologists, school social worker, Go Guardian Beacon, SEL curriculum	\$313,045.00	\$161,528.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged Students, and students with disabilities.	Yes	Fully Implemented	N/A	Screeners, MTSS coordinator, Homeless youth coordinator, school social worker, engagement meetings, goal setting meetings, progress monitoring, small group instruction, ELD instruction, SAI, VLH.	\$138,333.00	\$78,986.00
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" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	No	Fully Implemented	N/A	The school's guidance department reviews 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" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	\$232,911.00	\$134,889.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,412,165.00	4,508,272.00
LCFF Supplemental/Concentration Grants	730,164.00	718,530.00



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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 and 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.

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 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% participation 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	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 12.6 points below standard (improved 4.4 points) RED- no student groups ORANGE - SED YELLOW- no student groups GREEN - no student groups BLUE - no student groups	CAASPP ELA 2024-25 *Met or exceeded 95% participation All Students: (YELLOW) 12.6 points below standard (improved 4.4 points) RED- no student groups ORANGE - SED YELLOW- no student groups GREEN - no student groups BLUE - no student groups	decrease distance from the standard by at least 3 points each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.2	CAASPP MATH	<p>CAASPP MATH 2022-23</p> <p>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</p> <p>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 (RED)</p> <p>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</p>	<p>CAASPP MATH 2023-24</p> <p>*Met or exceeded 95% participation All Students: 62 students (YELLOW) 54.5 points below standard (increased 21.8 points)</p> <p>RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups</p>	<p>CAASPP MATH 2024-25</p> <p>All Students: (GREEN) 9.8 points below standard (improved 44.7 points)</p> <p>RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups</p>	<p>CAASPP MATH 2024-25</p> <p>All Students: (GREEN) 9.8 points below standard (improved 44.7 points)</p> <p>RED- no student groups ORANGE - no student groups YELLOW- SED GREEN - no student groups BLUE - no student groups</p>	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	CAST Science 2024-25	CAST Science 2024-25	increase percentage 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
		<p>*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</p> <p>ELs- <10 students, data not available SWD- 0% HY- <10 students, data not available SED- 22.5% met or exceeded the standard</p> <p>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</p>	<p>(NO PERFORMANCE COLOR IN 2024). *Met or Exceeded 95% participation All Students: 12.3 points below standard (increase of .6 points)</p> <p>No performance colors for student groups</p>	<p>*Met or Exceeded 95% participation ALL STUDENTS: BLUE 58.5 Science Points improved 9.2 points</p> <p>NO PERFORMANCE COLORS</p>	<p>*Met or Exceeded 95% participation ALL STUDENTS: BLUE 58.5 Science Points improved 9.2 points</p> <p>NO PERFORMANCE COLORS</p>	standard by at least 2% each year
1.4	CA Physical Fitness Test (Grades 5, 7, & 9)	<p>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%</p>	<p>Component 1- Aerobic Capacity: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 2- Abdominal Strength and Endurance: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89%</p>		In- Progress	Grade 5 maintain, Grades 7 & 9 increase percentage 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 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- 100% Grade 7- 82.35% Grade 9- 88.89% Component 4- Upper Body Strength and Endurance: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89% Component 5- Flexibility: Grade 5- 100% Grade 7- 82.35% Grade 9- 88.89%			
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 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 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	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	Renaissance STAR Fall 2025 ELA *Met or exceeded 95% participation ALL STUDENTS: 54.6% met or exceeded standard Standard Exceeded- 31.7% Standard Met- 22.9% Standard Nearly Met- 18.7% Standard Not met- 26.7%	increase percentage 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
		<p>SED- 65% met or exceeded EL- not enough students SWD- 15% met or exceeded</p> <p>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 Nearly Met- 24% Standard Not met- 14%</p> <p>White- 74% met or exceeded Hispanic- 57% met or exceeded African American- 0% met or exceeded Asian-75% met or exceeded the standard Two or more- not enough students</p> <p>SED- 64% met or exceeded EL- not enough students SWD- 20% met or exceeded</p>	<p>Two or more- 79.3% met or exceeded standard</p> <p>SED- 60.4% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 33.3% met or exceeded standard</p>			
1.6	Renaissance STAR MATH	<p>MATH Fall 2023 *Met or Exceeded 95% participation</p>	<p>Math: Renaissance STAR - Fall 2024 *Met or Exceeded 95% participation</p>	Renaissance STAR Fall 2025 MATH	Renaissance STAR Fall 2025 MATH	increase percentage 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
		<p>ALL STUDENTS: 38% met or exceeded the standard Standard Exceeded- 20% Standard Met- 18% Standard Nearly Met- 15% Standard Not met- 47%</p> <p>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</p> <p>SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded</p> <p>MATH Spring 2024 *Met or Exceeded 95% participation ALL STUDENTS: 37% met or exceeded the standard Standard Exceeded- 20% Standard Met- 17% Standard Nearly Met- 18% Standard Not met- 45%</p> <p>White- 41% met or exceeded</p>	<p>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%</p> <p>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</p> <p>SED- 22.5% met or exceeded standard EL- 20% met or exceeded standard (5 students) SWD- 13.6% met or exceeded standard</p>	<p>ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%</p>	<p>ALL STUDENTS: 30.4% met or exceeded the standard Standard Exceeded- 19.4% Standard Met- 11% Standard Nearly Met- 16% Standard Not met- 53.7%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Hispanic- 36% met or exceeded African American- 0% met or exceeded Asian- 75% met or exceeded the standard Two or more- not enough students</p> <p>SED- 33% met or exceeded EL- not enough students SWD- 10% met or exceeded</p>				
1.7	Course Completion Rates	<p>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 (1% increase)</p>	<p>Completion Rates Fall 2024 (compared to Fall 2023)</p> <p>Elementary School (TK-5) 98.9% completion at grade of 60% or higher (5.9% increase) 96.8% completion at grade of 70% or higher (3.4% increase) Middle School (6-8) 95.5% completion at grade of 60% or higher (6.9% increase) 89.1% completion at grade of 70% or higher (maintained) High School (9-12) 91.7% completion at grade of 60% or higher (maintained) 77.6% completion at grade of 70% or higher (6% increase)</p>		<p>Completion Rates Fall 2025 (compared to Fall 2024)</p> <p>Completion Rates Fall 2025 (compared to Fall 2024)</p> <p>Elementary School (TK-5) 97.8% completion at grade of 60% or higher (maintained) 96.6% completion at grade of 70% or higher (maintained) Middle School (6-8) 95.8% completion at grade of 60% or higher (maintained) 90.25% completion at grade of 70% or higher (maintained) High School (9-12) 97.42% completion at grade of 60% or higher (5.7% increase)</p>	Maintain 60% pass rates, increase 70% pass rates by at least 1% each year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					87.46% completion at grade of 70% or higher (9.9% increase)	
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 % 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	College and Career Prepared ALL 14.3% Prepared- < 30 graduates- No Performance Level 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 grade students met or exceeded the standard	College/Career All Students (34 students) 23.5% prepared (increase of 9.2%) No Performance Color number of pupils participating in AP- 3 % pupils passed an AP exam with score of 3 or higher- N/A number of pupils participating in CTE-18 % of pupils completing a CTE program and earn a HS diploma- 100% % of pupils enrolled in courses required for US/CSU admission- 93.51% % of graduates who completed A-G courses- 30% (17% increase) % of pupils completing a CTE program and A-G completer- 8.8% EAP Program: ELA- 50% of 11th grade students met or exceeded the standard (3.3% increase) Math- 25% of 11th grade students met or exceeded the standard (increase of 5%)	College/Career ALL (20 students): NO PERFORMANCE COLOR 35% prepared (increase 11.5%) STUDENT GROUPS: RED: no student groups ORANGE: no student groups YELLOW: no student groups GREEN: no student groups BLUE: no student groups	College/Career ALL (20 students): NO PERFORMANCE COLOR 35% prepared (increase 11.5%) STUDENT GROUPS: RED: no student groups ORANGE: no student groups YELLOW: no student groups GREEN: no student groups BLUE: no student groups	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
1.9	ELPAC/EL Progress/RFEP	ELPAC/EL Progress/RFEP 2022-23 *No Performance Color <11 students Data not displayed for privacy	ELPAC/EL Progress/RFEP 2023-24 *No Performance Color <11 students Data not displayed for privacy 3 students, 100% maintained ELPI levels	ELPAC/EL Progress/RFEP 2024-25 *No Performance Color <11 students Data not displayed for privacy 3 students	ELPAC/EL Progress/RFEP 2024-25 *No Performance Color <11 students Data not displayed for privacy 3 students	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	Ongoing Implementation	in-progress	implementation of Amira reading screener, read 180, hiring of a MTSS coordinator, small group instruction	\$41,943.00	\$22,774.00
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	Ongoing Implementation	in-progress	in-person PD held at beginning of the year, ongoing throughout the school year	\$32,157.00	\$17,128.00

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
1.3	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 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.	Yes	Ongoing Implementation	in-progress	4 ELD coordinators (increase of 2 from last year), small group ELD implementation at all grade bands	\$236,045.00	\$105,245.00
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	Ongoing Implementation	in-progress	4 ELD coordinators (increase of 2 from last year), small group ELD implementation at all grade bands	\$26,997.00	\$14,402.00
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	in-progress	Additional Pathway added for 25-26 SY (Hospitality), workshops, CTE Academy, field trips, and Work based learning implemented.	\$132,961.00	\$71,135.00

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	All students taking AP courses will have AP exams paid for.	All students taking AP courses will have AP exams paid for.	\$0.00	\$0.00

Goal 2

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	100% fully credentialed teachers 100% appropriately assigned teachers	maintain
2.2	Implementation of State Content Standards Self-Reflection Tool	<p>1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability MATHematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 5 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are</p>	<p>1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are</p>		<p>1. The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA- 5 Full Implementation and Sustainability ELD- 5 Full Implementation and Sustainability Mathematics- 5 Full Implementation and Sustainability NGSS Science- 5 Full Implementation and Sustainability History-Social Science- 4 Full Implementation and Sustainability</p> <p>2. The LEA's progress in making instructional materials that are</p>	maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>MAThematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 5 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 4 Full Implementation</p> <p>ELD- 4 Full Implementation</p>	<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>		<p>aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.</p> <p>ELA- 5 Full Implementation and Sustainability</p> <p>ELD- 5 Full Implementation and Sustainability</p> <p>Mathematics- 5 Full Implementation and Sustainability</p> <p>NGSS Science- 5 Full Implementation and Sustainability</p> <p>History-Social Science- 4 Full Implementation and Sustainability</p> <p>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).</p> <p>ELA- 5 Full Implementation</p> <p>ELD- 5 Full Implementation</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Mathematics- 4 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (4 Full Implementation)</p>	<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>		<p>Mathematics- 5 Full Implementation NGSS Science- 4 Full Implementation History-Social Science- 4 Full Implementation</p> <p>4. The LEA's progress implementing each of the following academic standards adopted by the state board for all students: CTE- 4 Full implementation Health Education- 5 Full Implementation and Sustainability Physical Education- 5 Full Implementation and Sustainability VPA- 5 Full Implementation and Sustainability World Language- 5 Full Implementation and Sustainability</p> <p>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)</p> <p>-Identifying the professional learning needs of groups of teachers or staff as a whole (5 Full</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Identifying the professional learning needs of individual teachers (4 Full Implementation) -Providing support for teachers on the standards they have not yet mastered (4 Full Implementation)	Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)		Implementation and sustainability) -Identifying the professional learning needs of individual teachers (5 Full Implementation and sustainability) -Providing support for teachers on the standards they have not yet mastered (5 Full Implementation and sustainability)	
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%	% 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, 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.	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	Fully Implemented	ongoing recruitment	All staff are highly qualified and maintain appropriate assignment in the subject area/grade level of the pupils they are teaching	\$1,649,927.00	\$687,438.00

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
2.2	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	All students have access to standards aligned curriculum and support materials. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$241,922.00	\$129,205.00
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	1:1 technology issuance of Chromebooks and connectivity provided when needed. This action includes LREBG (Learning Recovery Emergency Block Grant) funding for the purposes of providing programs and materials designed to accelerate pupil academic proficiency.	\$77,181.00	\$36,530.00

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
2.4	Professional Development Provide professional development in content and related technology areas for the purpose of delivering effective instruction, increased student engagement and student outcomes.	No	Ongoing Implementation	N/A	In-person PD held at the start of the school year, ongoing throughout the school year.	\$69,524.00	\$54,970.00
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	The school properly vets all newly hired vendors to ensure standards alignment and safety for students.	\$76,400.00	\$38,795.00

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 and perceptions)	Participants 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	Participants 37 parent responses. 148 student responses. Survey Results 89.2% of parents feel satisfied with opportunities to provide input and participate in their child's education. 94.6% of parents indicate that they feel their input is valued. 96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99% of students agree that their teacher cares about their education and helps them succeed. 99% of students report that they feel safe at school. 94.9% of students report that they know they have someone at school to talk to for support if they have a problem. Staff 57 Responses		In-Progress	maintain

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 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.	100% of staff agree that the school implemented planned action to improve the academic achievement of all students. 100% of staff agree that the school implemented planned actions to promote a positive school climate. 100% of staff agree that the school implemented planned actions to establish connections with educational partners. 100% of staff agree that the school implemented planned actions to ensure students are on-track to graduate from high school college and career prepared. SELPA Draft of the LCAP was sent to SELPA for input in May of 2025.			
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.	94.9% of students are satisfied overall with their school. 86.5% of parents are satisfied with the school overall.		In-Progress	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 by the School Site Council in January 2025. 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.	updated plan was subsequently shared with school staff and the school board.	January 2026. The updated plan was subsequently shared with school staff and the school board.	January 2026. The updated plan was subsequently shared with school staff and the school board.	
3.4	Chronic Absenteeism Rate	<p>2022-23 (YELLOW) CPC-SO had a chronic absenteeism rate of 15.6%, which is a 5.1% decrease over 2021-22.</p> <p>The school met projected ADA. Second interim budget projections were 148 ADA and P2 ADA was 150.49, exceeding the projection.</p> <p>Attendance ADA was the result of an attendance percentage of 93.5%.</p>	<p>2023-24 (YELLOW) CPC-SO had a chronic absenteeism rate of 12.9%, which is a 2.6% increase over 2022-23</p> <p>STUDENT GROUPS RED- no student groups ORANGE- no student groups YELLOW- SED GREEN- no student groups BLUE- no student groups</p>	<p>2024-25 ORANGE CPC-SO had a chronic absenteeism rate of 13.8% maintained (+0.9%)</p> <p>STUDENT GROUPS RED- no student groups ORANGE- SED, White YELLOW- no student groups GREEN- no student groups BLUE- no student groups</p>	<p>2024-25 ORANGE CPC-SO had a chronic absenteeism rate of 13.8% maintained (+0.9%)</p> <p>STUDENT GROUPS RED- no student groups ORANGE- SED, White YELLOW- no student groups GREEN- no student groups BLUE- no student groups</p>	maintain or decline by 1% each year
3.5	Graduation Rate (4-yr cohort)	<p>2022-23 ALL- (21 students) 90.5% graduated (3.5% increase over 2021-22) NO PERFORMANCE COLOR</p>	<p>2023-24 ALL- (34 students) YELLOW 88.2% graduated (2.2% decrease over 2022-23)</p> <p>NO performance color</p> <p>Red- no student groups Orange- no student groups Yellow- no student groups Green- no student groups Blue- no student groups</p>	<p>2024-25 ALL- (20 students) 85% graduated NO PERFORMANCE COLOR 3.2% decrease from 2023-24</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED Blue- no student groups</p>	<p>2024-25 ALL- (20 students) 85% graduated NO PERFORMANCE COLOR 3.2% decrease from 2023-24</p> <p>STUDENT GROUPS Red- no student groups Orange- no student groups Yellow- no student groups Green- SED Blue- no student groups</p>	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- increase of 0 students to 3 students for a total of 15% (increase of 15%). MS- 0% (maintained)	Dropout Rates HS- increase of 0 students to 3 students for a total of 15% (increase of 15%). MS- 0% (maintained)	maintain or decrease by 1% each year
3.7	Expulsion Rate	0%	0%	0%	0%	maintain
3.8	Suspension Rate	0%	0%	0%	0%	maintain
3.9	Stability Rate	CPC-SO 55.9% District 76.6% SO County 92.3% Statewide 91.2%	CPC-SO 62% District 72.5% SO County 91.9% Statewide 91%	CPC-SO 70.4% (increase of 15.1%) District 77.1% SO County 92.7% Statewide 91.5%	CPC-SO 70.4% (increase of 15.1%) District 77.1% SO County 92.7% Statewide 91.5%	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	LCAP surveys will go out in the Spring 2026	\$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	Yes	Fully Implemented	N/A	Education Partners report good communication with the school.	\$36,994.00	\$36,115.00

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
	a education partners will be provided in primarily languages when required or as needed.						
3.3	School Safety Plan The school safety plan will be developed and maintained in conjunction with the school site council and will be disseminated to the school community.	No	Fully Implemented	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed and adopted by the School Site Council in January 2026. The updated plan was subsequently shared with school staff and the school board.	\$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	Ongoing Implementation	N/A	LCAP surveys will go out in the Spring 2026	\$38,380.00	\$28,367.00
3.5	Professional Development Professional development will be provided in the areas of cultural awareness, implicit bias and, cultural competency.	No	Ongoing Implementation	N/A	In-person PD held at start of school year, ongoing throughout the year.	\$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	No	Fully Implemented	N/A	Tiered engagement process, SARb notifications, appeal hearings	\$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
	utilized to support student attendance and conduct evaluations in accordance 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 resources.	Yes	Fully Implemented	N/A	Crisis team, school counselors, school psychologists, school social worker, Go Guardian Beacon, SEL curriculum	\$208,697.00	\$107,753.00
3.8	Student Group Engagement The school will provide support and resources to unduplicated pupil populations, English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged Students, and students with disabilities.	Yes	Fully Implemented	N/A	Screeners, MTSS coordinator, Homeless youth coordinator, school social worker, engagement meetings, goal setting meetings, progress monitoring, small group instruction, ELD instruction, SAI, VLH.	\$92,222.00	\$52,657.00
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" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	No	Fully Implemented	N/A	The school's guidance department reviews 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" initiative will be utilized along with the school's success tracker system to support students, graduation rates, and post secondary outcomes.	\$155,274.00	\$89,926.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	2,942,419.00	2,983,281.00
LCFF Supplemental/Concentration Grants	361,359.00	351,268.00

Coversheet

Consent - Business/Financial Services

Section:	VIII. Consent
Item:	A. Consent - Business/Financial Services
Purpose:	
Submitted by:	
Related Material:	CalPac-LA Check Register January 2026.pdf CalPac-SD Check Register January 2026.pdf CalPac-SO Check Register January 2026.pdf J.P. Morgan Statement January 31 2026.pdf Chase Ink Business Card January 31 2026.pdf Procopio Rate Increase Letter - 2026.pdf Surplus of Electronics - February 2026.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 2/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	01/02/26	WORL000--Worldwide Express	0020202335TC	258.98	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	01/06/26	ARNE001--A&R Parcel Three	00661951115TC	107.58	Office Space DOE - January 2026	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	00661951115TC	3,702.15	Office Space Rent - January 2026	55--California Pacific Charter - Los Angeles
	01/06/26	DELA000--De Lage Landen Financial Services Inc.	20137004332	195.55	Copier Lease Monthly - January 2026	55--California Pacific Charter - Los Angeles
	01/07/26	NYSI000--NYSIF Disability Benefits	0072312665TC	276.69	Disability Benefits 2/5/26 - 2/5/27	55--California Pacific Charter - Los Angeles
	01/07/26	HOU000--Houghton Mifflin Harcourt Publishing Co.	20137004333	590.58	Read 180 Materials for 25/26 SY	55--California Pacific Charter - Los Angeles
	01/08/26	WORL000--Worldwide Express	0089942994TC	80.61	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	01/08/26	ALPH000--Alpha Vision, Inc.	101371963	170.55	Google Drive Back-Up Monthly - January 2026	55--California Pacific Charter - Los Angeles
	01/09/26	RING000--RingCentral	20137004346	1,425.69	Phone Bill Monthly - December 2025	55--California Pacific Charter - Los Angeles
	01/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004344	249.75	Legal Services for November 2025	55--California Pacific Charter - Los Angeles
	01/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004343	155.93	Legal Services for November 2025	55--California Pacific Charter - Los Angeles
	01/09/26	CLIF000--Clifton Larson Allen LLP	20137004341	1,063.13	2024 Federal and State Tax Preparation 990 and CA 199	55--California Pacific Charter - Los Angeles
	01/09/26	CULL001--Culligan	101371966	31.03	Water Cooler Rental Monthly - January 2026	55--California Pacific Charter - Los Angeles
	01/09/26	CORR001--Corrie Amador	20137004342	4.28	Mileage to Post Office	55--California Pacific Charter - Los Angeles
		CORR001--Corrie Amador	20137004342	5.22	Postage-Certified Mail	55--California Pacific Charter - Los Angeles
	01/09/26	CHAR003--Charter Tech Services	20137004338	4,500.00	Monthly Technology Services for January 2026	55--California Pacific Charter - Los Angeles
	01/09/26	CHAR001--Charter Impact	20137004337	1,240.31	Payroll & Retirement Services Monthly - December 2025	55--California Pacific Charter - Los Angeles
	01/09/26	LAUR001--Laurel Colton	20137004340	15.75	Professional Writing Tutor Certificate - Smart Goal	55--California Pacific Charter - Los Angeles
	01/09/26	CHAR003--Charter Tech Services	20137004334	428.81	2 Monitor, Mouse, and Keybaord for Alicia Rodriguez Torres	55--California Pacific Charter - Los Angeles
		CHAR003--Charter Tech Services	20137004334	1,562.89	HP Elitebook 14 for Inventory	55--California Pacific Charter - Los Angeles
	01/09/26	CHAR003--Charter Tech Services	20137004336	378.97	Microsoft 365 Licenses Monthly - November 2025	55--California Pacific Charter - Los Angeles
	01/09/26	CHAR003--Charter Tech Services	20137004335	36.29	Microsoft Intune Monthly - November 2025	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004372	14.38	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004390	14.38	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 2/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/12/26	AMAZ000--Amazon	20137004391	14.34	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004383	14.28	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004373	14.28	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004379	14.28	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004366	14.28	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004384	14.28	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004369	14.15	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004388	14.15	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004378	14.08	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004367	14.08	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004389	14.08	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004392	14.02	SPED materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	01/12/26	ALLS001--All Systems Go Veterinary Solutions	101371971	1,351.42	Marketing Monthly - January 2026	55--California Pacific Charter - Los Angeles
	01/12/26	EECS000--Effectual Educational Consulting Services	20137004352	607.10	AT/Speech - Novembr 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004352	130.00	OT - November 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004352	240.00	Nurse - November 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004352	480.00	Vision - November 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004352	1,105.00	Speech - November 2025	55--California Pacific Charter - Los Angeles
		EECS000--Effectual Educational Consulting Services	20137004352	360.00	APE - November 2025	55--California Pacific Charter - Los Angeles
	01/12/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371974	144.00	Legal Services for December 2025	55--California Pacific Charter - Los Angeles
		YMCL000--Law Offices of Young, Minney & Corr. LLP	101371974	932.18	Legal Services for December 2025	55--California Pacific Charter - Los Angeles
	01/12/26	SCHO000--School Pathways, LLC	20137004357	1,156.53	Annual Subscriptions True-Up 25/26 SY	55--California Pacific Charter - Los Angeles
	01/12/26	OXFO000--Oxford Consulting Services, Inc.	20137004350	1,024.00	BIS - November 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004350	112.00	PT - November 2025	55--California Pacific Charter - Los Angeles
	01/12/26	CHAR002--Charters Choice Educational Services	101371973	350.00	Interpreting-Dec 2025	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 2/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/12/26	DEBI001--Debi Huber	20137004361	49.61	CTE Conference November 2025 - Meals	55--California Pacific Charter - Los Angeles
		DEBI001--Debi Huber	20137004361	115.30	CTE Conference November 2025 - Gas & Rental Car	55--California Pacific Charter - Los Angeles
	01/12/26	SCHO000--School Pathways, LLC	20137004355	107.04	Annual Subscriptions True-Up 25/26 SY	55--California Pacific Charter - Los Angeles
	01/12/26	DAVI001--David Rodriguez	20137004360	36.00	TB Test Reimbursement	55--California Pacific Charter - Los Angeles
	01/12/26	AMAZ000--Amazon	20137004359	26.86	Office supplies- boxes for mailing student supplies	55--California Pacific Charter - Los Angeles
	01/15/26	WORL000--Worldwide Express	0158413357TC	67.50	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	01/22/26	JASO000--Jason D. McFaul	1220653007	200.00	January 2026 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	01/22/26	WILL000--William J Howard Jr.	1200652990	200.00	January 2026 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	01/22/26	TANY001--Tanya Rogers	1200652986	200.00	January 2026 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	01/22/26	KELL000--Kelly Wylie	1200653009	200.00	January 2026 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	01/22/26	SHIR000--Shirley Peterson	1200653017	200.00	January 2026 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	01/22/26	WORL000--Worldwide Express	0220028692TC	47.34	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	01/22/26	KRIS001--Kristi Dodson	Voided - 101371865	(34.41)	Summer In-Person PD - Mileage/Tolls	55--California Pacific Charter - Los Angeles
	01/22/26	DONA001--Donald McLeish	Voided - 101371891	(13.63)	Summer In-Person PD - Mileage	55--California Pacific Charter - Los Angeles
	01/23/26	CCSA001--California Charter Schools Association	101371976	1,102.50	CCSA Conference February 2026 Registration	55--California Pacific Charter - Los Angeles
	01/23/26	KRIS001--Kristi Dodson	20137004396	34.41	Summer In-Person PD - Mileage/Tolls	55--California Pacific Charter - Los Angeles
	01/23/26	DONA001--Donald McLeish	101371975	13.63	Summer In-Person PD - Mileage	55--California Pacific Charter - Los Angeles
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371980	80.00	Translation - January 2026	55--California Pacific Charter - Los Angeles
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371978	1,458.72	Translation - November 2025	55--California Pacific Charter - Los Angeles
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	Voided - 101371952	(1,458.72)	Translation - November 2025	55--California Pacific Charter - Los Angeles
	01/26/26	SAWDUST--Sawdust Factory	101371977	406.00	Sawdust Factory Field Trip Jan 2026 - LA Student Tickets	55--California Pacific Charter - Los Angeles
	01/28/26	ANCH000--Anchor Counseling & Education Solutions, LLC	101371988	1,373.00	BIS - December 2025	55--California Pacific Charter - Los Angeles
	01/28/26	MYA001--Motivated Youth Academy	20137004406	121.79	FY 24/25 CalSTRS Excess Contributions Employer - Due to MYA	55--California Pacific Charter - Los Angeles
		MYA001--Motivated Youth Academy	20137004406	34.69	FY 24/25 CalSTRS Excess Contributions Employee - Due to MYA	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 2/2/2026
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/28/26	TYLE001--Tyler Phipps	20137004402	112.31	Photography Experience Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	01/28/26	JILL001--Jill Stubbs	20137004405	10.72	Sawdust Factory Field Trip Jan 2026 Meals	55--California Pacific Charter - Los Angeles
		JILL001--Jill Stubbs	20137004405	52.38	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	01/28/26	ALIS001--Alisa Sheveland	20137004404	37.35	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
		ALIS001--Alisa Sheveland	20137004404	8.86	Sawdust Factory Field Trip Jan 2026 Meals	55--California Pacific Charter - Los Angeles
	01/28/26	DEBI001--Debi Huber	20137004403	54.29	Photography Experience Field Trip Jan 2026 Rental/Gas	55--California Pacific Charter - Los Angeles
	01/28/26	TAMA001--Tamara Hicks	101371990	11.57	Sawdust Factory Field Trip Jan 2026 Meals	55--California Pacific Charter - Los Angeles
		TAMA001--Tamara Hicks	101371990	21.93	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	01/28/26	AMAN001--Amani Proctor	101371989	17.05	Sawdust Factory Field Trip Jan 2026 Mileage	55--California Pacific Charter - Los Angeles
	01/28/26	CRES001--Crescendo Music Program, LLC	20137004398	2,362.50	Drum and Choir Class 25/26 SY	55--California Pacific Charter - Los Angeles
	01/28/26	CHAR001--Charter Impact	20137004401	1,240.31	Payroll & Retirement Services Monthly - January 2026	55--California Pacific Charter - Los Angeles
	01/28/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101371986	808.65	LEA Medi-Cal Billing Services Fee Monthly December 2025	55--California Pacific Charter - Los Angeles
	01/28/26	OXFO000--Oxford Consulting Services, Inc.	20137004399	168.00	PT - Decembeer 2025	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services, Inc.	20137004399	1,152.00	BIS - December 2025	55--California Pacific Charter - Los Angeles
	01/28/26	SANC001--Josue Sanchez	20137004397	531.00	Photography Experience Field Trip Video	55--California Pacific Charter - Los Angeles
	01/28/26	ECCI000--ECC Imaging LLC	101371985	74.22	Copier Overages Monthly - December 2025	55--California Pacific Charter - Los Angeles
	01/28/26	PART000--Partners in Special Education	101371983	125.00	APE - November 2025	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				\$ 36,027.80		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 02/02/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	01/02/26	WORL000--Worldwide Express	0020202335TC	78.73	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	01/03/26	ANTH001--Anthem	0028523886TC	49,323.91	Medical Premiums Monthly - January 2026	44--California Pacific Charter - San Diego
	01/06/26	ARNE001--A&R Parcel Three	00661951115TC	78.89	Office Space DOE - January 2026	44--California Pacific Charter - San Diego
		ARNE001--A&R Parcel Three	00661951115TC	2,714.91	Office Space Rent - January 2026	44--California Pacific Charter - San Diego
	01/06/26	DELA000--De Lage Landen Financial Services Inc.	20137004332	143.41	Copier Lease Monthly - January 2026	44--California Pacific Charter - San Diego
	01/07/26	NYSI000--NYSIF Disability Benefits	0072312665TC	202.90	Disability Benefits 2/5/26 - 2/5/27	44--California Pacific Charter - San Diego
	01/07/26	HOUG000--Houghton Mifflin Harcourt Publishing Co.	20137004333	433.09	Read 180 Materials for 25/26 SY	44--California Pacific Charter - San Diego
	01/08/26	WORL000--Worldwide Express	0089942994TC	120.15	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	01/08/26	ALPH000--Alpha Vision, Inc.	101371963	125.07	Google Drive Back-Up Monthly - January 2026	44--California Pacific Charter - San Diego
	01/09/26	MAXW001--James Maxwell	Voided - 101371899	(63.90)	NPS Mileage & Parking August 2025	44--California Pacific Charter - San Diego
		MAXW001--James Maxwell	Voided - 101371899	(23.47)	NPS Meals August 2025	44--California Pacific Charter - San Diego
	01/09/26	RING000--RingCentral	20137004346	1,045.51	Phone Bill Monthly - December 2025	44--California Pacific Charter - San Diego
	01/09/26	HATC000--Hatch & Cesario, Attorneys at-Law	20137004344	183.15	Legal Services for November 2025	44--California Pacific Charter - San Diego
	01/09/26	HATC000--Hatch & Cesario, Attorneys at-Law	20137004343	114.34	Legal Services for November 2025	44--California Pacific Charter - San Diego
	01/09/26	CLIF000--Clifton Larson Allen LLP	20137004341	779.62	2024 Federal and State Tax Preparation 990 and CA 199	44--California Pacific Charter - San Diego
	01/09/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371965	1,320.00	Translation Services-December 2025	44--California Pacific Charter - San Diego
	01/09/26	CULL001--Culligan	101371966	22.76	Water Cooler Rental Monthly - January 2026	44--California Pacific Charter - San Diego
	01/09/26	CORR001--Corrie Amador	20137004342	3.83	Postage-Certified Mail	44--California Pacific Charter - San Diego
		CORR001--Corrie Amador	20137004342	3.15	Mileage to Post Office	44--California Pacific Charter - San Diego
	01/09/26	CHAR003--Charter Tech Services	20137004338	3,300.00	Monthly Technology Services for January 2026	44--California Pacific Charter - San Diego
	01/09/26	CHAR001--Charter Impact	20137004337	909.56	Payroll & Retirement Services Monthly - December 2025	44--California Pacific Charter - San Diego
	01/09/26	LAUR001--Laurel Colton	20137004340	11.55	Professional Writing Tutor Certificate - Smart	44--California Pacific Charter - San Diego
	01/09/26	CHAR003--Charter Tech Services	20137004334	643.23	2 Monitor, Docking Station, Mouse, and Keyboard for Allyanna Alston	44--California Pacific Charter - San Diego
		CHAR003--Charter Tech Services	20137004334	1,562.89	HP Elitebook 14 for Inventory	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 02/02/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/09/26	CHAR003--Charter Tech Services	20137004336	277.91	Microsoft 365 Licenses Monthly - November 2025	44--California Pacific Charter - San Diego
	01/09/26	CHAR003--Charter Tech Services	20137004335	26.61	Microsoft Intune Monthly - November 2025	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004370	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004362	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004393	6.51	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004394	14.15	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004382	14.15	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004364	14.15	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004365	14.15	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004385	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004386	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004376	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004381	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004374	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004371	14.02	SPED materials for student in CPC-SD	44--California Pacific Charter - San Diego
	01/12/26	ALLS001--All Systems Go Veterinary Solutions	101371971	991.04	Marketing Monthly - January 2026	44--California Pacific Charter - San Diego
	01/12/26	EECS000--Effectual Educational Consulting Services	20137004349	1,495.00	OT - November 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004349	910.00	Speech - November 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004349	241.50	BIS - November 2025	44--California Pacific Charter - San Diego
		EECS000--Effectual Educational Consulting Services	20137004349	30.00	Vision - November 2025	44--California Pacific Charter - San Diego
	01/12/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371974	683.59	Legal Services for December 2025	44--California Pacific Charter - San Diego
	01/12/26	CHAR002--Charters Choice Educational Services	101371973	375.00	Interpreting-Nov 2025	44--California Pacific Charter - San Diego
		CHAR002--Charters Choice Educational Services	101371973	187.50	Interpreting-Dec 2025	44--California Pacific Charter - San Diego
	01/12/26	SCHO000--School Pathways, LLC	20137004354	811.05	Annual Subscriptions True-Up 25/26 SY	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 02/02/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	01/12/26	DEBI001--Debi Huber	20137004361	36.38	CTE Conference November 2025 - Meals	44--California Pacific Charter - San Diego
		DEBI001--Debi Huber	20137004361	84.55	CTE Conference November 2025 - Gas & Rental Car	44--California Pacific Charter - San Diego
	01/12/26	DAVI001--David Rodriguez	20137004360	26.40	TB Test Reimbursment	44--California Pacific Charter - San Diego
	01/12/26	AMAZ000--Amazon	20137004359	19.70	Office supplies- boxes for mailing student supplies	44--California Pacific Charter - San Diego
	01/12/26	ACESKY1--Skyrocket, Inc.	20137004347	50.00	CTE Photography Experience	44--California Pacific Charter - San Diego
	01/12/26	MAXW001--James Maxwell	101371970	23.47	NPS Meals August 2025	44--California Pacific Charter - San Diego
		MAXW001--James Maxwell	101371970	63.90	NPS Mileage & Parking August 2025	44--California Pacific Charter - San Diego
	01/15/26	BERK000--Berkshire Hathaway	0158413362TC	5,808.37	Worker's Comp December 2025	44--California Pacific Charter - San Diego
	01/22/26	JASO000--Jason D. McFaul	1220653007	200.00	January 2026 Board Stipends - JM	44--California Pacific Charter - San Diego
	01/22/26	WILL000--William J Howard Jr.	1200652990	200.00	January 2026 Board Stipends - WH	44--California Pacific Charter - San Diego
	01/22/26	TANY001--Tanya Rogers	1200652986	200.00	January 2026 Board Stipends - TR	44--California Pacific Charter - San Diego
	01/22/26	KELL000--Kelly Wylie	1200653009	200.00	January 2026 Board Stipends - KW	44--California Pacific Charter - San Diego
	01/22/26	SHIR000--Shirley Peterson	1200653017	200.00	January 2026 Board Stipends - SP	44--California Pacific Charter - San Diego
	01/22/26	WORL000--Worldwide Express	0220028692TC	31.07	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	01/22/26	KRIS001--Kristi Dodson	Voided - 101371865	(34.39)	Summer In-Person PD - Mileage/Tolls	44--California Pacific Charter - San Diego
	01/22/26	DONA001--Donald McLeish	Voided - 101371891	(13.62)	Summer In-Person PD - Mileage	44--California Pacific Charter - San Diego
	01/22/26	METL001--MetLife Small Business Center	20137004395	8,370.73	January 2026 Insurance Premiums	44--California Pacific Charter - San Diego
	01/23/26	CCSA001--California Charter Schools Association	101371976	808.50	CCSA Conference February 2026 Registration	44--California Pacific Charter - San Diego
	01/23/26	KRIS001--Kristi Dodson	20137004396	34.39	Summer In-Person PD - Mileage/Tolls	44--California Pacific Charter - San Diego
	01/23/26	DONA001--Donald McLeish	101371975	13.62	Summer In-Person PD - Mileage	44--California Pacific Charter - San Diego
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371981	729.00	Translation - November 2025	44--California Pacific Charter - San Diego
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	Voided - 101371953	(729.00)	Translation - November 2025	44--California Pacific Charter - San Diego
	01/26/26	SAWDUST--Sawdust Factory	101371977	322.00	Sawdust Factory Field Trip Jan 2026 - SD Student Tickets	44--California Pacific Charter - San Diego
	01/28/26	TYLE001--Tyler Phipps	20137004402	35.47	Photography Experience Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 02/02/26
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main	01/28/26	JILL001--Jill Stubbs	20137004405	41.15	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
		JILL001--Jill Stubbs	20137004405	8.43	Sawdust Factory Field Trip Jan 2026 Meals	44--California Pacific Charter - San Diego
	01/28/26	ALIS001--Alisa Sheveland	20137004404	29.35	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
		ALIS001--Alisa Sheveland	20137004404	6.97	Sawdust Factory Field Trip Jan 2026 Meals	44--California Pacific Charter - San Diego
	01/28/26	DEBI001--Debi Huber	20137004403	17.15	Photography Experience Field Trip Jan 2026 Rental/Gas	44--California Pacific Charter - San Diego
	01/28/26	TAMA001--Tamara Hicks	101371990	9.09	Sawdust Factory Field Trip Jan 2026 Meals	44--California Pacific Charter - San Diego
		TAMA001--Tamara Hicks	101371990	17.23	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
	01/28/26	AMAN001--Amani Proctor	101371989	13.40	Sawdust Factory Field Trip Jan 2026 Mileage	44--California Pacific Charter - San Diego
	01/28/26	CRES001--Crescendo Music Program, LLC	20137004398	1,732.50	Drum and Choir Class 25/26 SY	44--California Pacific Charter - San Diego
	01/28/26	CHAR001--Charter Impact	20137004401	909.56	Payroll & Retirement Services Monthly - January 2026	44--California Pacific Charter - San Diego
	01/28/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101371986	593.01	LEA Medi-Cal Billing Services Fee Monthly December 2025	44--California Pacific Charter - San Diego
	01/28/26	SANC001--Josue Sanchez	20137004397	389.40	Photography Experience Field Trip Video	44--California Pacific Charter - San Diego
	01/28/26	ECCI000--ECC Imaging LLC	101371985	54.43	Copier Overages Monthly - December 2025	44--California Pacific Charter - San Diego
	01/28/26	PART000--Partners in Special Education	101371984	62.50	APE - November 2025	44--California Pacific Charter - San Diego
	01/29/26	RENA001--Renaissance Learning, Inc.	20137004407	81.80	Star Curriculum for 25/26 SY CPC-SD	44--California Pacific Charter - San Diego
	Total for CHASE 1781			\$ 89,884.26		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 2/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/02/26	WORL000--Worldwide Express	0020202335TC	164.66	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	01/06/26	ARNE001--A&R Parcel Three	00661951115TC	1,809.94	Office Space Rent - January 2026	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	00661951115TC	52.60	Office Space DOE - January 2026	95--California Pacific Charter - Sonoma
	01/06/26	DELA000--De Lage Landen Financial Services Inc.	20137004332	95.60	Copier Lease Monthly - January 2026	95--California Pacific Charter - Sonoma
	01/07/26	NYSI000--NYSIF Disability Benefits	0072312665TC	135.27	Disability Benefits 2/5/26 - 2/5/27	95--California Pacific Charter - Sonoma
	01/07/26	HOUG000--Houghton Mifflin Harcourt Publishing Co.	20137004333	288.73	Read 180 Materials for 25/26 SY	95--California Pacific Charter - Sonoma
	01/08/26	WORL000--Worldwide Express	0089942994TC	119.32	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	01/08/26	PRO0001--Professional Tutors of America Inc	101371964	776.00	SAI (Tutoring) - November 2025	95--California Pacific Charter - Sonoma
	01/08/26	ALPH000--Alpha Vision, Inc.	101371963	83.38	Google Drive Back-Up Monthly - January 2026	95--California Pacific Charter - Sonoma
	01/09/26	RING000--RingCentral	20137004346	697.00	Phone Bill Monthly - December 2025	95--California Pacific Charter - Sonoma
	01/09/26	SPEC000--Specialized Therapy Services	101371968	870.00	Speech - October 2025	95--California Pacific Charter - Sonoma
	01/09/26	SPEC000--Specialized Therapy Services	101371969	688.75	Speech - September 2025	95--California Pacific Charter - Sonoma
	01/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004344	122.10	Legal Services for November 2025	95--California Pacific Charter - Sonoma
	01/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004343	76.23	Legal Services for November 2025	95--California Pacific Charter - Sonoma
	01/09/26	HATC000--Hatch & Cesario, Attorneys-at-Law	20137004345	38.50	Legal Services for November 2025	95--California Pacific Charter - Sonoma
	01/09/26	CLIF000--Clifton Larson Allen LLP	20137004341	519.75	2024 Federal and State Tax Preparation 990 and CA 199	95--California Pacific Charter - Sonoma
	01/09/26	SPEC000--Specialized Therapy Services	101371967	362.50	Speech - November 2025	95--California Pacific Charter - Sonoma
		SPEC000--Specialized Therapy Services	101371967	632.50	BIS - November 2025	95--California Pacific Charter - Sonoma
	01/09/26	CULL001--Culligan	101371966	15.17	Water Cooler Rental Monthly - January 2026	95--California Pacific Charter - Sonoma
	01/09/26	CORR001--Corrie Amador	20137004342	2.55	Postage-Certified Mail	95--California Pacific Charter - Sonoma
		CORR001--Corrie Amador	20137004342	2.09	Mileage to Post Office	95--California Pacific Charter - Sonoma
	01/09/26	CHAR003--Charter Tech Services	20137004338	2,200.00	Monthly Technology Services for January 2026	95--California Pacific Charter - Sonoma
	01/09/26	CHAR001--Charter Impact	20137004337	606.38	Payroll & Retirement Services Monthly -	95--California Pacific Charter - Sonoma
	01/09/26	UNPL001--Unplug Studio LLC	20137004339	65.00	Website Hosting and Maintenance Monthly -	95--California Pacific Charter - Sonoma
	01/09/26	LAUR001--Laurel Colton	20137004340	7.70	Professional Writing Tutor Certificate - Smart Goal	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 2/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/09/26	CHAR003--Charter Tech Services	20137004336	185.28	Microsoft 365 Licenses Monthly - November 2025	95--California Pacific Charter - Sonoma
	01/09/26	CHAR003--Charter Tech Services	20137004335	17.74	Microsoft Intune Monthly - November 2025	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004375	14.31	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004387	14.28	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004380	14.28	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004368	14.28	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004377	14.21	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004363	14.08	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	GUER000--Guerneville School District - Business Department	101371972	14,524.50	Charter Oversight Fee FY 25/26 - 50%	95--California Pacific Charter - Sonoma
	01/12/26	ALLS001--All Systems Go Veterinary Solutions	101371971	660.69	Marketing Monthly - January 2026	95--California Pacific Charter - Sonoma
	01/12/26	YMCL000--Law Offices of Young, Minney & Corr. LLP	101371974	455.73	Legal Services for December 2025	95--California Pacific Charter - Sonoma
	01/12/26	EECS000--Effectual Educational Consulting Services	20137004353	840.00	Nurse - November 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004353	660.00	APE - November 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004353	130.00	OT - November 2025	95--California Pacific Charter - Sonoma
		EECS000--Effectual Educational Consulting Services	20137004353	46.20	AT/Speech - November 2025	95--California Pacific Charter - Sonoma
	01/12/26	OXFO000--Oxford Consulting Services, Inc.	20137004351	448.00	BIS - November 2025	95--California Pacific Charter - Sonoma
		OXFO000--Oxford Consulting Services, Inc.	20137004351	330.00	OT - November 2025	95--California Pacific Charter - Sonoma
	01/12/26	SCHO000--School Pathways, LLC	20137004356	412.86	Annual Subscriptions True-Up 25/26 SY	95--California Pacific Charter - Sonoma
	01/12/26	DEBI001--Debi Huber	20137004361	56.37	CTE Conference November 2025 - Gas & Rental Car	95--California Pacific Charter - Sonoma
		DEBI001--Debi Huber	20137004361	24.26	CTE Conference November 2025 - Meals	95--California Pacific Charter - Sonoma
	01/12/26	DAVI001--David Rodriguez	20137004360	17.60	TB Test Reimbursement	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004359	13.13	Office supplies- boxes for mailing student supplies	95--California Pacific Charter - Sonoma
	01/12/26	AMAZ000--Amazon	20137004358	10.91	SPED materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	01/12/26	HATC000--Hatch & Cesario, Attorneys- at-Law	20137004348	6,909.50	Legal Services for September 2025	95--California Pacific Charter - Sonoma
	01/15/26	WORL000--Worldwide Express	0158413357TC	157.60	Shipping for CPC-SO	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 2/2/2026
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Main						
	01/22/26	JASO000--Jason D. McFaul	1220653007	200.00	January 2026 Board Stipends - JM	95--California Pacific Charter - Sonoma
	01/22/26	WILL000--William J Howard Jr.	1200652990	200.00	January 2026 Board Stipends - WH	95--California Pacific Charter - Sonoma
	01/22/26	TANY001--Tanya Rogers	1200652986	200.00	January 2026 Board Stipends - TR	95--California Pacific Charter - Sonoma
	01/22/26	KELL000--Kelly Wylie	1200653009	200.00	January 2026 Board Stipends - KW	95--California Pacific Charter - Sonoma
	01/22/26	SHIR000--Shirley Peterson	1200653017	200.00	January 2026 Board Stipends - SP	95--California Pacific Charter - Sonoma
	01/22/26	KRIS001--Kristi Dodson	Voided - 101371	(34.40)	Summer In-Person PD - Mileage/Tolls	95--California Pacific Charter - Sonoma
	01/22/26	DONA001--Donald McLeish	Voided - 101371	(13.63)	Summer In-Person PD - Mileage	95--California Pacific Charter - Sonoma
	01/23/26	CCSA001--California Charter Schools Association	101371976	539.00	CCSA Conference February 2026 Registration	95--California Pacific Charter - Sonoma
	01/23/26	KRIS001--Kristi Dodson	20137004396	34.40	Summer In-Person PD - Mileage/Tolls	95--California Pacific Charter - Sonoma
	01/23/26	DONA001--Donald McLeish	101371975	13.63	Summer In-Person PD - Mileage	95--California Pacific Charter - Sonoma
	01/26/26	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371979	480.00	Translation - January 2026	95--California Pacific Charter - Sonoma
	01/28/26	PRO0001--Professional Tutors of America Inc	101371987	921.50	Tutoring (SAI) December 2025	95--California Pacific Charter - Sonoma
	01/28/26	CRES001--Crescendo Music Program, LLC	20137004398	1,155.00	Drum and Choir Class 25/26 SY	95--California Pacific Charter - Sonoma
	01/28/26	CHAR001--Charter Impact	20137004401	606.38	Payroll & Retirement Services Monthly - January 2026	95--California Pacific Charter - Sonoma
	01/28/26	SANJ001--San Joaquin County Office of Education - LEA BOP	101371986	395.34	LEA Medi-Cal Billing Services Fee Monthly December 2025	95--California Pacific Charter - Sonoma
	01/28/26	SANC001--Josue Sanchez	20137004397	259.60	Photography Experience Field Trip Video	95--California Pacific Charter - Sonoma
	01/28/26	PART000--Partners in Special Education	101371982	562.50	APE - November 2025	95--California Pacific Charter - Sonoma
	01/28/26	OXFO000--Oxford Consulting Services, Inc.	20137004400	330.00	OT - December 2025	95--California Pacific Charter - Sonoma
		OXFO000--Oxford Consulting Services, Inc.	20137004400	192.00	BIS - December 2025	95--California Pacific Charter - Sonoma
	01/28/26	ECCI000--ECC Imaging LLC	101371985	36.29	Copier Overages Monthly - December 2025	95--California Pacific Charter - Sonoma
	01/29/26	RENA001--Renaissance Learning, Inc.	20137004407	81.80	Star Curriculum for 25/26 SY CPC-SO	95--California Pacific Charter - Sonoma
Total for CHASE 1781				\$ 42,976.94		

J.P.Morgan

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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	02/24/2026
AMOUNT DUE	\$23,639.21
CURRENT BALANCE	\$23,639.21

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

AMOUNT
ENCLOSED \$

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

** 0000000

556375790010093702363921023639218

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC

ACCOUNT NUMBER: 5563757900100937

CLOSING DATE CREDIT LIMIT AVAILABLE CREDIT	01-30-26 100,000 76,361	PREVIOUS BALANCE	37,080.86
		PURCHASES AND OTHER CHARGES	23,639.21
		CASH ADVANCES	.00
		CREDITS	.00
FOR CUSTOMER SERVICE CALL: 1-800-316-6056 FOR TTY/TDD SERVICE CALL: 1-800-955-8060		PAYMENTS	37,080.86-
		LATE PAYMENT CHARGES	.00
SEND BILLING INQUIRIES TO: JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121		CASH ADVANCE FEE	.00
		FINANCE CHARGES	.00
		NEW BALANCE	23,639.21
		TOTAL PAYMENT DUE	23,639.21
		DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
-----------------------------------	--------------------

COMMERCIAL ACCOUNT ACTIVITY				
CALIFORNIA PACIFIC 5563-7579-0010-0937			TOTAL COMMERCIAL ACTIVITY \$37,080.86CR	
ACCOUNTING CODE:				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
01-26	01-26		AUTO PAYMENT DEDUCTION	37,080.86 CR

INDIVIDUAL CARDHOLDER ACTIVITY					
CHRISTINE FEHER 5563-7500-1511-9595		CREDITS \$0.00	PURCHASES \$21,334.61	CASH ADV \$0.00	TOTAL ACTIVITY \$21,334.61
ACCOUNTING CODE:					
Purchasing Activity					
Post Date	Tran Date	Reference Number	Transaction Description		Amount
01-02	01-01	15270216001001166578096	GOOGLE ADS3267517799 MOUNTAIN VIEW CA		9,334.61
01-12	01-11	15270216011001265475093	GOOGLE ADS3267517799 MOUNTAIN VIEW CA		12,000.00
Total Purchasing Activity					\$21,334.61
DAISY CARLOS 5563-7581-1531-6581		CREDITS \$0.00	PURCHASES \$2,304.60	CASH ADV \$0.00	TOTAL ACTIVITY \$2,304.60
ACCOUNTING CODE:					
Purchasing Activity					
Post Date	Tran Date	Reference Number	Transaction Description		Amount
01-02	12-31	82305096001500027394119	STAMPLI FOR 12-2025 MOUNTAIN VIEW CA		1,291.95
01-13	01-12	55480776012183866019621	ONTIMETEL DIALMYCALLS JUPITER FL		44.99
01-15	01-14	82711166015500000543669	OPENAI *CHATGPT SUBSCR SAN FRANCISCO CA		20.00
01-19	01-17	55432866017204843302428	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00		203.30
01-20	01-19	55432866019205339251357	MYFAX SERVICE LOS ANGELES CA		12.00
01-29	01-28	55432866028208419072726	ABB*BOUDIN CATERING SAN FRANCISCO CA		62.17
Total Purchasing Activity					\$1,634.41
Travel Activity					
Post Date	Tran Date	Reference Number	Transaction Description		Amount
01-08	01-06	55436876007170075280516	HILTON GARDEN INN SAN DIEGO CA 00121411 ARRIVAL: 01-05-26		436.74
Total Travel Activity					\$436.74
Miscellaneous Activity					
Post Date	Tran Date	Reference Number	Transaction Description		Amount
01-08	01-07	12302026007000302115041	SEMRUSH BOSTON MA		139.95
01-19	01-17	12302026017000802738076	MAILCHIMP ATLANTA GA		93.50

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
-----------------------------------	--------------------

INDIVIDUAL CARDHOLDER ACTIVITY				
Miscellaneous Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
Total Miscellaneous Activity				\$233.45

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

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

ACCOUNT SUMMARY

Account Number: XXXX XXXX XXXX 7219

	Total	Pay in Full	Flex for Business
Previous Balance	\$2,514.17	\$195.00	\$2,319.17
Payment, Credits	\$2,514.17	\$195.00	\$2,319.17
Purchases	\$16,500.68	\$0.00	\$16,500.68
Fees Charged	\$0.00	\$0.00	\$0.00
Interest Charged	\$0.00	\$0.00	\$0.00
New Balance	\$16,500.68	\$0.00	\$16,500.68
Minimum Payment Due	\$165.00	\$0.00	\$165.00

ADDITIONAL DETAILS

Opening/Closing Date: 01/04/26 - 02/03/26

	Total	Available
Credit Access Line	\$75,000.00	\$58,499.00
Flex for Business Limit	\$30,000.00	\$13,499.00
Cash Access Line	\$2,500.00	\$2,500.00
Balance over the Credit Access Line	\$0.00	

YOUR ACCOUNT MESSAGES

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

Your next AutoPay payment for \$16,500.68 will be deducted from your Pay From account and credited on your due date. If your due date falls on a Saturday, we'll credit your payment the Friday before.

0000001 FIS33339 C 1
0536

Y 9 03 26/02/03

Page 1 of 3

06630 MA PI 00902 03410000010000090201

ink

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

AUTOPAY IS ON

See Your Account Messages for details.

42463154650872190001650001650068000000005

Payment Due Date: 02/25/26
New Balance: \$16,500.68
Minimum Payment Due: \$165.00

Account number: XXXX XXXX XXXX 7219

\$_____ Amount Enclosed

AUTOPAY IS ON

00902 BEX 9 03426 C
SHANNON GREEN
CALIFORNIA PACIFIC CHARTER SCHOOLS
940 S COAST DR STE 185
COSTA MESA CA 92626-1780

CARDMEMBER SERVICE
PO BOX 6294
CAROL STREAM IL 60197-6294

5000 160 28 15954650872196

Powered by BoardOnTrack

169 of 284

To contact us regarding your account:

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

Information About Your Account

Making Your Payments:

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

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

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

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

Account Information Reported To Credit Bureau:

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

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

Conditional Payments:

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

Annual Renewal Notice:

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

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

Calculation Of Balance Subject To Interest Rate:

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

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

Transaction Fees:

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

Credit Limit:

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

PI03012024


































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

YOUR ACCOUNT MESSAGES (CONTINUED)

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

ACCOUNT ACTIVITY

 Denotes Flex for Business activity

Date of Transaction	Merchant	Name or Transaction Description	\$ Amount
01/25		AUTOMATIC PAYMENT - THANK YOU SHANNON GREEN TRANSACTIONS THIS CYCLE (CARD 7219) \$2197.57- INCLUDING PAYMENTS RECEIVED	-2,197.57
01/16		HILTON SF UNION SQUAR 415-7711400 CA	-316.60
01/02		AVIS.COM PREPAY 8003527900 VA	160.52
01/02		SOUTHWES 5262117355261 800-435-9792 TX	434.56
	010726	1 C CMH PHX	
		2 C PHX LGB	
		3 I LGB PHX	
		4 I PHX CMH	
01/06		Williams Data Manageme 132-3234345 CA	260.00
01/06		SCHOOL SERVICES OF CALIFO 916-4467517 CA	355.00
01/08		WPS PUBLISH WPSPUBLISH.CO CA	387.58
01/07		SADDLEBACK-COLL-BKST Mission Viejo CA	53.19
01/08		ALLPAID*Los Angeles Count 888-6047888 CA	103.00
01/10		IMSE 800-6469788 MI	973.80
01/09		ACSA* 2026 ACSA EVERY ACSA.ORG CA	750.00
01/09		SAVAGE ME APPAREL SAVAGEME.COM CA	129.30
01/13		EVERGREENEDGROUP EVERGREENEDGR CO	5,033.00
01/13		Moo Print 857-2657230 DE	472.00
01/14		STEPHANIE STOLLAR CONS READINGSCIENC OH	179.00
01/14		HILTON SF UNION SQUAR 415-7711400 CA	316.60
01/15		SCHULZ MUSEUM SR CA 707-5794452 CA	301.00
01/15		ULTIMATE SLP ULTIMATESLP.C CT	12.95
01/14		HYATT REGENCY SONOMA WIN 7072841234 CA	218.81
01/14		GRAND HYATT SAN DIEGO 6192321234 CA	1,578.93
01/14		SOUTHWES 5262121357548 800-435-9792 TX	333.80
	021826	1 D SAN SMF	
		2 E SMF SAN	
01/14		SOUTHWES 5262121407877 800-435-9792 TX	333.80
	021826	1 D SAN SMF	
		2 E SMF SAN	
01/14		SOUTHWES 5262121374048 800-435-9792 TX	333.80
	021826	1 D SAN SMF	
		2 E SMF SAN	
01/14		SOUTHWES 5262121344534 800-435-9792 TX	537.96
	021826	1 U SNA SMF	
		2 P SMF SNA	
01/17		ASSOC OF CA SCHOOL 650-692-4300 CA	1,050.00
01/16		CVENT* CALIFORNIA SPEE WWW.CSHA.ORG CA	719.00
01/21		CUSTOMINK LLC 800-293-4232 VA	255.94
01/24		UPS*1Z9E07R74290456667 800-811-1648 GA	7.99
01/23		HGSE PROG IN PROF ED O 617-496-1168 MA	399.00
01/27		WPS PUBLISH WPSPUBLISH.CO CA	40.00
01/29		AWL*PEARSON EDUCATION PRSONCS.COM NJ	111.15
01/29		THE ART OF EDUCATION WWW.THEARTOFE IA	149.00
01/29		BWY*CUE, Inc. 949-2827864 CA DAISY CARLOS TRANSACTIONS THIS CYCLE (CARD 7227) \$16184.08	510.00

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

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

INTEREST CHARGES

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

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

31 Days in Billing Period

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





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 30, 2026

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

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, 2026.

Effective on that date, we will provide services at a rate of \$495 per hour for most charter school, nonprofit, and corporate matters. 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. For example, we have implemented alternative rates on litigation matters in the past, which have now been resolved and closed. In such instances, we will communicate and provide notice to Cal-Pac prior to any rate exceptions.

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,

A handwritten signature in blue ink that reads "Kevin Davis".

Kevin M. Davis

procopio.com

Serial #	Device Type	Asset Tag
YX0BHVEV	Lenovo 300e Yoga Chromebook Gen 4	LA-00056
PF5LWS2D	Lenovo 100e Chromebook Gen 4 (Intel)	LA-00117
4WQR9FAWB00542L	Samsung Chromebook 4	LA-20211078
4K9V9FDW600072F	Samsung Chromebook 4	LA-20210871
4K9V9FDR304145F	Samsung Chromebook 4	LA-20210686
4K9V9FDW600246N	Samsung Chromebook 4	SO-20210326
4K9V9FANC02120T	Samsung Chromebook 4	LA-20210048
4WQR9FAWB00344R	Samsung Chromebook 4	SD-20210721
PF5JTPNB	Lenovo 100e Chromebook Gen 4 (Intel)	SO-00048
4K9V9FFNB08169R	Samsung Chromebook 4	SO-20210041
4WQR9FAWB00534T	Samsung Chromebook 4	SO-20210421
4K9V9FANC17859P	Samsung Chromebook 4	LA-20210343
4K9V9FFNB10922B	Samsung Chromebook 4	SD-20210196
4K9V9FANC17730P	Samsung Chromebook 4	SD-20210308
4K9V9FFNB08249A	Samsung Chromebook 4	SO-20210045
4K9V9FFNB08584M	Samsung Chromebook 4	SO-20210050
4K9V9FCR102092N	Samsung Chromebook 4	SO-20210162
4K9V9FANC17860K	Samsung Chromebook 4	SO-20210187
4K9V9FDR304195A	Samsung Chromebook 4	LA-20210673
PF4ZYV43	Lenovo 100e Chromebook Gen 4 (Intel)	LA-20211225
4K9V9FER216371R	Samsung Chromebook 4	LA-20210514
4WQR9FAR306881V	Samsung Chromebook 4	LA-20210629
4K9V9FDR304164R	Samsung Chromebook 4	LA-20210703
4K9V9FAR201158N	Samsung Chromebook 4	LA-20210761
4K9V9FCR202474J	Samsung Chromebook 4	LA-20210786
4K9V9FANC18033H	Samsung Chromebook 4	SD-20210304
PF4SPKK3	Lenovo 100e Chromebook Gen 4 (Intel)	SD-20210939
4K9V9FDR304230N	Samsung Chromebook 4	SD-20210515
PF5G2XLF	Lenovo 100e Chromebook Gen 4 (Intel)	SO-00032
4WQR9FCW802479R	Samsung Chromebook 4	SO-20210393
PF4RG1AW	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210499
PF4R2DDZ	Lenovo 100e Chromebook Gen 4 (Intel)	SO-20210523

Coversheet

Approval of Comprehensive School Safety Plan (CSSP)

Section:	IX. Education/Student Services
Item:	A. Approval of Comprehensive School Safety Plan (CSSP)
Purpose:	Vote
Submitted by:	
Related Material:	CPCS BUS Education Student Services 2.10.26.pdf 2026 CalPac School Safety Plan.pdf 2026 CalPac School Safety Plan_redline_2.10.26.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS**Agenda Item:** 10. A**Date:** February 10, 2026

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

Item Requires Board Action: X**Item is for Information Only:** _____**Item:** Approval of Comprehensive School Safety Plan (CSSP), February 2026

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 determined by Education Code Sections 32270 and 32282:

- Assessment of the current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension/expulsion policies and procedures
- Procedure for notifying the 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. Virtual-school focus – Safety planning reframed around CalPac’s online model, mainly for in-person events/testing/trips.
3. Stronger prevention & planning – Adds clearer drills/home guidance and more structured hazard checks/risk assessments before in-person activities.
4. Expanded compliance topics – New/expanded procedures for immigration enforcement requests, law-enforcement coordination, and annual firearm safe-storage notice.
5. Student safety supports – adds or expands online monitoring and mental health response, and reinforces acceptable use expectations.
6. Continuity planning – New Instructional Continuity Plan appendix with required restart

timelines and reporting/certification notes.

The proposed plan changes were reviewed and approved by the School Site Council on January 28, 2026, 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 that the Board approve the Comprehensive School Safety Plan, which has been reviewed by staff in compliance with the Education Code.

Fiscal Impact: None.



California Pacific Charter Schools

Comprehensive School Safety Plan Plan Year 2026

940 South Coast Drive, Suite #185, Costa Mesa, CA 92626

Main Office Line: (855) 225-7227

<http://www.cal-pacs.org/>

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	4
School Safety Assessment	4
Emergency Preparedness	4
Hazard Assessments	4
Employee Criminal Background Check	5
Child Abuse Reporting	5
Suspension and Expulsion	6
Immigration Enforcement: Notification, Access, and Response Procedures	7
Procedures to Notify Teachers of Dangerous Pupils	7
Procedures for Notifying Law Enforcement Regarding Narcotic and Assault Suspensions/Expulsions	8
Discrimination and Harassment	9
Cyberbullying	10
Hate Crime Reporting Procedures	12
Schoolwide Dress Code	12
Safe Ingress and Egress	13
School-Law Enforcement Coordination	13
Safe and Orderly Environment	13
Crisis Response	15
Disaster and Emergency Response	16
Overview	16
CalPac Office Emergency Operations Plan	18
Training	18
Opioid Overdose Response	18
Disaster Service Workers	18
Disaster Response Plans	18
Emergency Response Procedures	19
Incident Command System (ICS)	30
Emergency Communications	31
Appendix	33
CSSP-1: CalPac Instructional Continuity Plan	34
CSSP-2: CalPac Charter Office Emergency Operations Plan	36
CSSP-3: Earthquake and Fire Preparedness Resources	37
CSSP-4: Suspected Child Abuse Report Form SS8572	40
CSSP-5: De-escalation and Threat Assessment	41
CSSP-6: Suicide Prevention	43
CSSP-7: Incident Command System Roles and Responsibilities	44
CSSP-8: ICS Command Chart	45
CSSP-9: Personnel Directory	46
CSSP-10: Emergency Announcements Script	47
CSSP-11: Emergency Communications Templates	48

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.

Assessments will also be undertaken as needed to identify areas where students may be at increased risk for harm, including locations with limited visibility, inadequate supervision, or environmental vulnerabilities. Although CalPac does not maintain a traditional campus, the school may host in-person student activities, field trips, and proctored testing sessions. In these settings, CalPac personnel will conduct a facility safety and environmental risk assessment prior to student arrival. The assessment will include a review of entry and exit routes, supervision patterns, secluded or isolated spaces, restroom arrangements, and communication capabilities for emergencies. Personnel will also evaluate the facility for any conditions that may affect students with disabilities or mobility needs, as well as any potential environmental hazards or vulnerabilities identified by the hosting organization.

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_ba_lboa.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.

Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although CalPac does not operate a traditional schoolsite, these requirements apply during any in person event, testing session, or activity where CalPac personnel are supervising students. When applicable, CalPac personnel shall not grant immigration enforcement officers access to students, student records, or CalPac-supervised areas unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a CalPac-supervised event, personnel will immediately notify the School Director or Incident Commander, request identification and the stated purpose of the visit, and decline entry where possible until the documentation has been reviewed by CalPac administration. The Superintendent or designee will examine any warrant or request to determine whether it meets the legal requirements and will communicate directly with the enforcement officer regarding CalPac's response. All encounters will be documented according to CalPac procedures.

CalPac will notify parents and guardians as soon as reasonably possible, unless prohibited by law, and will provide the communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families. Student information will remain protected under FERPA and California law, and CalPac will not release educational records or personally identifiable information to immigration enforcement officers unless compelled by a valid court order that has been reviewed and verified by the Superintendent or designee.

All personnel will receive annual training on the procedures including recognizing valid warrants, responding to actual or perceived immigration enforcement, following notification requirements, and maintaining appropriate confidentiality. During in-person events or testing sessions, supervising personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. CalPac will also inform hosting facilities, when appropriate, that the school follows California's student and family immigration-enforcement protections.

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, with regard to terms, conditions, 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.

School-Law Enforcement Coordination

CalPac maintains cooperative relationships with law enforcement agencies in the counties where school activities, testing sessions, and events take place. Although CalPac operates without a physical student campus, personnel periodically supervise students during school-sponsored events. In these instances, CalPac shall ensure appropriate coordination with relevant agencies to support a safe and secure environment.

CalPac will:

- Maintain updated law enforcement contact information for each county in which CalPac hosts in-person school events or proctored testing.
- Share event or testing schedules with local law enforcement when appropriate, particularly during large gatherings or events with higher attendance.
- Review and follow the emergency procedures established by the facility hosting a school event or testing session.
- Notify local law enforcement of any credible threats or safety concerns that arise during an event, in accordance with reporting procedures outlined in this plan.

Law enforcement resources and contact information will be reviewed annually and updated as needed.

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.

Firearm Safety and Secure Storage Notification

California law requires annual notification to parents/guardians regarding the safe storage of firearms. CalPac will provide written information to families each school year outlining the legal obligations for securely storing firearms in the home, including:

- Requirements under California law for safe storage of firearms.
- Penalties associated with negligent or unlawful storage.
- Guidance on preventing unauthorized access by minors.
- The relationship between improperly stored firearms and threats to school safety, including those that emerge in virtual or online settings.

Any information received by CalPac personnel indicating a potential threat involving a firearm, whether communicated verbally, electronically, or through school platforms, will be reported immediately to the School Director or designee. Appropriate action will be taken in accordance with the procedures outlined in this CSSP.

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. When an opioid overdose is suspected, CalPac personnel will administer the opioid reversal agent and monitor the student until emergency services arrive. Additionally, 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:

<https://www.cisa.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf>

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.
 - 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.
 - 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 or 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.

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

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 delivery system (EDS) if available.
3. Assist in getting EDS 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 EDS is administered).
2. Notify emergency contacts if needed.
3. Administer medication, typically EDS, 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).

Incident Commander:

- If a power line is down, activate Shelter-In-Place. Lines may be "hot" and pose a serious risk to personnel.
- Check [SoCal Edison](#). Establish ETA for power restoration. If estimated to be longer than eight hours, consider releasing personnel if safe to do so.
- Visit the [SoCal Edison](#) alerts website and input phone number to receive real-time text updates.

- Continue to monitor the [SoCal Edison](#) 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 evacuate 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/or 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 individual 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

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.

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.



California Pacific Charter Schools

Comprehensive School Safety Plan : Appendix

Prepared By:



CSSP-1: CalPac Instructional Continuity Plan

Instructional Continuity Plan (ICP)

Beginning July 1, 2025, all California public schools are required to include an Instructional Continuity Plan (ICP) as part of their Comprehensive School Safety Plan (CSSP). This plan ensures that CalPac Charter School maintains student engagement and instruction during emergency closures or natural disasters. As a fully online, independent study program, CalPac already delivers instruction virtually and is uniquely positioned to pivot seamlessly in the event of individual or widespread emergencies. This ICP outlines specific procedures to meet state requirements and support all students equitably.

This Instructional Continuity Plan will be reviewed and updated annually in collaboration with educational partners. Updates will reflect feedback, evolving best practices, and lessons learned from previous emergency responses. The review process will occur concurrently with the annual update of the Comprehensive School Safety Plan to ensure alignment and continuity.

1. Student Engagement Within Five Days

In the event of an emergency that disrupts in-person events or scheduled student services, CalPac will initiate outreach to all affected students within five instructional days. Student engagement will be established via CalPac's Learning Management System (LMS), Zoom/virtual meetings, email communication, phone calls, and/or text messaging. Staff members will document communication attempts and outcomes.

2. Instruction Within Ten Instructional Days

CalPac will provide full access to remote instruction within ten instructional days of the start of any emergency closure. All students will continue coursework through CalPac's independent study platform, which includes synchronous and asynchronous learning options depending on grade level. Teachers will maintain office hours and hold virtual classes to ensure instructional continuity.

3. Access to Instructional Materials

Students will retain access to digital curriculum through school-issued Chromebooks and online platforms. The school will ensure Wi-Fi hotspots are available as needed. Materials for students with disabilities, English learners, and foster/homeless youth will be provided in accordance with IEPs, 504 Plans, and federal/state requirements. Additional outreach will be conducted by support staff.

4. Independent Study Alignment

This ICP complies with California's independent study statutes, including Ed Code 51745- 51749.6. CalPac ensures synchronous instruction for grades 9–12 and live interaction for TK–8. A tiered re-engagement plan is in place for students who miss assignments.

Instructional time will be tracked and documented through the LMS and verified by certificated teachers.

5. Well-Being and Support Services

CalPac is committed to ensuring the physical and mental well-being of all students during emergency situations. The school will provide virtual access to a team of credentialed mental health professionals, including school counselors, social workers, and psychologists. Services will be delivered through secure online platforms, and translation services will be available to support families who speak languages other than English.

In the event of a large-scale emergency that impacts access to physical resources, CalPac will coordinate with county and regional partners to support students' access to critical resources such as water, medication, and internet connectivity. The school will identify students with specific medical or access needs through its internal tracking systems and proactively reach out to ensure continuity of care and connection.

CalPac will ensure that all related support services, including special education, counseling, and after-school program enrichment, continue as scheduled or are adapted for remote delivery. When possible, school meal support and kitchen services will be coordinated through local LEAs or community resources. Individualized support plans will be adjusted as needed, and all services will be documented in compliance with applicable regulations.


6. J-13A Certification Transition

Beginning July 1, 2026, CalPac will certify its ICP when submitting Form J-13A for attendance relief. Until that time, CalPac will continue submitting the required Independent Study Certification Form. Documentation will be maintained on file in the main office.


CSSP-2: CalPac Charter Office Emergency Operations Plan

Document stored separately; see Human Resources.

CSSP-3: Earthquake and Fire Preparedness Resources




BE PREPARED FOR AN EARTHQUAKE




FEMA
FEMA V-1003/May 2018

Earthquakes can collapse buildings and cause heavy items to fall, resulting in injuries and property damage.


Earthquakes are the sudden, rapid shaking of the earth, caused by the breaking and shifting of underground rock.




Can happen anywhere. Higher risk areas are California, Alaska, and the Mississippi Valley



Give no warning




Cause fires and damage roads




Cause tsunamis, landslides, and avalanches


IF AN EARTHQUAKE HAPPENS, PROTECT YOURSELF RIGHT AWAY




DROP




COVER




HOLD ON




If in a vehicle, pull over and stop.




If in bed, stay there.



If outdoors, stay outdoors.



Do not get in a doorway.



Do not run outside.

HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



Prepare NOW

Secure items such as televisions and objects that hang on walls. Store heavy and breakable objects on low shelves.

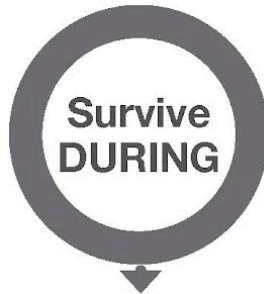
Practice Drop, Cover, and Hold On with family and coworkers. Drop to your hands and knees. Cover your head and neck with your arms. Crawl only as far as needed to reach cover from falling materials. Hold on to any sturdy furniture until the shaking stops.

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.



Survive DURING

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.



Be Safe AFTER

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/Home_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.html>

4. Fire Safety Fact Sheet

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness_Disaster_Recovery/General_Preparedness_Recovery/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-4: Suspected Child Abuse Report Form SS8572



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)
[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY																		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO																		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE																		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY																				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)																						
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL																		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX																	
	ADDRESS Street City Zip				TELEPHONE																		
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE																	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME																		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____																		
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. NAME BIRTHDATE SEX ETHNICITY</td> <td style="width: 50%;">3. NAME BIRTHDATE SEX ETHNICITY</td> </tr> <tr> <td>2. NAME BIRTHDATE SEX ETHNICITY</td> <td>4. NAME BIRTHDATE SEX ETHNICITY</td> </tr> </table>						1. NAME BIRTHDATE SEX ETHNICITY	3. NAME BIRTHDATE SEX ETHNICITY	2. NAME BIRTHDATE SEX ETHNICITY	4. NAME BIRTHDATE SEX ETHNICITY													
	1. NAME BIRTHDATE SEX ETHNICITY	3. NAME BIRTHDATE SEX ETHNICITY																					
2. NAME BIRTHDATE SEX ETHNICITY	4. NAME BIRTHDATE SEX ETHNICITY																						
D. INVOLVED PARTIES	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="6">NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY</td> </tr> <tr> <td colspan="4">ADDRESS Street City Zip</td> <td>HOME PHONE</td> <td>BUSINESS PHONE</td> </tr> </table>						NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY						ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE					
	NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY																						
	ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="6">NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY</td> </tr> <tr> <td colspan="4">ADDRESS Street City Zip</td> <td>HOME PHONE</td> <td>BUSINESS PHONE</td> </tr> </table>						NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY						ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE					
	NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY																						
	ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="6">SUSPECT'S NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY</td> </tr> <tr> <td colspan="4">ADDRESS Street City Zip</td> <td colspan="2">TELEPHONE</td> </tr> <tr> <td colspan="6">OTHER RELEVANT INFORMATION</td> </tr> </table>						SUSPECT'S NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY						ADDRESS Street City Zip				TELEPHONE		OTHER RELEVANT INFORMATION					
SUSPECT'S NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY																							
ADDRESS Street City Zip				TELEPHONE																			
OTHER RELEVANT INFORMATION																							
IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>DATE/TIME OF INCIDENT</td> <td>PLACE OF INCIDENT</td> </tr> <tr> <td colspan="2">NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)</td> </tr> </table>						DATE/TIME OF INCIDENT	PLACE OF INCIDENT	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)															
DATE/TIME OF INCIDENT	PLACE OF INCIDENT																						
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)																							

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

CSSP-5: 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 exits 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:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-pr-evention/threat-assessment-at-school>

- 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

CSSP-6: 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-7: 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.
- 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.
- Triage 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

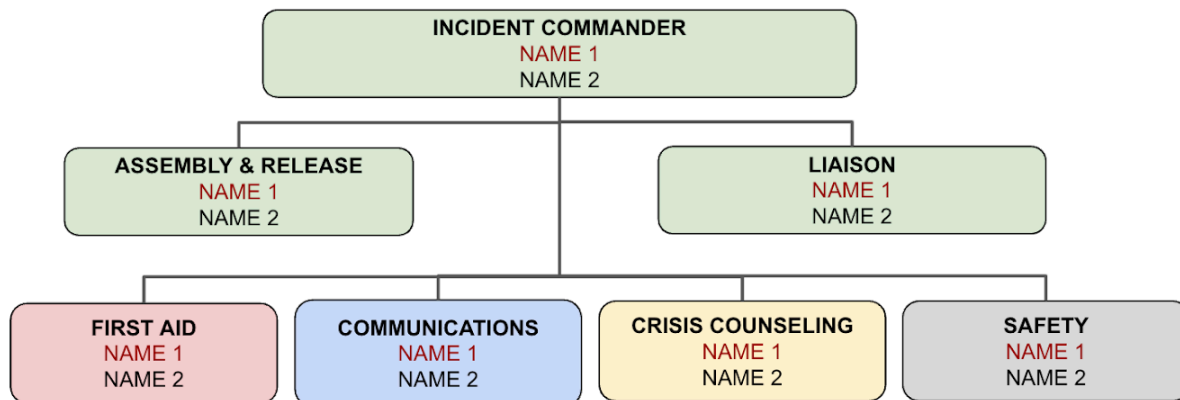
- Reports to Incident Commander.
- Offers de-escalation, grieving, and other emotional support to all personnel, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

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-8: ICS Command Chart

Fillable ICS Chart:  Cal Pac Home Office ICS Chart.pptx



ICS Chart - Field Trips and Events



CSSP-9: Personnel Directory

[illegible]

CSSP-10: 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-11: 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.

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

Comprehensive School Safety Plan Plan Year 202~~6~~5

940 South Coast Drive, Suite #185, Costa Mesa, CA 92626

Main Office Line: (855) 225-7227

<http://www.cal-pacs.org/>

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	54
Child Abuse Reporting	45
Suspension and Expulsion	6
Immigration Enforcement: Notification, Access, and Response Procedures	7
Procedures to Notify Teachers of Dangerous Pupils	76
Procedures for Notifying Law Enforcement Regarding Narcotic and Assault Suspensions/Expulsions	87
Discrimination and Harassment	98
Cyberbullying	1140
Hate Crime Reporting Procedures	1244
Schoolwide Dress Code	1244
Safe Ingress and Egress	123
School-Law Enforcement Coordination	13
Safe and Orderly Environment	132
Crisis Response	154
Disaster and Emergency Response	165
Overview	165
CalPac Office Emergency Operations Plan	186
Training	186
Opioid Overdose Response	186
Disaster Service Workers	186
Disaster Response Plans	186
Emergency Response Procedures	197
Incident Command System (ICS)	2308
Emergency Communications	2318
Appendix	332
CSSP-1: CalPac Instructional Continuity Plan	343
CSSP-2: CalPac Charter Office Emergency Operations Plan	365
CSSP-3: Earthquake and Fire Preparedness Resources	376
CSSP-4: Suspected Child Abuse Report Form SS8572	3409
CSSP-5: De-escalation and Threat Assessment	410
CSSP-6: Suicide Prevention	432
CSSP-7: Incident Command System Roles and Responsibilities	443
CSSP-8: ICS Command Chart	454
CSSP-9: Personnel Directory	465
CSSP-10: Emergency Announcements Script	476
CSSP-11: Emergency Communications Templates	487

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.

Assessments will also be undertaken as needed to identify areas where students may be at increased risk for harm, including locations with limited visibility, inadequate supervision, or environmental vulnerabilities. Although CalPac does not maintain a traditional campus, the school may host in-person student activities, field trips, and proctored testing sessions. In these settings, CalPac personnel will conduct a facility safety and environmental risk assessment prior to student arrival. The assessment will include a review of entry and exit routes, supervision patterns, secluded or isolated spaces, restroom arrangements, and communication capabilities for emergencies. Personnel will also evaluate the facility for any conditions that may affect students with disabilities or mobility needs, as well as any potential environmental hazards or vulnerabilities identified by the hosting organization.

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_ba_lboa.html
4. San Diego County Sheriff's Department, 9621 Ridgeway Court, San Diego, CA 92123 Non-Emergency (858) 974-2110. https://www.sdsheiff.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.

Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although CalPac does not operate a traditional schoolsite, these requirements apply during any in person event, testing session, or activity where CalPac personnel are supervising students. When applicable, CalPac personnel shall not grant immigration enforcement officers access to students, student records, or CalPac-supervised areas unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a CalPac-supervised event, personnel will immediately notify the School Director or Incident Commander, request identification and the stated purpose of the visit, and decline entry where possible until the documentation has been reviewed by CalPac administration. The Superintendent or designee will examine any warrant or request to determine whether it meets the legal requirements and will communicate directly with the enforcement officer regarding CalPac's response. All encounters will be documented according to CalPac procedures.

CalPac will notify parents and guardians as soon as reasonably possible, unless prohibited by law, and will provide the communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families. Student information will remain protected under FERPA and California law, and CalPac will not release educational records or personally identifiable information to immigration enforcement officers unless compelled by a valid court order that has been reviewed and verified by the Superintendent or designee.

All personnel will receive annual training on the procedures including recognizing valid warrants, responding to actual or perceived immigration enforcement, following notification requirements, and maintaining appropriate confidentiality. During in-person events or testing sessions, supervising personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. CalPac will also inform hosting facilities, when appropriate, that the school follows California's student and family immigration-enforcement protections.

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, with regard to terms, conditions, 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.

School-Law Enforcement Coordination

CalPac maintains cooperative relationships with law enforcement agencies in the counties where school activities, testing sessions, and events take place. Although CalPac operates without a physical student campus, personnel periodically supervise students during school-sponsored events. In these instances, CalPac shall ensure appropriate coordination with relevant agencies to support a safe and secure environment.

CalPac will:

- Maintain updated law enforcement contact information for each county in which CalPac hosts in-person school events or proctored testing.
- Share event or testing schedules with local law enforcement when appropriate, particularly during large gatherings or events with higher attendance.
- Review and follow the emergency procedures established by the facility hosting a school event or testing session.
- Notify local law enforcement of any credible threats or safety concerns that arise during an event, in accordance with reporting procedures outlined in this plan.

Law enforcement resources and contact information will be reviewed annually and updated as needed.

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.

Firearm Safety and Secure Storage Notification

California law requires annual notification to parents/guardians regarding the safe storage of firearms. CalPac will provide written information to families each school year outlining the legal obligations for securely storing firearms in the home, including:

- Requirements under California law for safe storage of firearms.

- Penalties associated with negligent or unlawful storage.
- Guidance on preventing unauthorized access by minors.
- The relationship between improperly stored firearms and threats to school safety, including those that emerge in virtual or online settings.

Any information received by CalPac personnel indicating a potential threat involving a firearm, whether communicated verbally, electronically, or through school platforms, will be reported immediately to the School Director or designee. Appropriate action will be taken in accordance with the procedures outlined in this CSSP.

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. **When an opioid overdose is suspected, CalPac personnel will administer the opioid reversal agent and monitor the student until emergency services arrive. Additionally, a** 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:

<https://www.cisa.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf>

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.
 - 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.
 - 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 or 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.

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

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 **delivery system pen** ("EDSpiPen") if available.
3. Assist in getting EDSpiPen 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 EDSpiPen is administered).
2. Notify emergency contacts if needed.
3. Administer medication, typically EDSpiPen, 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).

Incident Commander:

- If a power line is down, activate Shelter-In-Place. Lines may be "hot" and pose a serious risk to personnel.
- Check [SoCal Edison](#). Establish ETA for power restoration. If estimated to be longer than eight hours, consider

releasing personnel if safe to do so.

- Visit the [SoCal Edison](#) alerts website and input phone number to receive real-time text updates.
- Continue to monitor the [SoCal Edison](#) 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 evacuate 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/or 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 individual 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

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.

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.



California Pacific Charter Schools

Comprehensive School Safety Plan : Appendix

Prepared By:



CSSP-1: CalPac Instructional Continuity Plan

Instructional Continuity Plan (ICP)

Beginning July 1, 2025, all California public schools are required to include an Instructional Continuity Plan (ICP) as part of their Comprehensive School Safety Plan (CSSP). This plan ensures that CalPac Charter School maintains student engagement and instruction during emergency closures or natural disasters. As a fully online, independent study program, CalPac already delivers instruction virtually and is uniquely positioned to pivot seamlessly in the event of individual or widespread emergencies. This ICP outlines specific procedures to meet state requirements and support all students equitably.

This Instructional Continuity Plan will be reviewed and updated annually in collaboration with educational partners. Updates will reflect feedback, evolving best practices, and lessons learned from previous emergency responses. The review process will occur concurrently with the annual update of the Comprehensive School Safety Plan to ensure alignment and continuity.

1. Student Engagement Within Five Days

In the event of an emergency that disrupts in-person events or scheduled student services, CalPac will initiate outreach to all affected students within five instructional days. Student engagement will be established via CalPac's Learning Management System (LMS), Zoom/virtual meetings, email communication, phone calls, and/or text messaging. Staff members will document communication attempts and outcomes.

2. Instruction Within Ten Instructional Days

CalPac will provide full access to remote instruction within ten instructional days of the start of any emergency closure. All students will continue coursework through CalPac's independent study platform, which includes synchronous and asynchronous learning options depending on grade level. Teachers will maintain office hours and hold virtual classes to ensure instructional continuity.

3. Access to Instructional Materials

Students will retain access to digital curriculum through school-issued Chromebooks and online platforms. The school will ensure Wi-Fi hotspots are available as needed. Materials for students with disabilities, English learners, and foster/homeless youth will be provided in accordance with IEPs, 504 Plans, and federal/state requirements. Additional outreach will be conducted by support staff.

4. Independent Study Alignment

This ICP complies with California's independent study statutes, including Ed Code 51745- 51749.6. CalPac ensures synchronous instruction for grades 9–12 and live interaction for TK–8. A tiered re-engagement plan is in place for students who miss assignments.

Instructional time will be tracked and documented through the LMS and verified by certificated teachers.

5. Well-Being and Support Services

CalPac is committed to ensuring the physical and mental well-being of all students during emergency situations. The school will provide virtual access to a team of credentialed mental health professionals, including school counselors, social workers, and psychologists. Services will be delivered through secure online platforms, and translation services will be available to support families who speak languages other than English.

In the event of a large-scale emergency that impacts access to physical resources, CalPac will coordinate with county and regional partners to support students' access to critical resources such as water, medication, and internet connectivity. The school will identify students with specific medical or access needs through its internal tracking systems and proactively reach out to ensure continuity of care and connection.

CalPac will ensure that all related support services, including special education, counseling, and after-school program enrichment, continue as scheduled or are adapted for remote delivery. When possible, school meal support and kitchen services will be coordinated through local LEAs or community resources. Individualized support plans will be adjusted as needed, and all services will be documented in compliance with applicable regulations.

6. J-13A Certification Transition


Beginning July 1, 2026, CalPac will certify its ICP when submitting Form J-13A for attendance relief. Until that time, CalPac will continue submitting the required Independent Study Certification Form. Documentation will be maintained on file in the main office.

CSSP-2: CalPac Charter Office Emergency Operations Plan


Document stored separately; see Human Resources.

~~Add when finalized~~

CSSP-3: Earthquake and Fire Preparedness Resources




BE PREPARED FOR AN EARTHQUAKE




FEMA
FEMA V-1003/May 2018

Earthquakes can collapse buildings and cause heavy items to fall, resulting in injuries and property damage.


Earthquakes are the sudden, rapid shaking of the earth, caused by the breaking and shifting of underground rock.




Can happen anywhere. Higher risk areas are California, Alaska, and the Mississippi Valley



Give no warning




Cause fires and damage roads




Cause tsunamis, landslides, and avalanches


IF AN EARTHQUAKE HAPPENS, PROTECT YOURSELF RIGHT AWAY




DROP




COVER




HOLD ON




If in a vehicle, pull over and stop.




If in bed, stay there.



If outdoors, stay outdoors.



Do not get in a doorway.



Do not run outside.

HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



Prepare NOW

Secure items such as televisions and objects that hang on walls. Store heavy and breakable objects on low shelves.

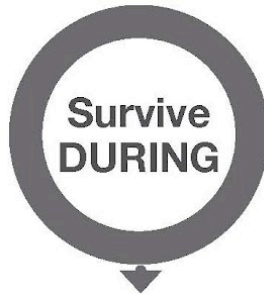
Practice Drop, Cover, and Hold On with family and coworkers. Drop to your hands and knees. Cover your head and neck with your arms. Crawl only as far as needed to reach cover from falling materials. Hold on to any sturdy furniture until the shaking stops.

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.



Survive DURING

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.



Be Safe AFTER

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/Home_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.html>

4. Fire Safety Fact Sheet

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness_Disaster_Recovery/General_Preparedness_Recovery/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-4: Suspected Child Abuse Report Form SS8572



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)
[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX
	ADDRESS Street City Zip				TELEPHONE	
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY			
	2. NAME BIRTHDATE SEX ETHNICITY		4. NAME BIRTHDATE SEX ETHNICITY			
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY					
	ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY					
	ADDRESS Street City Zip				HOME PHONE	BUSINESS PHONE
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE) BIRTHDATE OR APPROX. AGE SEX ETHNICITY					
	ADDRESS Street City Zip				TELEPHONE	
	OTHER RELEVANT INFORMATION					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

CSSP-5: 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 exits 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:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-pr-evention/threat-assessment-at-school>

- 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

CSSP-6: 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-7: 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.
- 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.
- Triage 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

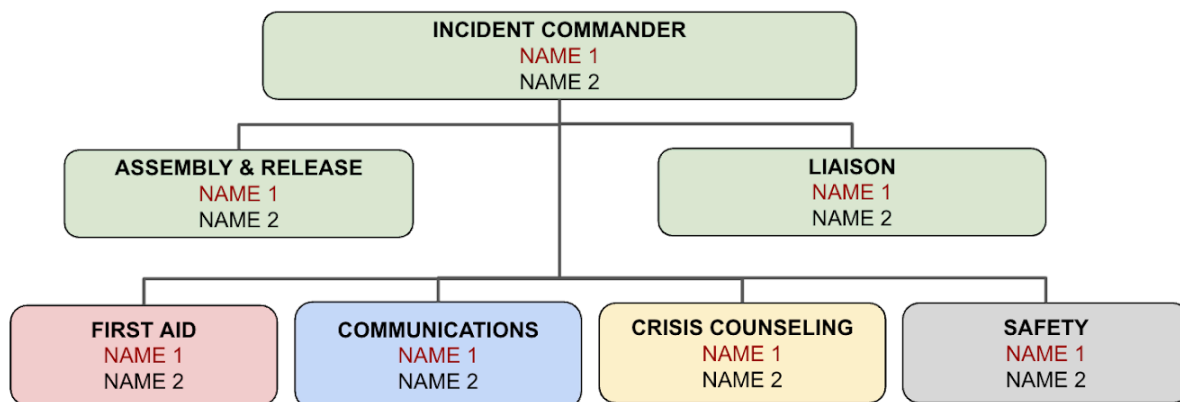
- Reports to Incident Commander.
- Offers de-escalation, grieving, and other emotional support to all personnel, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

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-8: ICS Command Chart

Fillable ICS Chart:  Cal Pac Home Office ICS Chart.pptx



ICS Chart - Field Trips and Events



CSSP-9: Personnel Directory

[illegible]

CSSP-10: 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-11: 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.

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.

Coversheet

Approval of One-Time Discretionary Staff Bonuses

Section: X. Personnel Services
Item: A. Approval of One-Time Discretionary Staff Bonuses
Purpose: Vote
Submitted by:
Related Material:
CPCS BUS One-Time Discretionary Staff Bonuses February 2026.pdf
CPCS Resolution One-Time Discretionary Bonuses to Staff Feb 2026.docx.pdf
OTB February 2026 Staff List.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS**Date:** February 10, 2026

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

Item Requires Board Action: X**Item is for Information Only:** _____**Item:** Approval of One-Time Discretionary Bonuses for Staff

Background: Staff recommend a one-time discretionary bonus for employees that recognizes and supports retention of highly qualified and effective educators and support staff. CalPac staff continue to provide the highest level of professional services and academic support.

The bonus would be issued as follows:

Regular, full-time employees shall receive a discretionary bonus of \$1,950. Employees must be a minimum 0.80 Full Time Equivalency (“FTE”) to be considered “full-time” for purposes of this bonus.

Part-time employees who are employed 0.60 FTE to a 0.79 FTE shall receive a discretionary bonus of \$1,462.

Part-time employees who are employed 0.20 FTE to a 0.59 FTE shall receive a discretionary bonus of \$780.

Staff who completed less than 75% of the work year as of December 1, 2025, would receive 50% of the associated one-time discretionary bonus.

Staff have reviewed the budget for 2025-2026 and future projected years and have determined that sufficient funds exist to provide this limited-term, one time discretionary bonus.

It is recommended the Board approve the bonus as outlined in the attached Resolution.

Fiscal Impact: \$198,997

California Pacific Charter - Los Angeles (#1751) \$198,997

Total fiscal impact will be the bonus amount plus any related CalSTRS benefit or payroll fees, as applicable for eligible employees.



**RESOLUTION OF THE BOARD OF DIRECTORS OF
CALIFORNIA PACIFIC CHARTER SCHOOLS**
“One-Time Discretionary Bonuses to Staff”
February 10, 2026

The Board of Directors (“Board”) of California Pacific Charter Schools (“CalPac”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, employees of CalPac have made tremendous efforts to engage students and families in personalized learning goals and supported a school-wide concentrated effort to close the achievement gap, improve attendance, and maximize student retention; and

WHEREAS, CalPac has availability of funds with appropriate fiscal reserves to weather future economic uncertainty and unanticipated expenses, and would like to ensure that LCFF dollars are expended to support the teaching and learning of all students; and

WHEREAS, staff at CalPac have made extraordinary efforts and commitment to promoting the best interest of students and the successful operations of the school; and

WHEREAS, the Board wishes to recognize the efforts and commitment of staff in the launch of the 2025-2026 school year and encourage future retention of staff; and

WHEREAS, the Board wishes to recognize the exemplary efforts of staff in learning recovery, increased student engagement, and combating declining enrollment.

WHEREAS, employees of CalPac have demonstrated exceptional professional commitment through high-quality instruction, intentional student engagement, and strong partnerships with families in support of personalized learning and learning recovery; and

WHEREAS, staff have consistently upheld high standards of instructional practice, responsiveness, and collaboration to meet the academic and social-emotional needs of students during a period of statewide enrollment decline and fiscal uncertainty; and

WHEREAS, CalPac has maintained appropriate fiscal reserves to ensure long-term stability while responsibly utilizing available funds to directly support teaching, learning, and student services in alignment with the intent of the Local Control Funding Formula (LCFF); and

WHEREAS, staff at CalPac have contributed to the effective operation and continuity of the school through professionalism, adaptability, and a sustained focus on student success; and

WHEREAS, the Board of Directors wishes to recognize and acknowledge these exemplary efforts, support staff morale, and encourage employee retention as CalPac launches the 2025–2026 school year and continues its mission to serve students and families.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors that:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication during the 2025-2026 school year as follows:

Regular, full-time employees shall receive a discretionary bonus of \$1,950.00
Employees must be a minimum 0.80 Full Time Equivalency (“FTE”) to be considered “full-time” for purposes of this bonus.

Part-time employees who are employed 0.6 FTE to a 0.79 FTE shall receive a discretionary bonus of \$1,462.00

Part-time employees who are employed 0.20 FTE to a 0.59 FTE shall receive a discretionary bonus of \$780.00

2. Individuals must be current employees and must have completed at least 75% of the 2025-2026 work year calendar as of December 1, 2025 in order to be eligible for a full discretionary bonus under this Resolution. Employees who will not complete 75% of the work year calendar, but were employed prior to December 1, 2025, will receive a discretionary bonus equivalent to 50% of the bonus amount as outlined.
3. Bonuses shall be paid to eligible employees no later than Thursday, February 26, 2026, subject to any related payroll deductions.
4. Vendors or contractors are excluded from eligibility for this bonus.

Bonuses are provided on a one-time non-precedent setting basis in gratitude and recognition of the dedicated work of CalPac staff in the 2025-2026 school year and in anticipation of the valuable work to be completed going forward.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Superintendent hereby is authorized to certify this resolution.

*

*

*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 10th day of February, 2026.

By: _____
Christine Feher, Superintendent

Employee Id	Last, First Name	Default Jobs (HR)	FTE	Hire Date	Bonus
A0TR	ACIN, FRANCES	Online Teacher (TK-5)	1	01/07/2020	\$ 1,950.00
A0Y7	AGUILAR, PATRICE	Online Teacher (TK-5)	1	08/01/2021	\$ 1,950.00
A18M	Alewine, Sarah	Online Teacher (6-12)	1	08/17/2023	\$ 1,950.00
A1048	Alston, Allyanna	Speech and Language Pathologist	1	11/10/2025	\$975.00
A14W	AMADOR, CORRIE	Director Human Resources	1	08/01/2022	\$ 1,950.00
A0SI	BAYER, LESLEE	Online Teacher (6-12)	1	08/19/2019	\$ 1,950.00
A12K	BEARUP, MELISSA	Speech and Language Pathologist	0.62	01/03/2022	\$ 1,462.50
A1027	Bella, Nicole	Online Teacher (6-12)	1	12/02/2024	\$ 1,950.00
A0RY	BERRY, CARLY	Online Teacher (6-12)	0.8	08/19/2019	\$ 1,950.00
A1020	Blash, Daniel	Tutor	0.675	09/03/2024	\$ 1,462.50
A1045	Byun, Daniel	Tutor	0.375	10/27/2025	\$390.00
A02Y	Byus, Jennifer	School Counselor	1	07/01/2015	\$ 1,950.00
A1006	Campbell, Victoria	TK-8 Intervention Teacher	1	09/07/2023	\$ 1,950.00
A0SE	CAPRIO, CARLY	Online Teacher (TK-5)	1	08/19/2019	\$ 1,950.00
A06R	CARBONETTA, DANIELLE	Assistant Director Guidance, Admissions, and Records	1	08/01/2016	\$ 1,950.00
A18B	CARLOS, DAISY	Executive Assistant	1	02/27/2023	\$ 1,950.00
A0Z9	CARRINGTON, GARRETT	Online Teacher (6-12)	1	08/01/2021	\$ 1,950.00
A02Z	Chamberlain, Gretchen	Director Compliance and Accountability	1	07/01/2015	\$ 1,950.00
A18R	Ciuffo Rose, Denya	Online Teacher (6-12)	1	08/17/2023	\$ 1,950.00
A17H	Colcord, Cean	Education Specialist	1	10/26/2022	\$ 1,950.00
A119	COLTON, LAUREL	Lead Tutor	1	09/01/2021	\$ 1,950.00
A0TH	CORNELIUS COZZI, TIFFANY	School Counselor	1	11/12/2019	\$ 1,950.00
A129	CURTIS, LAUREN	Education Specialist	1	11/15/2021	\$ 1,950.00
A16U	Davis, Jennifer	Occupational Therapist	0.65	08/15/2022	\$ 1,462.50
A1014	Del Castillo, Ashlynn	Online Teacher (6-12)	1	08/14/2024	\$ 1,950.00
A0SH	DELCONTE, ELIZABETH	Online Teacher (6-12)	1	08/19/2019	\$ 1,950.00
A04D	DIETZ-RINEBERG, ERIN	Assistant Director of TK-8	1	08/17/2015	\$ 1,950.00
A04E	DODSON, KRISTI	Online Teacher (6-12)	1	08/17/2015	\$ 1,950.00
A1030	Ebner, Aviva	MTSS and Intervention Coordinator	1	07/01/2025	\$ 1,950.00
A14X	Fay-Mason, Romy	Special Education Data & Compliance Specialist	1	06/30/2022	\$ 1,950.00
A034	FEHER, CHRISTINE	Superintendent	1	07/01/2015	\$ 1,950.00
A1005	Frank, Helayne	Tutor	0.4	09/05/2023	\$ 780.00
A1017	Gaither, Ashanti	Tutor	0.4	09/03/2024	\$ 780.00
A1032	Garcia, Michelle	Online Teacher (TK-5)	1	08/13/2025	\$ 1,950.00
A16T	GARCIA, MYCHAL	Online Teacher (TK-5)	1	08/17/2022	\$ 1,950.00
A179	GEVAIRGIAN, DARA	Tutor	0.7	09/08/2022	\$ 1,462.50
A0N1	GINN, ALYSSA	Online Teacher (6-12)	1	06/03/2019	\$ 1,950.00

A15R	GOLDBACH, HEATHER	Education Specialist	1	08/01/2022	\$	1,950.00
A0WG	GREEN, SHANNON	Director Fiscal Services	1	12/04/2020	\$	1,950.00
A13D	Hawck, Katherine	Communications and Community Specialist	1	02/16/2022	\$	1,950.00
A0W0	HEMMINGER, NICOLE	Online Teacher (6-12)	1	09/01/2020	\$	1,950.00
A0SL	HESS, HOLLY	Online Teacher (TK-5)	1	08/19/2019	\$	1,950.00
A1042	Hicks, Tamara	Online Teacher (TK-5)	1	08/13/2025	\$	1,950.00
A102	HOFFMAN, ELENA	Online Teacher (TK-5)	1	08/16/2021	\$	1,950.00
A030	HOPKINS, LAURA	Online Teacher (6-12)	1	07/01/2015	\$	1,950.00
A04H	Huber, Debi	Online Teacher (6-12)	1	08/17/2015	\$	1,950.00
A17J	IGNACIO, MICHELLE	Education Specialist	1	11/07/2022	\$	1,950.00
A1036	Jackson, Mckenzie	Online Teacher (TK-5)	1	08/13/2025	\$	1,950.00
A0T5	JOHNSON, KATHERINE	Online Teacher (6-12)	1	10/01/2019	\$	1,950.00
A0TG	JONES, JOCELIN	School Counselor	1	11/12/2019	\$	1,950.00
A1012	Kim, Kristine	Online Teacher (TK-5)	1	08/14/2024	\$	1,950.00
A17G	KINDEM, MARYEL	Online Teacher (6-12)	1	11/07/2022	\$	1,950.00
A0BN	LAW, VICTORIA	School Psychologist	1	10/02/2017	\$	1,950.00
A1004	Lin, Vicky	Tutor	0.4	09/05/2023	\$	780.00
A17D	LUNA, MICHAEL	Special Education Instructional Assistant	0.725	10/03/2022	\$	1,462.50
A12J	LUTZ, BRITTANY	Online Teacher (TK-5)	1	01/03/2022	\$	1,950.00
A0SF	MACHADO, MEGAN	Online Teacher (6-12)	1	08/19/2019	\$	1,950.00
A0NR	MAGDENOVSKI, MELISSA	Special Education Instructional Assistant	0.6875	02/20/2019	\$	1,462.50
A0XA	Malfavon, Marla	Education Specialist	1	08/01/2021	\$	1,950.00
A0HH	MASTERS, CARYN	Education Specialist	1	06/18/2018	\$	1,950.00
A04J	MCKENNA, NANCY	Online Teacher (6-12)	1	08/17/2015	\$	1,950.00
A0M1	MCLEISH, DONALD	Education Specialist	1	02/11/2019	\$	1,950.00
A0M1	MCLEISH, DONALD	Education Specialist	1	02/11/2019	\$	1,950.00
A036	Mejia Martinez, Lisa	Online Teacher (6-12)	1	07/01/2015	\$	1,950.00
A1038	Melesio, Elizabeth	Speech and Language Pathologist	1	08/13/2025	\$	1,950.00
A0IT	MORFIN, ALEXIS	Student Services Support Specialist	0.875	07/16/2018	\$	1,950.00
A0SM	Nehr, Joy	Online Teacher (6-12)	1	08/19/2019	\$	1,950.00
A04L	NGUYEN, AMY	Online Teacher (6-12)	1	08/17/2015	\$	1,950.00
A1018	Nguyen, Hanh	Special Education Instructional Assistant	0.69	09/03/2024	\$	1,462.50
A0SR	NISHIKAWA, DAISUKE	Registrar and Data Analyst	1	09/05/2019	\$	1,950.00
A06I	NUZMAN, PJ	Online Teacher (6-12)	1	07/01/2016	\$	1,950.00
A1002	Palacios, Alexis	Special Education Instructional Assistant	0.725	08/30/2023	\$	1,462.50
A0S2	PALERMO, ELIZABETH	Online Teacher (TK-5)	1	08/01/2019	\$	1,950.00
A16R	PETROCELLY, LISA	Online Teacher (TK-5)	1	08/15/2022	\$	1,950.00
A16S	PHILLIPS, MONICA	Education Specialist	1	08/29/2022	\$	1,950.00
A0YF	PHIPPS, TYLER	Assistant Director of High School Student Engagement	1	07/01/2021	\$	1,950.00

A1034	Probst, Marissa	Education Specialist	1	08/12/2025	\$	1,950.00
A1040	Proctor, Amani	Online Teacher (TK-5)	1	08/13/2025	\$	1,950.00
A1035	Pulido, Milagro	Online Teacher (6-12)	1	08/13/2025	\$	1,950.00
A1007	Rana, Jasee	Education Specialist	1	11/13/2023	\$	1,950.00
A1025	Randel, Sunny	Education Specialist	1	10/21/2024	\$	1,950.00
A1001	Resurreccion, Dana	Special Education Instructional Assistant	0.6875	08/30/2023	\$	1,462.50
A1037	Robertson, Leslie	Online Teacher (TK-5)	1	08/13/2025	\$	1,950.00
A04F	ROBINSON, AMY	Online Teacher (6-12)	1	08/17/2015	\$	1,950.00
A17P	ROCHA, KELLY	Guidance Technician	1	11/28/2022	\$	1,950.00
A1044	Rodriguez Torres, Alicia	Online Teacher (6-12)	1	10/13/2025	\$	1,950.00
A138	RODRIGUEZ, DAVID	Tutor	0.4	02/01/2022	\$	780.00
A18U	Rodriguez, Vivian	Admissions Assistant	1	06/28/2023	\$	1,950.00
A1046	Rowland, Melissa	Online Teacher (6-12)	1	10/27/2025		\$975.00
A180	SANDOVAL, YENI	School Social Worker	1	01/02/2023	\$	1,950.00
A1041	Sheveland, Alisa	Online Teacher (TK-5)	1	08/13/2025	\$	1,950.00
A107	Speakman, Erin	Online Teacher (6-12)	1	08/16/2021	\$	1,950.00
A1028	Spinos, Kelly	School Psychologist	1	01/14/2025	\$	1,950.00
A18O	Stevens, Erika	Assistant Director Special Education	1	08/17/2023	\$	1,950.00
A0VQ	STUBBS, JILL	Online Teacher (TK-5)	1	08/01/2020	\$	1,950.00
A04P	Sullivan, Shelby	Online Teacher (6-12)	1	08/17/2015	\$	1,950.00
A0A2	SUTTON, KATHRYN	Online Teacher (6-12)	1	07/01/2017	\$	1,950.00
A120	TANNER, JILL	Accounting Manager	1	10/04/2021	\$	1,950.00
A04Q	TAVAKOULNIA, AREZOU	Online Teacher (6-12)	1	08/10/2015	\$	1,950.00
A1033	Trujillo, Ashley	Online Teacher (6-12)	1	08/13/2025	\$	1,950.00
A13R	TWEDELL, ERIN	Special Education Instructional Assistant	0.6875	03/15/2022	\$	1,462.50
A0WL	Van Kirk, Brittany	Speech and Language Pathology Assistant	0.625	01/04/2021	\$	1,462.50
A11H	VAZQUEZ, AIMARA	Special Education Instructional Assistant	0.6875	09/07/2021	\$	1,462.50
A127	VIRENE, VICKI	Special Education Instructional Assistant	0.725	11/08/2021	\$	1,462.50
A1031	Warnock, Stephen	Special Education Program Specialist	1	07/24/2025	\$	1,950.00
A17R	Waters Barton, Wendy	Payroll and Benefits Specialist	0.65	11/14/2022	\$	1,462.50
A11U	Watson, Cherie	Special Education Instructional Assistant	0.725	09/23/2021	\$	1,462.50
A101	WILLSON, JANE	Admissions Specialist	1	08/17/2021	\$	1,950.00
A1010	Young, Courtney	Online Teacher (TK-5)	1	01/18/2024	\$	1,950.00
A0H8	Zemmer, Ericka	Assistant Superintendent - Educational Services	1	07/01/2018	\$	1,950.00