California Pacific Charter Schools

School Site Council Meeting - San Diego

Published on January 23, 2026 at 2:50 PM PST

Date and Time

Wednesday January 28, 2026 at 6:00 PM PST

Location

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: 988-3470-7895

https://cal-pacs-org.zoom.us/j/98834707895

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	Discuss	Christine Feher	2 m
B.	Roll Call Attendance	Discuss	Christine Feher	3 m

Christine Feher, Superintendent
Dr. Ericka Zemmer, Assistant Superintendent
Jasee Rana, Teacher
Amy Robinson, Teacher
Michelle Ignacio, Teacher
Daisy Carlos, Classified Staff
Greg Johansen, Parent
Erika Lozano, Parent
Isabella Johansen, Student
Jade Molina, Student

II.	**Pledge of Allegiance**			**6:05 PM**
A.	Led by C. Feher, Superintendent or designee.	Discuss	Christine Feher	2 m
III.	**Approve/Adopt Agenda**			**6:07 PM**
A.	Agenda	Vote	Christine Feher	5 m

It is recommended the School Site Council adopt as presented, the agenda for the School Site Council Meeting on January 28, 2026.

Roll Call Vote:
Dr. Ericka Zemmer
Jasee Rana
Amy Robinson
Michelle Ignacio
Daisy Carlos

		Purpose	Presenter	Time

Greg Johansen
Erika Lozano
Isabella Johansen
Jade Molina

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

IV. Approve Minutes 6:12 PM

A.	Approve Minutes	Approve Minutes	Christine Feher	2 m

It is recommended the School Site Council approve the minutes from the October 22, 2025, School Site Council meeting agenda.

Roll Call Vote:
Dr. Ericka Zemmer
Jasee Rana
Amy Robinson
Michelle Ignacio
Daisy Carlos
Greg Johansen
Erika Lozano
Isabella Johansen
Jade Molina

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

Approve minutes for School Site Council Meeting - San Diego on October 22, 2025

V. PUBLIC COMMENT

Members of the public may be heard on any item. A person addressing the Council will be limited to 3 minutes, unless the Executive Director grants a longer period of time. Comments by members of the public on an item on the agenda will only be allowed during consideration of the item by the Council. Public comments must be submitted 30 minutes prior to the start of the SSC meeting. Public comments submitted, including the person's name and comment, will be read aloud during the SSC meeting. Member of the public may submit comments on items on the agenda, and any item within the jurisdiction of the school in the following manner:
By email at the following address: cfeher@cal-pacs.org

		Purpose	Presenter	Time

Via telephone: 855-225-7227

VI. Correspondence/Proposals/Reports — 6:14 PM

		Purpose	Presenter	Time
A.	School Accountability Report Card (SARC)	Discuss	Dr. Ericka Zemmer	10 m

A brief presentation on the CalPac School Accountability Report Card (SARC) to the Council by Ericka Zemmer, Assistant Superintendent of Educational Services. Information only, no action will be taken.

VII. Action Items — 6:24 PM

Items listed under Action Items require a vote by the Council members. Each item will have a brief discussion and require separate action to approve.

		Purpose	Presenter	Time
A.	Approval of the Comprehensive School Safety Plan	Vote	Dr. Ericka Zemmer	10 m

It is recommended that the Council approve the CalPac School Safety Plan as presented.

Roll Call Vote:
Dr. Ericka Zemmer
Jasee Rana
Amy Robinson
Michelle Ignacio
Daisy Carlos
Greg Johansen
Erika Lozano
Isabella Johansen
Jade Molina

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

VIII. Future Agenda Items — 6:34 PM

		Purpose	Presenter	Time
A.	Suggestions from the Council	Discuss	Christine Feher	5 m

IX. Calendar — 6:39 PM

		Purpose	Presenter	Time
A.	Next Meeting	Discuss	Christine Feher	2 m

	Purpose	Presenter	Time

The next scheduled School Site Council Meeting will be held virtually on April 22, 2026

X. Closing Items — 6:41 PM

A. Adjourn Meeting — Vote — Christine Feher — 2 m

Roll Call Vote:
Dr. Ericka Zemmer
Jasee Rana
Amy Robinson
Michelle Ignacio
Daisy Carlos
Greg Johansen
Erika Lozano
Isabella Johansen
Jade Molina

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

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

Coversheet

Approve Minutes

Section:	IV. Approve Minutes
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for School Site Council Meeting - San Diego on October 22, 2025

DRAFT

California Pacific Charter Schools

Minutes

School Site Council Meeting - San Diego

Date and Time
Wednesday October 22, 2025 at 6:00 PM

Location
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: 913-7870-7735

https://cal-pacs-org.zoom.us/j/91378707735

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meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-688-7798.

Committee Members Present
A. Robinson (remote), D. Carlos (remote), D. Zemmer (remote), E. Lozano (remote), G. Johansen (remote), I. Johansen (remote), J. Molina (remote), J. Rana (remote), M. Ignacio (remote)

Committee Members Absent
None

Guests Present
C. Feher (remote)

I. Opening Items

A. Call the Meeting to Order

C. Feher called a meeting of the School Site Council Committee of California Pacific Charter Schools to order on Wednesday Oct 22, 2025 at 6:05 PM.

B. Roll Call Attendance

II. Pledge of Allegiance

A. Led by C. Feher, Superintendent or designee.

E. Zemmer led the pledge of allegiance.

III. Approve/Adopt Agenda

A. Agenda

G. Johansen made a motion to adopt the agenda, as presented.
I. Johansen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

D. Zemmer	Aye
A. Robinson	Abstain
G. Johansen	Aye
E. Lozano	Abstain
D. Carlos	Aye
I. Johansen	Aye
M. Ignacio	Abstain

Roll Call

J. Molina	Abstain
J. Rana	Aye

IV. Approve Minutes

A. Approve Minutes

J. Rana made a motion to approve the minutes from May 28, 2025.
D. Carlos seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

A. Robinson	Abstain
G. Johansen	Aye
E. Lozano	Abstain
J. Rana	Aye
M. Ignacio	Abstain
I. Johansen	Aye
D. Carlos	Aye
D. Zemmer	Aye
J. Molina	Abstain

V. PUBLIC COMMENT

A. Public Comments

No public comments were submitted.

VI. Governance

A. Approval of Resignations and New Members

I. Johansen made a motion to approve the Resignations and New Members.
G. Johansen seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

J. Rana	Aye
E. Lozano	Abstain
D. Zemmer	Aye
I. Johansen	Aye
D. Carlos	Aye
A. Robinson	Abstain
J. Molina	Abstain
G. Johansen	Aye
M. Ignacio	Abstain

B.

Oath of New Members

New members were sworn in by C. Feher, Superintendent.

Amy Robinson, Teacher
Michelle Ignacio, Teacher
Erika Lozano, Parent
Jade Molina, Student

VII. Correspondence/Proposals/Reports

A. SSC Rights and Responsibilities

C. Feher gave a brief presentation on the Rights and Responsibilities to the Council. Informational only, no action will be taken.

VIII. Action Items

A. Approval of the School Plan for Student Achievement (SPSA)

I. Johansen made a motion to approve the School Plan for Student Achievement (SPSA).
J. Molina seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call	
I. Johansen	Aye
E. Lozano	Aye
D. Carlos	Aye
M. Ignacio	Aye
D. Zemmer	Aye
A. Robinson	Aye
J. Molina	Aye
J. Rana	Aye
G. Johansen	Aye

IX. Future Agenda Items

A. Suggestions from the Council

No suggestions given.

X. Calendar

A. Next Meeting

The next scheduled School Site Council Meeting will be held virtually on January 28, 2026

XI. Closing Items

A. Adjourn Meeting

J. Rana made a motion to adjourn the meeting.
D. Carlos seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

E. Lozano	Aye
D. Carlos	Aye
J. Rana	Aye
G. Johansen	Aye
M. Ignacio	Aye
J. Molina	Aye
A. Robinson	Aye
D. Zemmer	Aye
I. Johansen	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,
D. Zemmer

Documents used during the meeting

- CPC-SD SSC 5.28.25 Minutes.pdf
- Oath of Office - SSC.pdf
- 2025_SPSA_CPC- San Diego.pdf
- 2025-26 SPSA Presentation.pdf

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

Coversheet

School Accountability Report Card (SARC)

Section:	VI. Correspondence/Proposals/Reports
Item:	A. School Accountability Report Card (SARC)
Purpose:	Discuss
Submitted by:	
Related Material:	SARC Presentation 25-26.pdf 2025 SARC CPC - San Diego.pdf

CALIFORNIA PACIFIC CHARTER SCHOOL

SARC

School Accountability Report Card

2024-2025 DATA

SARC Overview

School Description Student Enrollment

A. Conditions of Learning: Teachers

A. Conditions of Learning: Textbooks

A. Conditions of Learning: Facility Conditions

B. Pupil Outcomes: CAASPP

B. Pupil Outcomes: CTE and UC/CSU Courses

B. Pupil Outcomes: PFT

C. Engagement: Parental Involvement

C. Engagement: Dropout & Graduation Rates

C. Engagement: Chronic Absenteeism

C. Engagement: School Climate & Safety Plan

D. Other SARC Information: Class Size for Elementary Schools

D. Other SARC Information: Class Size for Secondary Schools

D. Other SARC Information: Support Staff

D. Other SARC Information: Funding

D. Other SARC Information: Advanced Placement

D. Other SARC Information: Professional Development

SARC

Conditions of Learning

Conditions of Learning

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

Basic (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair

Conditions of Learning: Teacher Preparation and Placement

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

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

Conditions of Learning: Textbooks

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

LA - SD - SO

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

Conditions of Learning: Facility Conditions

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

LA - SD - SO

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
x			

SARC

Pupil Outcomes

Pupil Outcomes

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

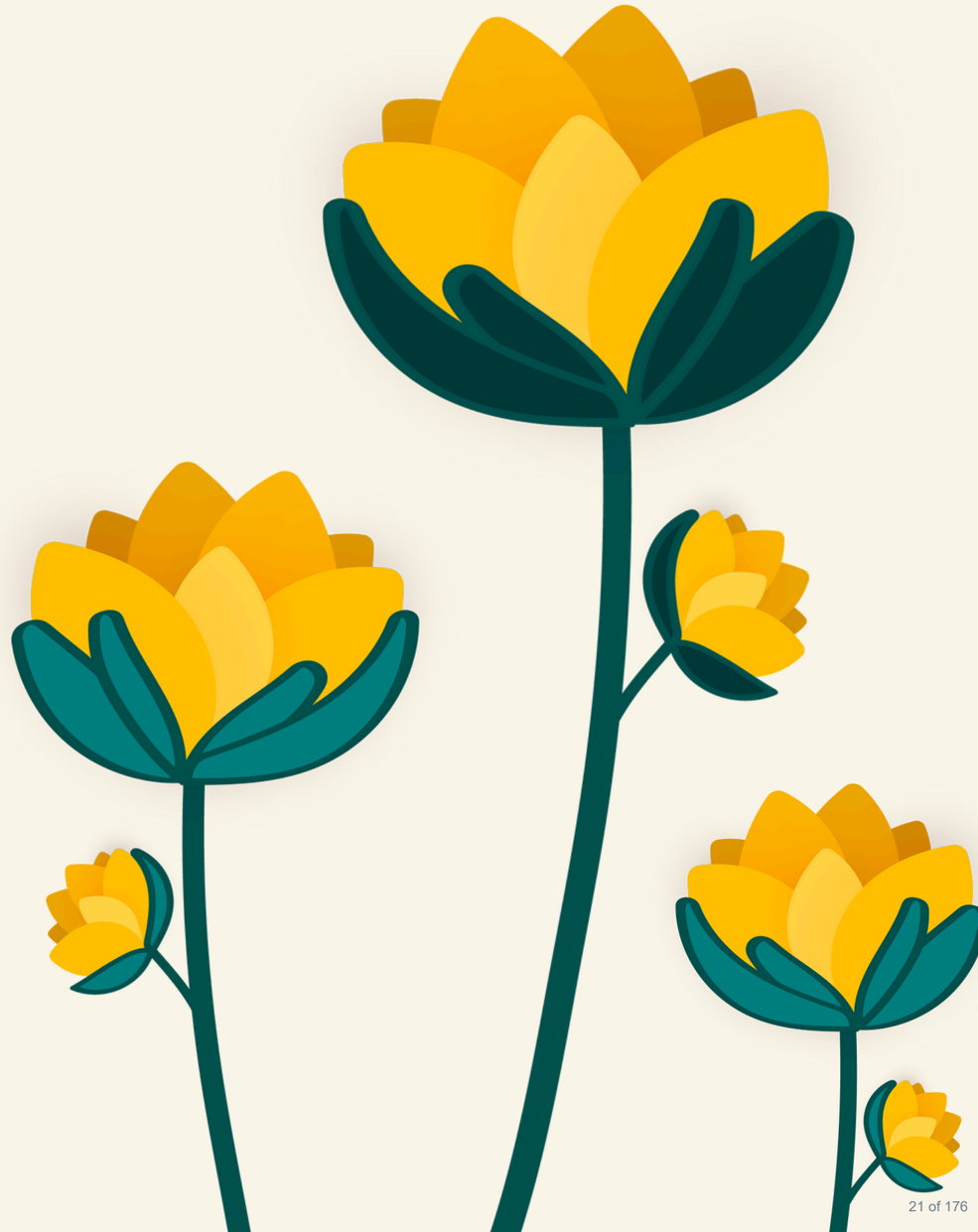
Pupil Achievement (Priority 4):

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

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

College and Career Ready

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



Pupil Outcomes: CAASPP Summary

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

Pupil Outcomes: CAASPP By Student Group - ELA

CPCS LA

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

Pupil Outcomes: CAASPP By Student Group - ELA

CPCS SD

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

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Pupil Outcomes: CAASPP By Student Group - ELA

CPCS SO

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

Pupil Outcomes: CAASPP By Student Group - MATH

CPCS LA

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

Pupil Outcomes: CAASPP By Student Group - MATH

CPCS SD

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

Pupil Outcomes: CAASPP By Student Group - MATH

CPCS SO

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

Pupil Outcomes: CAASPP Summary - SCIENCE

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

Pupil Outcomes: CAASPP By Student Group - SCIENCE

CPCS LA

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

Pupil Outcomes: CAASPP By Student Group - SCIENCE

CPCS SD

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

Pupil Outcomes: CAASPP By Student Group - SCIENCE

CPCS SO

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

Pupil Outcomes: CTE Completers & CSU Courses

CTE Program Participation			
Measure	**LA**	**SD**	**SO**
Number of Pupils Participating in CTE	56	48	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90	80	83.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education			

UC/CSU Course Enrollment/Completion			
UC/CSU Course Measure	**LA**	**SD**	**SO**
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.67%	94.64%	96.91%
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.45%	32.00%	26.32%

Pupil Outcomes: PFT

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

SARC

Engagement

Engagement

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

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

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

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

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

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

Engagement: Dropout & Grad Rate Summary

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

Engagement: Graduation By Student Group

CPCS LA

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

Engagement: Graduation By Student Group

CPCS SD

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

Engagement: Graduation By Student Group

CPCS SO

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

Engagement: Chronic Absenteeism Overall

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

Engagement: Chronic Absenteeism By Student Group

CPCS LA

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

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

Engagement: Chronic Absenteeism By Student Group

CPCS SD

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

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

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Engagement: Chronic Absenteeism By Student Group

CPCS SO

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

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

Engagement: Suspensions & Expulsions

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

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

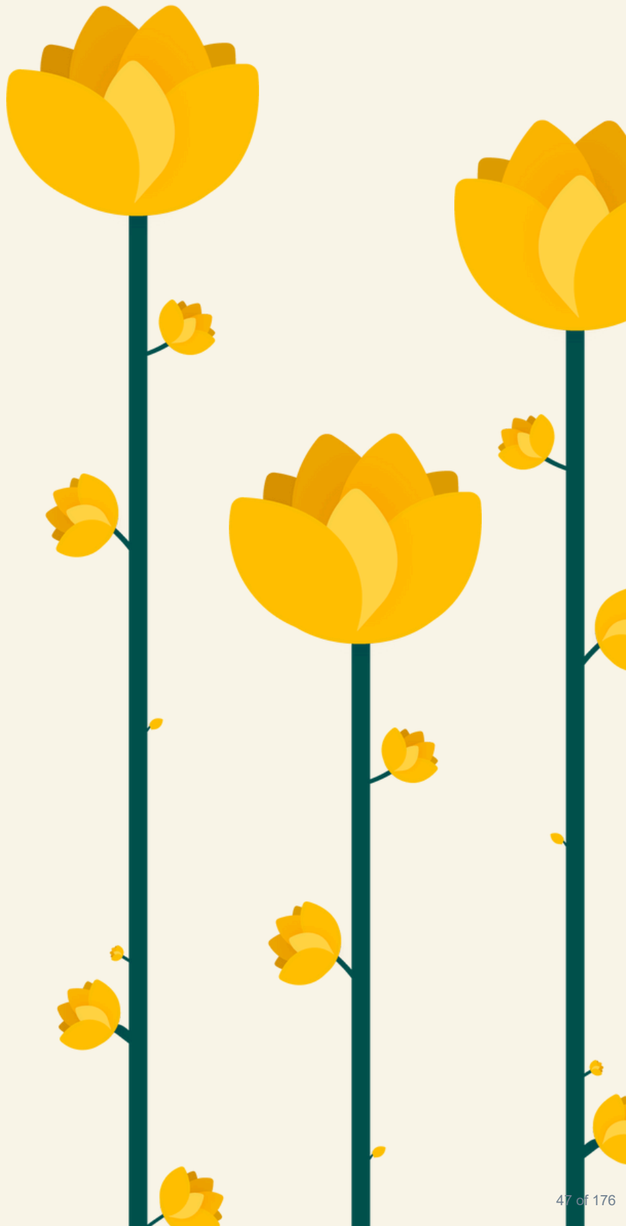
SO	Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
	Suspensions	0.00	0.00	0.00	2.60	3.01	2.02	3.60	3.28	2.94
	Expulsions	0.00	0.00	0.00	0.24	0.00	0.00	0.08	0.07	0.06

SARC

Other SARC Info

Other SARC Info

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



Support Staff

23-24 Student Support Services Staff

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

Funding CPCS LA

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

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

Fiscal Year 23-24 Teacher & Administrative Salaries

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

Funding CPCS SD

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

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

Fiscal Year 23-24 Teacher & Administrative Salaries

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

Funding CPCS SO

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

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

Fiscal Year 23-24 Teacher & Administrative Salaries

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

Professional Development

LA - SD - SO

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

Thank You

California Pacific Charter - San Diego

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

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

Our Core Values:

CALPAC C.A.R.E.S.

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

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

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

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

2025-26 School Description and Mission Statement

fully in a global society.

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

About this School

2024-25 Student Enrollment by Grade Level

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

2024-25 Student Enrollment by Student Group

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

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

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

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

2023-24 Teacher Preparation and Placement

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

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

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

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

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

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

Class Assignments

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

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

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

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

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

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

Year and month in which the data were collected	December 2023

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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2024-25 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

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

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 Career Technical Education Programs

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

Introduction to CTE
CTE Business Management 1 (A-G approved)
CTE Business Management 2 (A-G approved)
CTE Design, Visual & Media Arts 1 (A-G approved)
CTE Design, Visual & Media Arts 2 (A-G approved)
CTE Careers in Education (A-G approved)
CTE Web & Social Media Programming & Design
CTE Hospitality & Tourism

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

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

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

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

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

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

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

2024-25 Chronic Absenteeism by Student Group

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

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

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

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2024-25 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	93.33

2024-25 Student Support Services Staff

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

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

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

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

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

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, goal setting aligned with the professional standards of practice, etc. Topics are presented by peers, vendors, or education professionals. CalPac launched a professional development platform in Alludo where staff can seek out training asyncronously in a variety of areas from systems management, education technology, soft skills, and much more.
In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

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

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:
Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.
Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.
Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:
-Sexual harassment
-Blood-borne pathogens
-Mandated reporting

Professional Development

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

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

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

Coversheet

Approval of the Comprehensive School Safety Plan

Section:	VII. Action Items
Item:	A. Approval of the Comprehensive School Safety Plan
Purpose:	Vote
Submitted by:	
Related Material:	2026 CalPac School Safety Plan.pdf 2026 CalPac School Safety Plan_redline_2.10.26.pdf

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/

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Prepared By:

EMERGENCY SERVICES

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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_balboa.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 of hold to the cover.
5. Hold the position until directed to evacuate the building.
6. When directed, or immediate safety necessitates, evacuate the building.

Explosion Procedures if Outdoors

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

Fire

Individual Discovering Fire:

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

All Personnel:

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

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 elevate to a Lockdown.

Incident Commander:

- Call 9-1-1 if appropriate, or the police/fire department to gather information.
- Make announcements initiating the Secure Campus.
- Lock and monitor all exterior doors.
- Do not allow anyone to enter the facility and strongly discourage individuals from leaving.
- Alert employees that are off-site to advise them to stay away until further notice.
- Monitor the situation closely and be prepared to call a Lockdown at a moment's notice.

Releasing a Secure Campus

An announcement can be made to release a Secure Campus call. Notifications should also be sent via the same lines of communication that were used to announce the Secure Campus.

Severe Weather

Shelter-In-Place may also be necessary based on weather conditions. For more information on Shelter-In-Place procedures, refer to the related segment in this EOP. Facility closing will be determined by the Incident Commander based on wind speed, flooding, outages, and/other potentially dangerous weather conditions.

General Severe Weather Procedures

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- Follow up-to-date information on the situation, if possible.

Hazardous Road Conditions

Transportation to and from the facility may not be safe when there is inclement weather causing hazardous road conditions. If conditions worsen during operating hours, the Incident Commander may recommend personnel remain in the building until weather/road conditions improve.

1. Contact personnel to notify them of the closing or the sheltering status.
2. Assign tasks related to health and welfare activities if sheltering is prolonged.

Flooding

Flood Watch:

1. Review evacuation procedures.
2. The Incident Commander will check on the status of evacuation sites, and find an alternate evacuation site if the primary and secondary sites are flooded.
3. Check transportation status, if needed.
4. Monitor radio stations for further development.
5. Relocate or protect critical records and equipment.
6. If recommended and it is safe to do so, request placement of protective equipment such as sandbags from the Property Manager.

Flood Warning:

1. Continue to monitor radio stations and other media sources for further development.
2. Evacuate and relocate immediately if advised by the police, national weather service, or other emergency management officials.
3. Count personnel as they leave and visually check the room for individuals who might be left behind.
4. If relocating, follow evacuation procedures.

Heatwave or Extreme Heat

1. Limit outdoor activity when the heat index is over 90 F degrees.
2. Recommend personnel consume plenty of water.
3. Recommend individuals dress in lightweight, light-colored clothing.
4. Be alert for signs of HEAT EXHAUSTION:
    - Cool, moist, pale, or flushed skin.
    - Heavy sweating.
    - Nausea/Dizziness.
    - Exhaustion.
    - Normal or below normal body temperature.

    ADMINISTER FIRST AID, TAKE STEPS TO COOL PERSON DOWN & CALL FOR HELP IF NEEDED
5. Be alert for signs of HEAT STROKE:
    - Very high body temperature (>102 F degrees).
    - Hot, red skin, either dry or moist.
    - Weak rapid pulse.
    - Rapid, shallow breathing.
    - Vomiting .

    CALL 9-1-1 IMMEDIATELY AND TAKE STEPS TO COOL PERSON DOWN

Shelter-In-Place

Examples of Scenarios Warranting a Shelter-In-Place

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/vicinity
- Severe weather

Shelter-In-Place Procedures

All Personnel:

- Move indoors and remain inside.
- Close and lock doors and windows.
- Continue indoor activities as normal, if possible.
- Follow additional instructions or precautions.
- Remain indoors until the “All Clear” is signaled.

Incident Commander:

- Call 9-1-1 if appropriate, or police/fire department to gather information.
- Make announcements initiating shelter-in-place via verbal command, Google Chat, email, etc.
- If applicable - Turn off fans and HVAC systems.
- Monitor television, radio, internet for all clear, evacuation, or other directives.
- To lift shelter-in-place: Announcement is made via verbal command, Google Chat, etc.

Shelter-In-Place Procedures: Chemical Spill / Unhealthy Air Quality

- If applicable - Turn off fans, HVAC systems, air conditioning units or ventilation systems, and air vents.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first-aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Take your emergency supplies and go into the room you have designated. Seal all windows, doors, and vents with plastic sheeting and duct tape or anything else you have on hand.

Shelter-In-Place Procedures: Animal Attack / Threat

- Contact Animal Control.
- Do not try to scare the animal away - the animal may become alarmed and cause a negative reaction.

- If safe, assign personnel to keep track of the animal until it moves off the property or assistance arrives.
- Contact personnel who are off-site to update them of the situation and advise them to stay away until further notice.

Shelter-In-Place Procedures: Severe Weather

- Do not use telephones, cellular phones, radios, or other electronic communication unless absolutely necessary.
- If possible, unplug computers, televisions, etc. Electrical surges may occur that can ruin devices.
- If outside and unable to return to the facility:
    - Do not stand under tall trees or any metal structures (fencing, pipes, or railings).
    - Look for shelter in a low place, like a valley, ditch or ravine, with small or no trees.
    - Get off hills - do not stand in an open field where you are a tall object.

Suicide Attempt / Suicidal Ideation

Suicidal Ideation or Threat Procedures

A risk of suicide is considered when an inividual is identified by peers, colleagues, or other individuals as expressing suicidal thought (ideation) or demonstrating other warning signs. If an individual is having thoughts of suicide, there is a risk of suicide.

Any person referencing suicide should be taken seriously. Do not leave the person alone.

All Personnel:

1. Notify the Incident Commander immediately.
2. Stay with the person until the Incident Commander or intervention professional arrives.
3. Do your best to prevent the person from leaving before meeting with the Incident Commander, intervention professional, or Human Resources representative.
4. If imminent danger exists, contact 9-1-1 immediately. Risk of imminent danger may be higher if:
    a. The individual is absent without notice.
    b. The individual has left the facility.
    c. The individual has made specific threats.
    d. A plan to attempt suicide is discovered.

Incident Commander:

1. Law enforcement have the discretion to transport the individual to a hospital. If this occurs, obtain a release of information form from the hospital.
    a. If the individual is not assessed by a professional at the hospital, additional referrals for screening, or screening completed at the facility by a qualified individual, may be necessary.

Suicide Attempt Procedures

Treat any suicide attempt or suspected suicide attempt as a medical and psychiatric emergency.

All Personnel

1. **Contact 9-1-1**. Assign another personnel member to contact 9-1-1 and notify the Incident Commander.
2. Provide first aid/CPR.
3. Assist in the completion of documentation, such as incident reports.

Incident Commander

1. Notify emergency contacts.
2. Notify crisis response personnel, counselors, and Human Resources representatives.
3. Obtain release of information from hospital.
4. If the individual recovers, work with emergency contacts, health professionals, and mental health professionals to create an appropriate return-to-work support plan, if warranted.
5. Strongly encourage professional mental health evaluation of the individual prior to a return to work.
6. If individual does not recover, follow “Death and/or Suicide.”

Field-Trip/School Event/Testing Disaster Response Plan

The supervising teacher on location will have emergency contact information on their person at all times. During testing, the lead proctor on site at state testing locations will have access to contact information of trusted adults identified in the Student Information System. Teachers will follow the direction of officials, location personnel, and authorities to follow

evacuation, lockdown, or other response procedures of the facility. All CalPac personnel will participate in an initial training relative to active shooter response and additional training as needed thereafter in preparation for in-person events.

It is the responsibility of the teacher to keep students calm and follow the instructions as given on site. As soon as possible, teachers should notify the School Director/Incident Commander of the situation. The School Director/Incident Commander will remain in contact with the teacher, relaying information to the parents/guardians as needed. Teachers will remain on site until all students have been released to the parent/guardian listed on the permission slip or in the Student Information System.

Trusted Adult Responsibilities

The trusted adults of students identified in the Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

Trusted adults are asked to share in the School's responsibility of informing students what they should do in case of an emergency, disaster, or other dangerous event. Trusted adults need to give specific directions to each student to follow the school policy and directions of school personnel. It is critical that students do not receive directions that are contrary to the School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Incident Command System (ICS)

The Incident Command System (ICS) is a leadership and management system that is used during emergency and disaster response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of ICS within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in Appendix, CCSP-6.

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be activated, whereas larger incidents may involve assigning roles to all available personnel. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

Any CalPac personnel may be assigned a role within ICS when an emergency occurs and students are present. Many times, the assigned role within ICS is based on the routine responsibilities and the skills used in normal operations. For example, a teacher may be part of the Attendance & Assembly, whose role is to ensure that students are accounted for and supervised during an emergency response. The Incident Command Chart with role assignments is provided in the Appendix (CSSP-7).

Emergency Communications

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:

EMERGENCY SERVICES

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.

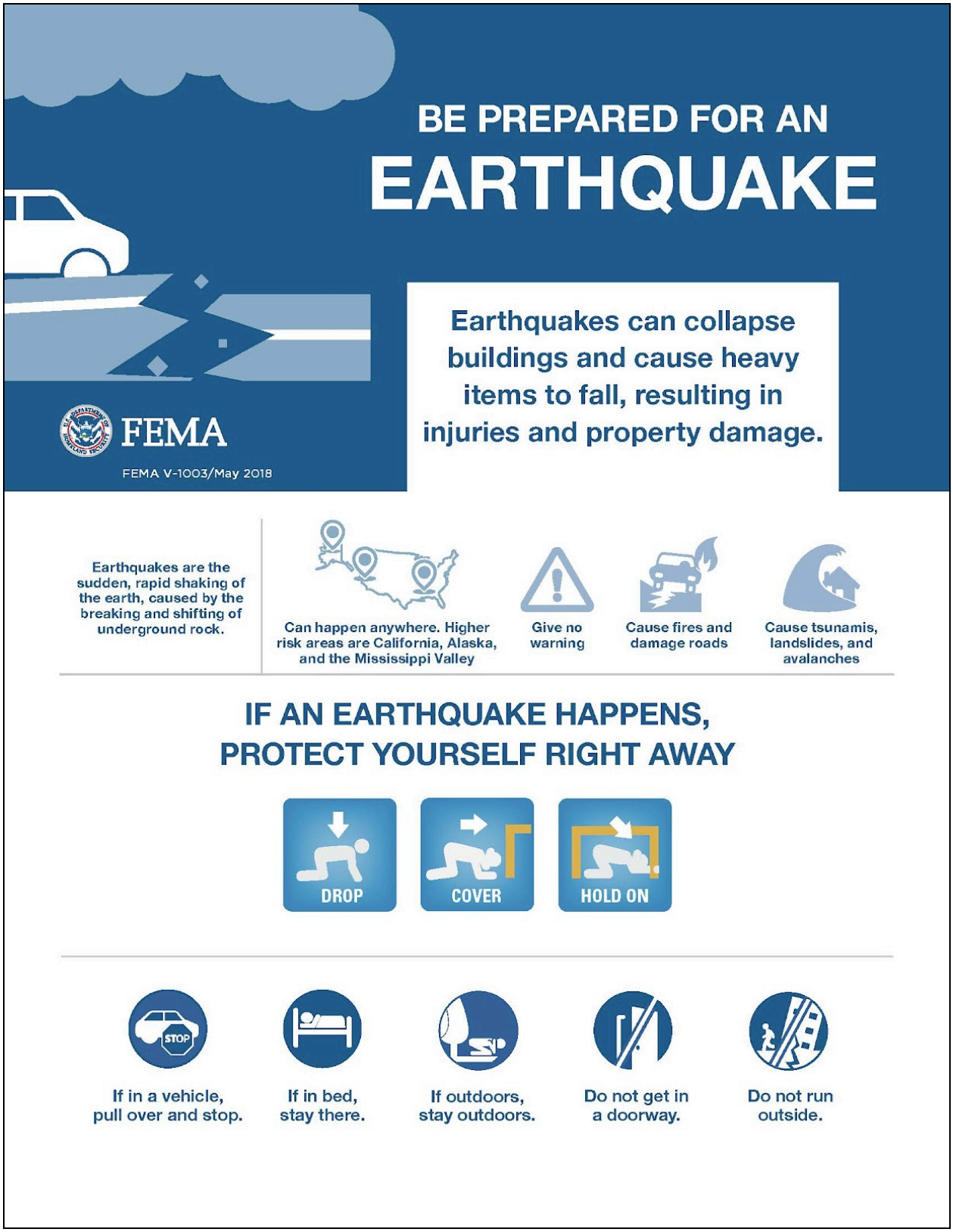
6. J-13A Certification Transition

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



HOW TO STAY SAFE
WHEN AN EARTHQUAKE THREATENS

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

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

Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.

Make a supply kit that includes enough food and water for at least three days, a flashlight, a fire extinguisher, and a whistle. Consider each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries and charging devices for phones and other critical equipment.

Consider earthquake insurance policies. Standard homeowner's insurance does not cover earthquake damage.

Consider a retrofit of your building if it has structural issues that make it vulnerable to collapse during an earthquake.

Drop, Cover, and Hold On like you practiced. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops. Crawl only if you can reach better cover without going through an area with more debris.

If in bed, stay there and cover your head and neck with a pillow.

If inside, stay there until the shaking stops. DO NOT run outside.

If in a vehicle, stop in a clear area that is away from buildings, trees, overpasses, underpasses, or utility wires.

If you are in a high-rise building, expect fire alarms and sprinklers to go off. Do not use elevators.

If near slopes, cliffs, or mountains, be alert for falling rocks and landslides.

Expect aftershocks to follow the largest shock of an earthquake sequence.

Check yourself for injury.

If in a damaged building, go outside and quickly move away from the building.

Do not enter damaged buildings.

If you are trapped, send a text or bang on a pipe or wall. Cover your mouth for protection and instead of shouting, use a whistle.

If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.

FEMA

FEMA V-1003
Catalog No. 17233-4

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? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

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	

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 ☐ 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 exists causing the individual to feel trapped?
    d. What are your physical options to escape?
2. Maintain your own calm
    a. Are you becoming upset and escalating the situation?
    b. Would the situation look different if you were calmer?
    c. Take a deep breath
    d. Use a low, dull tone of voice
    e. Resist becoming defensive even if insults are directed at you
    f. Walk away if you need to
3. Appear less threatening
    a. Appear calm and self-assured even if you aren't
    b. Maintain limited eye contact and try to be at the same level. Encourage the individual to remain seated but stand if they stand.
    c. Maintain a neutral facial expression

   d. Place hands in front of body in open and relaxed position
   e. Do not shrug your shoulders
   f. Do not point fingers
   g. Avoid excessive gesturing, pacing, fidgeting, or weight shifting
   h. Maintain a public distance (12 feet or more)
4. Practice effective listening and communication
   a. Acknowledge their feelings without passing judgment, whether you agree or disagree
   b. Use clarifying or open-ended questions to signal a full understanding of their concerns
   c. Ask to take notes
   d. Ask for the individual's ideas or solutions
   e. Do not make promises or argue
   f. Express intention to help
   g. Ask questions and give options rather than giving orders
5. Demonstrate empathy and compassion
   a. Make a personal connection. Ask simple questions about the individual, "What's your name?," "What's your son/daughter's name?"
   b. Use the individual's name in a sincere and neutral manner
   c. Use collaborative language, "we" or "us"
6. Know your role and responsibilities
   a. Have a good idea of what you can and can't do
   b. Uphold rules consistently
   c. Focus on compliance as the goal of the interaction
   d. Be the expert. If you don't know the answer to something, you do know where to find it. Say "I'm not sure" rather than "I don't know."
   e. Recognize if you are the best person to handle the situation

Threat and Crisis Assessment Resources

Threat Assessment Resources:

National Association of School Psychologists:
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/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.*f*
- Ensures the reunification of students with their parents or authorized adults at the reunification area.
- Ensures students are properly signed out before leaving campus.
- Follows the procedures as outlined regarding reunification of students with their parents or guardians.

Strike Team Roles

Communications

- Reports to Incident Commander.
- Point of contact responsible for providing communication services throughout an incident to inform the school community of the situation.
- Establish, coordinate, and direct verbal and written communications within the incident site and with surrounding campus partners, neighborhood hubs, and outside agencies when necessary.

First Aid

- Reports to Incident Commander.
- Assesses injured victims as they enter the Medical Treatment Area.
- Triages victims and provides appropriate first aid treatment.
- Documents treatment and preps for transport as needed & when available.
- Uses approved safety equipment and techniques.

Crisis Counseling

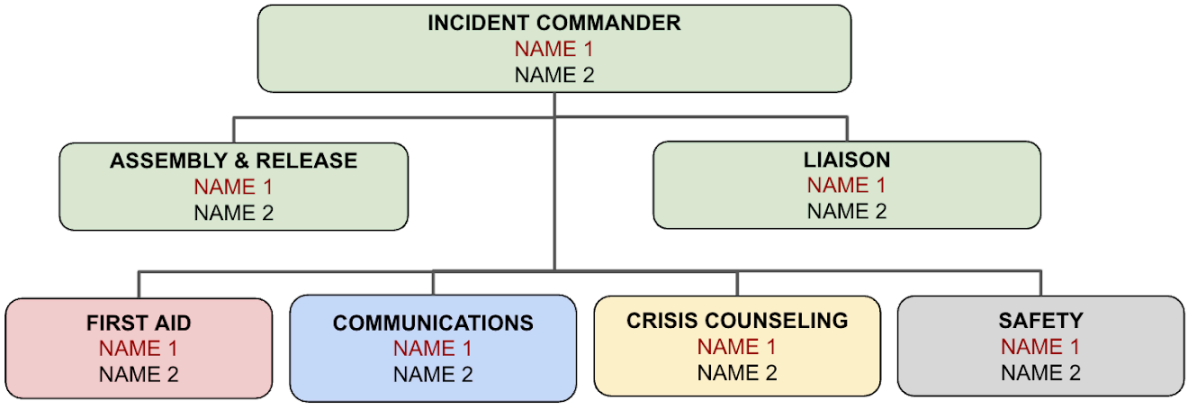
- Reports to Incident Commander.
- Offers de-escalation, grieving, and other emotional support to all personnel, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

Safety

- Reports to Incident Commander.
- Monitor and address potential safety risks or concerns.
- Support safe movements of students, personnel, and chaperones to evacuation or assembly areas if needed.
- Verify that all applicable safety protocols are followed.

CSSP-8: ICS Command Chart

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



ICS Chart - Field Trips and Events

CSSP-9: Personnel Directory

Last Name	First Name	Position	Cell Phone Number

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 2026~~5~~

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EMERGENCY SERVICES

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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_balboa.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, aAny 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 of hold to the cover.
5. Hold the position until directed to evacuate the building.
6. When directed, or immediate safety necessitates, evacuate the building.

Explosion Procedures if Outdoors

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

Fire

Individual Discovering Fire:

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

All Personnel:

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

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~~ (“EDS~~piPen~~”) if available.
3. Assist in getting EDS~~piPen~~ 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~~EpiPen~~ is administered).
2. Notify emergency contacts if needed.
3. Administer medication, typically EDS~~piPen~~, 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 elevate to a Lockdown.

Incident Commander:

- Call 9-1-1 if appropriate, or the police/fire department to gather information.
- Make announcements initiating the Secure Campus.
- Lock and monitor all exterior doors.
- Do not allow anyone to enter the facility and strongly discourage individuals from leaving.
- Alert employees that are off-site to advise them to stay away until further notice.
- Monitor the situation closely and be prepared to call a Lockdown at a moment's notice.

Releasing a Secure Campus

An announcement can be made to release a Secure Campus call. Notifications should also be sent via the same lines of communication that were used to announce the Secure Campus.

Severe Weather

Shelter-In-Place may also be necessary based on weather conditions. For more information on Shelter-In-Place procedures, refer to the related segment in this EOP. Facility closing will be determined by the Incident Commander based on wind speed, flooding, outages, and/other potentially dangerous weather conditions.

General Severe Weather Procedures

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- Follow up-to-date information on the situation, if possible.

Hazardous Road Conditions

Transportation to and from the facility may not be safe when there is inclement weather causing hazardous road conditions. If conditions worsen during operating hours, the Incident Commander may recommend personnel remain in the building until weather/road conditions improve.

1. Contact personnel to notify them of the closing or the sheltering status.
2. Assign tasks related to health and welfare activities if sheltering is prolonged.

Flooding

Flood Watch:

1. Review evacuation procedures.
2. The Incident Commander will check on the status of evacuation sites, and find an alternate evacuation site if the primary and secondary sites are flooded.
3. Check transportation status, if needed.
4. Monitor radio stations for further development.
5. Relocate or protect critical records and equipment.

6. If recommended and it is safe to do so, request placement of protective equipment such as sandbags from the Property Manager.

Flood Warning:

1. Continue to monitor radio stations and other media sources for further development.
2. Evacuate and relocate immediately if advised by the police, national weather service, or other emergency management officials.
3. Count personnel as they leave and visually check the room for individuals who might be left behind.
4. If relocating, follow evacuation procedures.

Heatwave or Extreme Heat

1. Limit outdoor activity when the heat index is over 90 F degrees.
2. Recommend personnel consume plenty of water.
3. Recommend individuals dress in lightweight, light-colored clothing.
4. Be alert for signs of HEAT EXHAUSTION:
    - Cool, moist, pale, or flushed skin.
    - Heavy sweating.
    - Nausea/Dizziness.
    - Exhaustion.
    - Normal or below normal body temperature.

    ADMINISTER FIRST AID, TAKE STEPS TO COOL PERSON DOWN & CALL FOR HELP IF NEEDED
5. Be alert for signs of HEAT STROKE:
    - Very high body temperature (>102 F degrees).
    - Hot, red skin, either dry or moist.
    - Weak rapid pulse.
    - Rapid, shallow breathing.
    - Vomiting .

    CALL 9-1-1 IMMEDIATELY AND TAKE STEPS TO COOL PERSON DOWN

Shelter-In-Place

Examples of Scenarios Warranting a Shelter-In-Place

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/vicinity
- Severe weather

Shelter-In-Place Procedures

All Personnel:

- Move indoors and remain inside.
- Close and lock doors and windows.
- Continue indoor activities as normal, if possible.
- Follow additional instructions or precautions.
- Remain indoors until the “All Clear” is signaled.

Incident Commander:

- Call 9-1-1 if appropriate, or police/fire department to gather information.
- Make announcements initiating shelter-in-place via verbal command, Google Chat, email, etc.
- If applicable - Turn off fans and HVAC systems.
- Monitor television, radio, internet for all clear, evacuation, or other directives.
- To lift shelter-in-place: Announcement is made via verbal command, Google Chat, etc.

Shelter-In-Place Procedures: Chemical Spill / Unhealthy Air Quality

- If applicable - Turn off fans, HVAC systems, air conditioning units or ventilation systems, and air vents.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first-aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Take your emergency supplies and go into the room you have designated. Seal all windows, doors, and vents with plastic sheeting and duct tape or anything else you have on hand.

Shelter-In-Place Procedures: Animal Attack / Threat

- Contact Animal Control.
- Do not try to scare the animal away - the animal may become alarmed and cause a negative reaction.
- If safe, assign personnel to keep track of the animal until it moves off the property or assistance arrives.
- Contact personnel who are off-site to update them of the situation and advise them to stay away until further notice.

Shelter-In-Place Procedures: Severe Weather

- Do not use telephones, cellular phones, radios, or other electronic communication unless absolutely necessary.
- If possible, unplug computers, televisions, etc. Electrical surges may occur that can ruin devices.
- If outside and unable to return to the facility:
    - Do not stand under tall trees or any metal structures (fencing, pipes, or railings).
    - Look for shelter in a low place, like a valley, ditch or ravine, with small or no trees.
    - Get off hills - do not stand in an open field where you are a tall object.

Suicide Attempt / Suicidal Ideation

Suicidal Ideation or Threat Procedures

A risk of suicide is considered when an inividual is identified by peers, colleagues, or other individuals as expressing suicidal thought (ideation) or demonstrating other warning signs. If an individual is having thoughts of suicide, there is a risk of suicide.

Any person referencing suicide should be taken seriously. Do not leave the person alone.

All Personnel:

1. Notify the Incident Commander immediately.
2. Stay with the person until the Incident Commander or intervention professional arrives.
3. Do your best to prevent the person from leaving before meeting with the Incident Commander, intervention professional, or Human Resources representative.
4. If imminent danger exists, contact 9-1-1 immediately. Risk of imminent danger may be higher if:
    a. The individual is absent without notice.
    b. The individual has left the facility.
    c. The individual has made specific threats.
    d. A plan to attempt suicide is discovered.

Incident Commander:

1. Law enforcement have the discretion to transport the individual to a hospital. If this occurs, obtain a release of information form from the hospital.
    a. If the individual is not assessed by a professional at the hospital, additional referrals for screening, or screening completed at the facility by a qualified individual, may be necessary.

Suicide Attempt Procedures

Treat any suicide attempt or suspected suicide attempt as a medical and psychiatric emergency.

All Personnel

1. **Contact 9-1-1**. Assign another personnel member to contact 9-1-1 and notify the Incident Commander.
2. Provide first aid/CPR.
3. Assist in the completion of documentation, such as incident reports.

Incident Commander

1. Notify emergency contacts.
2. Notify crisis response personnel, counselors, and Human Resources representatives.
3. Obtain release of information from hospital.
4. If the individual recovers, work with emergency contacts, health professionals, and mental health professionals to create an appropriate return-to-work support plan, if warranted.
5. Strongly encourage professional mental health evaluation of the individual prior to a return to work.
6. If individual does not recover, follow “Death and/or Suicide.”

Field-Trip/School Event/Testing Disaster Response Plan

The supervising teacher on location will have emergency contact information on their person at all times. During testing, the lead proctor on site at state testing locations will have access to contact information of trusted adults identified in the Student Information System. Teachers will follow the direction of officials, location personnel, and authorities to follow evacuation, lockdown, or other response procedures of the facility. All CalPac personnel will participate in an initial training relative to active shooter response and additional training as needed thereafter in preparation for in-person events.

It is the responsibility of the teacher to keep students calm and follow the instructions as given on site. As soon as possible, teachers should notify the School Director/Incident Commander of the situation. The School Director/Incident Commander will remain in contact with the teacher, relaying information to the parents/guardians as needed. Teachers will remain on site until all students have been released to the parent/guardian listed on the permission slip or in the Student Information System.

Trusted Adult Responsibilities

The trusted adults of students identified in the Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

Trusted adults are asked to share in the School's responsibility of informing students what they should do in case of an emergency, disaster, or other dangerous event. Trusted adults need to give specific directions to each student to follow the school policy and directions of school personnel. It is critical that students do not receive directions that are contrary to the School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Incident Command System (ICS)

The Incident Command System (ICS) is a leadership and management system that is used during emergency and disaster response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of ICS within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in Appendix, CCSP-6.

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be activated, whereas larger incidents may involve assigning roles to all available personnel. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

Any CalPac personnel may be assigned a role within ICS when an emergency occurs and students are present. Many times, the assigned role within ICS is based on the routine responsibilities and the skills used in normal operations. For example, a teacher may be part of the Attendance & Assembly, whose role is to ensure that students are accounted for and supervised during an emergency response. The Incident Command Chart with role assignments is provided in the Appendix (CSSP-7).

Emergency Communications

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.

Comprehensive School Safety Plan : Appendix

Prepared By:

EMERGENCY SERVICES

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.

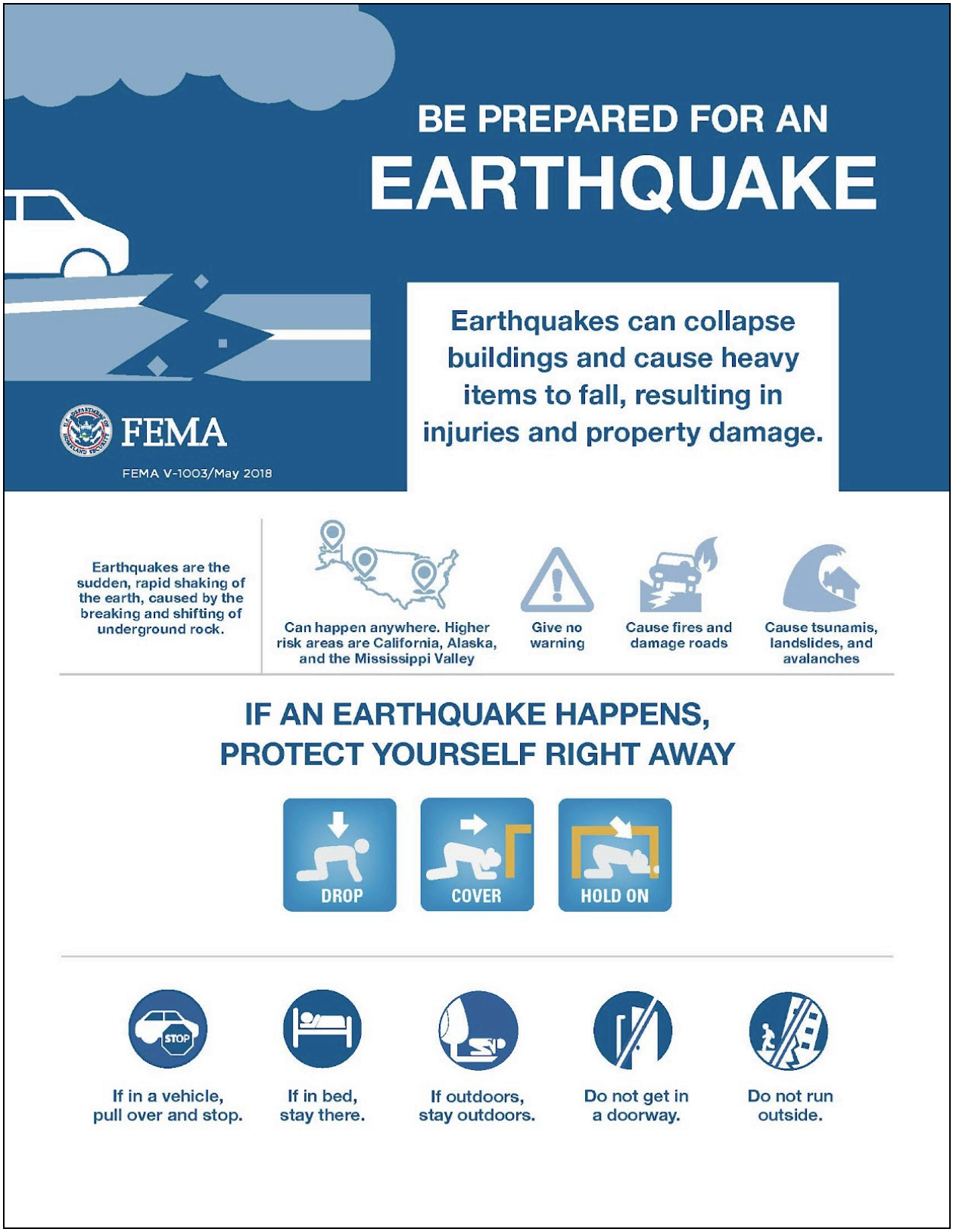
6. J-13A Certification Transition

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



HOW TO STAY SAFE
WHEN AN EARTHQUAKE THREATENS

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

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

Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.

Make a supply kit that includes enough food and water for at least three days, a flashlight, a fire extinguisher, and a whistle. Consider each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries and charging devices for phones and other critical equipment.

Consider earthquake insurance policies. Standard homeowner's insurance does not cover earthquake damage.

Consider a retrofit of your building if it has structural issues that make it vulnerable to collapse during an earthquake.

Drop, Cover, and Hold On like you practiced. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops. Crawl only if you can reach better cover without going through an area with more debris.

If in bed, stay there and cover your head and neck with a pillow.

If inside, stay there until the shaking stops. DO NOT run outside.

If in a vehicle, stop in a clear area that is away from buildings, trees, overpasses, underpasses, or utility wires.

If you are in a high-rise building, expect fire alarms and sprinklers to go off. Do not use elevators.

If near slopes, cliffs, or mountains, be alert for falling rocks and landslides.

Expect aftershocks to follow the largest shock of an earthquake sequence.

Check yourself for injury.

If in a damaged building, go outside and quickly move away from the building.

Do not enter damaged buildings.

If you are trapped, send a text or bang on a pipe or wall. Cover your mouth for protection and instead of shouting, use a whistle.

If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.

FEMA

FEMA V-1003
Catalog No. 17233-4

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? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND TITLE | TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY | NAME BIRTHDATE SEX ETHNICITY
1. _____ | 3. _____
2. _____ | 4. _____

VICTIM'S PARENTS/GUARDIANS

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

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 ☐ | 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 exists causing the individual to feel trapped?
    d. What are your physical options to escape?
2. Maintain your own calm
    a. Are you becoming upset and escalating the situation?
    b. Would the situation look different if you were calmer?
    c. Take a deep breath
    d. Use a low, dull tone of voice
    e. Resist becoming defensive even if insults are directed at you
    f. Walk away if you need to
3. Appear less threatening
    a. Appear calm and self-assured even if you aren't
    b. Maintain limited eye contact and try to be at the same level. Encourage the individual to remain seated but stand if they stand.
    c. Maintain a neutral facial expression

   d. Place hands in front of body in open and relaxed position
   e. Do not shrug your shoulders
   f. Do not point fingers
   g. Avoid excessive gesturing, pacing, fidgeting, or weight shifting
   h. Maintain a public distance (12 feet or more)
4. Practice effective listening and communication
   a. Acknowledge their feelings without passing judgment, whether you agree or disagree
   b. Use clarifying or open-ended questions to signal a full understanding of their concerns
   c. Ask to take notes
   d. Ask for the individual's ideas or solutions
   e. Do not make promises or argue
   f. Express intention to help
   g. Ask questions and give options rather than giving orders
5. Demonstrate empathy and compassion
   a. Make a personal connection. Ask simple questions about the individual, "What's your name?," "What's your son/daughter's name?"
   b. Use the individual's name in a sincere and neutral manner
   c. Use collaborative language, "we" or "us"
6. Know your role and responsibilities
   a. Have a good idea of what you can and can't do
   b. Uphold rules consistently
   c. Focus on compliance as the goal of the interaction
   d. Be the expert. If you don't know the answer to something, you do know where to find it. Say "I'm not sure" rather than "I don't know."
   e. Recognize if you are the best person to handle the situation

Threat and Crisis Assessment Resources

Threat Assessment Resources:

National Association of School Psychologists:
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/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.*f*
- Ensures the reunification of students with their parents or authorized adults at the reunification area.
- Ensures students are properly signed out before leaving campus.
- Follows the procedures as outlined regarding reunification of students with their parents or guardians.

Strike Team Roles

Communications

- Reports to Incident Commander.
- Point of contact responsible for providing communication services throughout an incident to inform the school community of the situation.
- Establish, coordinate, and direct verbal and written communications within the incident site and with surrounding campus partners, neighborhood hubs, and outside agencies when necessary.

First Aid

- Reports to Incident Commander.
- Assesses injured victims as they enter the Medical Treatment Area.
- Triages victims and provides appropriate first aid treatment.
- Documents treatment and preps for transport as needed & when available.
- Uses approved safety equipment and techniques.

Crisis Counseling

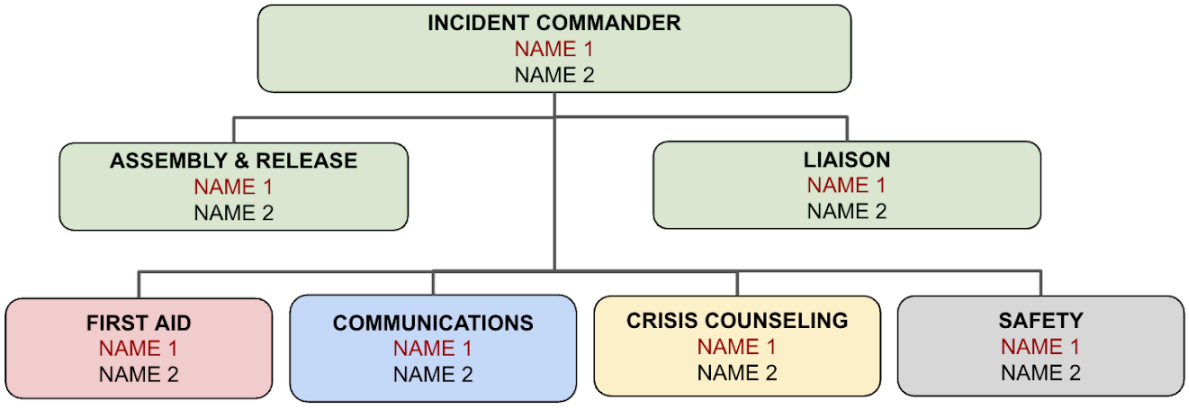
- Reports to Incident Commander.
- Offers de-escalation, grieving, and other emotional support to all personnel, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

Safety

- Reports to Incident Commander.
- Monitor and address potential safety risks or concerns.
- Support safe movements of students, personnel, and chaperones to evacuation or assembly areas if needed.
- Verify that all applicable safety protocols are followed.

CSSP-8: ICS Command Chart

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



ICS Chart - Field Trips and Events

CSSP-9: Personnel Directory

Last Name	First Name	Position	Cell Phone Number

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.