

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter - Member

BOARD OF DIRECTORS MEETING

Wednesday, December 7, 2022, 8:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 9211, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, , and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124, La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108

Access to the live video conference will be accessible prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

1.1 Call to Order

1.2 Roll Call

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

1.4 Establishment of Quorum

1.5 Pledge of Allegiance

1.6 Approval of Agenda *P.1-3*

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of Student Success Programs Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-Agenda Public Comment

2.2 Agenda Public Comment

3.0 CLOSED SESSION

- 3.1 Board Chairman Announcement Regarding Closed Session Items
- 3.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

- 3.2.1 Conference with Legal Counsel--Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) Or (3) Of Subdivision (d) Of Section 54956.9: (one case)
- 3.2.2 Conference with Labor Negotiators
Agency Designated Representative: Rear Adm. Len Hering, Sr.
Unrepresented Employee: Founder, President, and Chief Executive Officer
- 3.2.3 Conference with Labor Negotiators
Agency Designated Representative: Rear Adm. Len Hering, Sr.
Unrepresented Employee: Chief Business Officer, Chief Financial Officer/Treasurer, and Founding Director

4.0 RETURN TO OPEN SESSION

- 4.1 Report out of action taken in closed session, if any.

5.0 ADMINISTRATIVE ITEMS

- 5.1 Consider Approval of Resolution Regarding Executive Compensation for Founder, President, and Chief Executive Officer
- 5.2 Review of Comparable Compensation Data for CEOs/Superintendents/Executive Directors
- 5.3 Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer
- 5.4 Consider Approval of Employment Agreement for the Founder, President, and Chief Executive Officer
- 5.5 Consider Approval of Resolution Regarding Executive Compensation for Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.6 Review of Comparable Compensation Data for Charter School CBOs/CFOs/Business Managers
- 5.7 Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.8 Consider Approval of Employment Agreement for the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.9 President's Report
 - 5.9.1 Parent Square Presentation by Elizabeth Short
 - 5.9.2 Internal Communications
 - 5.9.3 Manager Training
 - 5.9.4 Conferences: California Charter Schools Association (CCSA), Charter Schools Development Center (CSDC), and Baldrige
- 5.10 Strategic Plan Update
 - 5.10.1 Audeo Charter School
 - 5.10.1.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022 [P.4-6](#)
 - 5.10.2 The Charter School of San Diego
 - 5.10.2.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022 [P.7-15](#)

6.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

6.1 Consent Action Items for the Audeo Charter School and The Charter School of San Diego for Each School

- 6.1.1 Consider Approval of Meeting Minutes for September 6, 2022, October 17, 2022, November 1, 2022 [P.16-22](#)
- 6.1.2 Consider Approval of the Comprehensive School Safety Plan 2022-2023 [P.23-280](#)
- 6.1.3 Consider Approval of Uniform Complaint Policy and Procedures Policy 1800 Amendment [P.281-290](#)
- 6.1.4 Consider Approval of Access to Public Records Policy 1958 Amendment [P.291-292](#)
- 6.1.5 Consider Approval of Suspension and Expulsion Policy 3300 Amendment [P. 293-314](#)

7.0 ACTION ITEMS

7.1 Actions Items for Audeo Charter School

- 7.1.1 Consider Approval of the First Interim Report 2022-2023 [P.315-318](#)
- 7.1.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.319-331](#)

7.2 Actions Items for The Charter School of San Diego Charter School

- 7.2.1 Consider Approval of the First Interim Report 2022-2023 [P.332-335](#)
- 7.2.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.336-347](#)

8.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

9.0 ADJOURNMENT

Next Regular Board Meeting: Wednesday, March 1, 2023, 8:00 a.m.

Meeting Agenda available at:

www.charterschool-sandiego.net, www.audeocharterschool.net

Accommodation -- Student Success Programs, Inc. (School's), does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in School's open and public meetings. Please notify Angela Neri at (858) 678-2020 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 10170 Huennekens Street, San Diego, CA 92121; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri (858) 678 -2020.

Certification of Posting

I, Angela Neri, hereby certify that this agenda is posted at the Student Success Programs Resource Centers and Offices noted on this agenda and has been posted on the Audeo Charter School and The Charter School of San Diego webpage on December 2, 2022.



**Participation Report: All Students
Month 1: 07/01/2022 to 07/22/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 500 | 441 | 80.4% | 80.4% | 93.6% | 93.6% |
| Totals July 2022 | 590 | 523 | 80.5% | 80.5% | 94.1% | 94.1% |
| Variance: | -90 | -82 | -0.1% | -0.1% | -0.5% | -0.5% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | |
|--------------|------|--------|---------|----------|---------------|-------|----------------|--------|----------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
| SD | KM | KM1 | | 40 | 35 | 75.2% | 75.2% | 86.1% | 86.1% |
| SD | KM | KM2 | | 40 | 38 | 74.3% | 74.3% | 84.2% | 84.2% |
| SD | LJ | LJ1 | | 40 | 36 | 76.0% | 76.0% | 85.9% | 85.9% |
| SD | LJ | LJ2 | | 40 | 39 | 87.2% | 87.2% | 90.5% | 90.5% |
| SD | MV | MV1 | | 40 | 40 | 96.5% | 96.5% | 96.5% | 96.5% |
| SD | MV | MV2 | | 40 | 34 | 80.8% | 80.8% | 95.3% | 95.3% |
| SD | PB | PB1 | | 40 | 38 | 86.8% | 86.8% | 96.3% | 96.3% |
| SD | PB | PB2 | | 40 | 37 | 89.8% | 89.8% | 97.3% | 97.3% |
| SD | PB | PB3 | | 40 | 37 | 86.7% | 86.7% | 95.1% | 95.1% |
| SD | TSK5 | TSK5-1 | | 25 | 17 | 65.3% | 65.3% | 98.4% | 98.4% |
| SD | TSK5 | TSK5-2 | | 25 | 18 | 72.0% | 72.0% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-3 | | 25 | 16 | 62.7% | 62.7% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-4 | | 25 | 19 | 76.0% | 76.0% | 100.0% | 100.0% |
| SD | VT1 | VT1 | | 40 | 37 | 78.8% | 78.8% | 96.9% | 96.9% |



**Participation Report: All Students
Month 2: 07/25/2022 to 08/19/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|--------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 460 | 423 | 73.0% | 75.9% | 94.5% | 94.1% |
| Totals July/August 2022 | 550 | 472 | 65.0% | 71.9% | 93.4% | 93.7% |
| Variance: | -90 | -49 | 8.0% | 4.0% | 1.1% | 0.4% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | |
|--------------|------|--------|---------|----------|---------------|-------|----------------|--------|----------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
| SD | KM | KM1 | | 40 | 34 | 61.5% | 67.4% | 88.5% | 87.3% |
| SD | KM | KM2 | | 40 | 32 | 63.0% | 67.9% | 87.7% | 86.0% |
| SD | LJ | LJ1 | | 40 | 59 | 87.5% | 87.2% | 95.4% | 95.8% |
| SD | LJ | LJ2 | | 40 | 38 | 65.4% | 74.7% | 94.6% | 92.5% |
| SD | MV | MV1 | | 40 | 39 | 72.1% | 82.6% | 87.7% | 91.9% |
| SD | MV | MV2 | | 40 | 37 | 85.4% | 83.4% | 94.9% | 95.0% |
| SD | PB | PB2 | | 40 | 42 | 90.1% | 90.0% | 95.8% | 96.4% |
| SD | PB | PB3 | | 40 | 40 | 75.0% | 80.0% | 94.2% | 94.6% |
| SD | TSK5 | TSK5-1 | | 25 | 15 | 57.4% | 60.8% | 98.3% | 98.3% |
| SD | TSK5 | TSK5-2 | | 25 | 19 | 73.4% | 72.8% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-3 | | 25 | 16 | 63.0% | 62.9% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-4 | | 25 | 17 | 64.0% | 69.1% | 100.0% | 100.0% |
| SD | VT1 | VT1 | | 40 | 35 | 78.5% | 78.6% | 99.8% | 98.6% |



Participation Report: All Students Month 3: 08/22/2022 to 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|-----------------------------------|------------|---------------|--------------|----------------|--------------|----------------|
| Schoolwide Totals: | 540 | 296 | 45.0% | 74.4% | 95.9% | 94.5% |
| Totals August/September 20 | 550 | 313 | 47.5% | 66.7% | 94.4% | 93.9% |
| Variance: | -10 | -17 | -2.5% | 7.7% | 1.5% | 0.6% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | |
|--------------|------|--------|---------|----------|---------------|-------|----------------|--------|----------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
| SD | KM | KM1 | | 40 | 28 | 53.8% | 62.7% | 89.2% | 87.8% |
| SD | KM | KM2 | | 40 | 26 | 55.1% | 55.1% | 98.5% | 98.5% |
| SD | LJ | LJ1 | | 40 | 14 | 21.4% | 64.9% | 93.9% | 95.6% |
| SD | LJ | LJ2 | | 40 | 21 | 42.4% | 63.7% | 93.0% | 92.6% |
| SD | MV | MV1 | | 40 | 23 | 50.3% | 71.6% | 93.3% | 92.2% |
| SD | MV | MV2 | | 40 | 26 | 58.6% | 75.0% | 94.2% | 94.8% |
| SD | PB | PB2 | | 40 | 19 | 38.6% | 72.5% | 96.9% | 96.5% |
| SD | PB | PB3 | | 40 | 25 | 47.8% | 69.1% | 89.8% | 93.4% |
| SD | TSK5 | TSK5-1 | | 25 | 15 | 53.6% | 58.3% | 100.0% | 98.8% |
| SD | TSK5 | TSK5-2 | | 25 | 17 | 64.9% | 70.1% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-3 | | 25 | 17 | 61.3% | 62.3% | 100.0% | 100.0% |
| SD | TSK5 | TSK5-4 | | 25 | 14 | 53.8% | 63.9% | 100.0% | 100.0% |
| SD | VT1 | VT1 | | 40 | 27 | 63.6% | 73.5% | 99.6% | 98.9% |
| SD | VT2 | VT2 | | 40 | 12 | 14.0% | 14.0% | 100.0% | 100.0% |
| SD | VT3 | VT3 | | 40 | 12 | 15.6% | 15.6% | 100.0% | 100.0% |

Participation Report: All Students
Month 1: 07/01/2022 - 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,732 | 79.5% | 79.5% | 90.9% | 90.9% |
| Totals July 2021 | 2,040 | 1,836 | 78.8% | 78.8% | 91.1% | 91.1% |
| Variance: | -120 | -104 | 0.7% | 0.7% | -0.3% | -0.3% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|------------------------|----|-----|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| C | CO | CO1 | | 40 | 30 | 63.0% | 63.0% | 88.1% | 88.1% | |
| C | CO | CO2 | | 40 | 36 | 73.2% | 73.2% | 84.3% | 84.3% | |
| C | CO | CO3 | | 40 | 38 | 86.0% | 86.0% | 90.5% | 90.5% | |
| C | CO | CO4 | | 40 | 37 | 80.0% | 80.0% | 86.5% | 86.5% | |
| C | CO | CO5 | | 40 | 40 | 94.7% | 94.7% | 95.0% | 95.0% | |
| C | EU | EU1 | | 40 | 38 | 82.3% | 82.3% | 88.8% | 88.8% | |
| C | EU | EU2 | | 40 | 36 | 79.5% | 79.5% | 89.0% | 89.0% | |
| C | EU | EU3 | | 40 | 42 | 89.2% | 89.2% | 86.3% | 86.3% | |
| C | EU | EU4 | | 40 | 34 | 77.2% | 77.2% | 90.8% | 90.8% | |
| C | NG | NG1 | | 40 | 32 | 62.7% | 62.7% | 87.2% | 87.2% | |
| C | NG | NG2 | | 40 | 39 | 84.2% | 84.2% | 86.3% | 86.3% | |
| C | NG | NG3 | | 40 | 40 | 83.5% | 83.5% | 85.6% | 85.6% | |
| C | NG | NG4 | | 40 | 35 | 74.0% | 74.0% | 84.6% | 84.6% | |
| C | WM | WM1 | | 40 | 34 | 74.7% | 74.7% | 90.0% | 90.0% | |
| C | WM | WM2 | | 40 | 34 | 70.5% | 70.5% | 85.1% | 85.1% | |
| C | WM | WM3 | | 40 | 38 | 81.3% | 81.3% | 88.9% | 88.9% | |
| C | WM | WM4 | | 40 | 38 | 80.7% | 80.7% | 86.6% | 86.6% | |
| Central Totals: | | | | 17 | 680 | 621 | 78.6% | 78.6% | 87.9% | 87.9% |

**Participation Report: All Students
Month 1: 07/01/2022 - 07/22/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,732 | 79.5% | 79.5% | 90.9% | 90.9% |
| Totals July 2021 | 2,040 | 1,836 | 78.8% | 78.8% | 91.1% | 91.1% |
| Variance: | -120 | -104 | 0.7% | 0.7% | -0.3% | -0.3% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|---------------------|-----|------|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| E | LKM | LKM1 | | 40 | 39 | 90.5% | 90.5% | 92.8% | 92.8% | |
| E | LKM | LKM2 | | 40 | 27 | 58.2% | 58.2% | 91.8% | 91.8% | |
| E | LKM | LKM3 | | 40 | 33 | 72.5% | 72.5% | 91.6% | 91.6% | |
| E | LKM | LKM4 | | 40 | 31 | 67.5% | 67.5% | 92.0% | 92.0% | |
| E | LKM | LKM5 | | 40 | 31 | 65.3% | 65.3% | 84.3% | 84.3% | |
| E | LKM | MM1 | | 40 | 32 | 69.5% | 69.5% | 92.3% | 92.3% | |
| E | LKM | MM2 | | 40 | 20 | 47.3% | 47.3% | 94.7% | 94.7% | |
| E | LKM | MM3 | | 40 | 36 | 86.5% | 86.5% | 96.1% | 96.1% | |
| E | MM | MM4 | | 40 | 26 | 58.0% | 58.0% | 94.3% | 94.3% | |
| E | MM | MM5 | | 40 | 39 | 93.7% | 93.7% | 98.4% | 98.4% | |
| E | MM | SR1 | | 40 | 38 | 90.2% | 90.2% | 96.1% | 96.1% | |
| E | MM | SR2 | | 40 | 38 | 89.7% | 89.7% | 96.8% | 96.8% | |
| E | SR | SR3 | | 40 | 39 | 86.8% | 86.8% | 90.1% | 90.1% | |
| E | SR | SR4 | | 40 | 32 | 57.0% | 57.0% | 93.4% | 93.4% | |
| E | SR | TS1 | | 40 | 42 | 89.5% | 89.5% | 90.7% | 90.7% | |
| E | TS | TS2 | | 40 | 41 | 89.3% | 89.3% | 90.8% | 90.8% | |
| E | TS | TS3 | | 40 | 38 | 90.3% | 90.3% | 95.1% | 95.1% | |
| East Totals: | | | | 17 | 680 | 582 | 76.6% | 76.6% | 93.1% | 93.1% |

**Participation Report: All Students
Month 1: 07/01/2022 - 07/22/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,732 | 79.5% | 79.5% | 90.9% | 90.9% |
| Totals July 2021 | 2,040 | 1,836 | 78.8% | 78.8% | 91.1% | 91.1% |
| Variance: | -120 | -104 | 0.7% | 0.7% | -0.3% | -0.3% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | |
|---------------------|----|-----|---------|-----------|---------------|--------------|----------------|--------------|----------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
| W | CL | CL1 | | 40 | 42 | 99.2% | 99.2% | 96.9% | 96.9% |
| W | CL | CL2 | | 40 | 38 | 92.8% | 92.8% | 100.0% | 100.0% |
| W | CL | CL3 | | 40 | 38 | 81.8% | 81.8% | 90.1% | 90.1% |
| W | DT | DT1 | | 40 | 40 | 97.5% | 97.5% | 97.5% | 97.5% |
| W | NP | DT2 | | 40 | 36 | 80.8% | 80.8% | 90.7% | 90.7% |
| W | NP | NP1 | | 40 | 39 | 81.0% | 81.0% | 84.2% | 84.2% |
| W | NP | NP2 | | 40 | 37 | 87.8% | 87.8% | 96.3% | 96.3% |
| W | NP | NP3 | | 40 | 38 | 75.5% | 75.5% | 84.5% | 84.5% |
| W | NP | NP4 | | 40 | 30 | 66.0% | 66.0% | 88.0% | 88.0% |
| W | NP | PC1 | | 40 | 37 | 86.8% | 86.8% | 99.0% | 99.0% |
| W | NP | PC2 | | 40 | 38 | 85.2% | 85.2% | 95.0% | 95.0% |
| W | PL | PL1 | | 40 | 36 | 81.8% | 81.8% | 92.1% | 92.1% |
| W | PL | PL2 | | 40 | 39 | 81.5% | 81.5% | 86.7% | 86.7% |
| W | PL | PL3 | | 40 | 41 | 79.8% | 79.8% | 85.7% | 85.7% |
| West Totals: | | | | 14 | 560 | 84.1% | 84.1% | 92.0% | 92.0% |

**Participation Report: All Students
Month 2: 07/25/2022 - 08/19/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|--------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,708 | 73.4% | 76.0% | 90.6% | 90.7% |
| Totals July/August 2021 | 2,040 | 1,792 | 71.0% | 76.5% | 89.8% | 90.4% |
| Variance: | -120 | -84 | 2.4% | -0.5% | 0.8% | 0.3% |

**Total Served does not include NPS/SWD Follow-Up students*

| All Students | | | | | | | | | | |
|------------------------|----|-----|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| C | CO | CO1 | | 40 | 32 | 65.9% | 64.6% | 87.7% | 87.9% | |
| C | CO | CO2 | | 40 | 33 | 57.5% | 64.2% | 86.1% | 85.2% | |
| C | CO | CO3 | | 40 | 39 | 76.5% | 80.6% | 85.1% | 87.5% | |
| C | CO | CO4 | | 40 | 36 | 81.3% | 80.7% | 91.5% | 89.3% | |
| C | CO | CO5 | | 40 | 40 | 94.0% | 94.3% | 95.2% | 95.1% | |
| C | EU | EU1 | | 40 | 38 | 75.9% | 78.6% | 84.7% | 86.5% | |
| C | EU | EU2 | | 40 | 37 | 77.4% | 78.3% | 88.2% | 88.5% | |
| C | EU | EU3 | | 40 | 41 | 86.9% | 87.9% | 85.3% | 85.7% | |
| C | EU | EU4 | | 40 | 36 | 79.0% | 78.2% | 88.1% | 89.2% | |
| C | NG | NG1 | | 40 | 32 | 70.5% | 67.1% | 89.7% | 88.7% | |
| C | NG | NG2 | | 40 | 36 | 78.6% | 81.0% | 92.2% | 89.5% | |
| C | NG | NG3 | | 40 | 39 | 78.8% | 80.8% | 84.0% | 84.7% | |
| C | NG | NG4 | | 40 | 34 | 77.5% | 76.0% | 91.9% | 88.7% | |
| C | WM | WM1 | | 40 | 33 | 70.3% | 72.1% | 92.4% | 91.3% | |
| C | WM | WM2 | | 40 | 39 | 76.6% | 74.0% | 86.1% | 85.7% | |
| C | WM | WM3 | | 40 | 35 | 72.1% | 76.1% | 85.6% | 87.1% | |
| C | WM | WM4 | | 40 | 36 | 78.4% | 79.4% | 90.0% | 88.5% | |
| Central Totals: | | | | 17 | 680 | 616 | 76.3% | 77.3% | 88.4% | 88.2% |

**Participation Report: All Students
Month 2: 07/25/2022 - 08/19/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|--------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,708 | 73.4% | 76.0% | 90.6% | 90.7% |
| Totals July/August 2021 | 2,040 | 1,792 | 71.0% | 76.5% | 89.8% | 90.4% |
| Variance: | -120 | -84 | 2.4% | -0.5% | 0.8% | 0.3% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|---------------------|-----|------|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| E | LKM | LKM1 | | 40 | 42 | 90.4% | 90.4% | 93.9% | 93.4% | |
| E | LKM | LKM2 | | 40 | 30 | 60.5% | 59.5% | 94.2% | 93.2% | |
| E | LKM | LKM3 | | 40 | 34 | 69.0% | 70.5% | 94.0% | 92.9% | |
| E | LKM | LKM4 | | 40 | 28 | 56.6% | 61.3% | 86.6% | 89.1% | |
| E | LKM | LKM5 | | 40 | 30 | 47.8% | 55.3% | 86.0% | 85.1% | |
| E | LKM | MM1 | | 40 | 35 | 74.9% | 72.6% | 92.0% | 92.1% | |
| E | LKM | MM2 | | 40 | 29 | 63.8% | 56.7% | 95.5% | 95.2% | |
| E | LKM | MM3 | | 40 | 35 | 79.6% | 82.6% | 97.0% | 96.6% | |
| E | MM | MM4 | | 40 | 32 | 63.1% | 60.9% | 91.8% | 92.8% | |
| E | MM | MM5 | | 40 | 40 | 60.6% | 74.8% | 98.6% | 98.5% | |
| E | MM | SR1 | | 40 | 42 | 83.4% | 86.3% | 87.0% | 90.8% | |
| E | MM | SR2 | | 40 | 41 | 83.5% | 86.1% | 96.5% | 96.6% | |
| E | SR | SR3 | | 40 | 42 | 82.9% | 84.6% | 90.3% | 90.2% | |
| E | SR | SR4 | | 40 | 8 | 10.5% | 30.4% | 96.6% | 94.0% | |
| E | SR | TS1 | | 40 | 40 | 76.8% | 82.2% | 90.3% | 90.5% | |
| E | TS | TS2 | | 40 | 39 | 79.1% | 83.5% | 89.5% | 90.1% | |
| E | TS | TS3 | | 40 | 36 | 75.1% | 81.6% | 92.7% | 93.8% | |
| East Totals: | | | | 17 | 680 | 583 | 68.1% | 71.7% | 92.3% | 92.6% |

**Participation Report: All Students
Month 2: 07/25/2022 - 08/19/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|--------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,920 | 1,708 | 73.4% | 76.0% | 90.6% | 90.7% |
| Totals July/August 2021 | 2,040 | 1,792 | 71.0% | 76.5% | 89.8% | 90.4% |
| Variance: | -120 | -84 | 2.4% | -0.5% | 0.8% | 0.3% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|---------------------|----|-----|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| W | CL | CL1 | | 40 | 42 | 85.3% | 91.2% | 96.1% | 96.5% | |
| W | CL | CL2 | | 40 | 37 | 77.3% | 83.9% | 91.2% | 95.1% | |
| W | CL | CL3 | | 40 | 35 | 75.3% | 78.1% | 92.2% | 91.2% | |
| W | DT | DT1 | | 40 | 40 | 96.3% | 96.8% | 98.7% | 98.2% | |
| W | NP | DT2 | | 40 | 31 | 69.1% | 74.1% | 90.4% | 90.5% | |
| W | NP | NP1 | | 40 | 36 | 75.8% | 78.0% | 85.2% | 84.8% | |
| W | NP | NP2 | | 40 | 35 | 77.4% | 81.9% | 92.5% | 94.2% | |
| W | NP | NP3 | | 40 | 37 | 71.1% | 73.0% | 86.5% | 85.6% | |
| W | NP | NP4 | | 40 | 30 | 64.4% | 65.1% | 90.0% | 89.1% | |
| W | NP | PC1 | | 40 | 35 | 83.1% | 84.7% | 99.4% | 99.2% | |
| W | NP | PC2 | | 40 | 39 | 86.1% | 85.7% | 98.7% | 97.1% | |
| W | PL | PL1 | | 40 | 37 | 71.5% | 75.9% | 87.2% | 89.4% | |
| W | PL | PL2 | | 40 | 37 | 66.8% | 73.1% | 84.9% | 85.8% | |
| W | PL | PL3 | | 40 | 38 | 67.1% | 72.6% | 84.0% | 84.8% | |
| West Totals: | | | | 14 | 560 | 509 | 76.2% | 79.6% | 91.4% | 91.7% |

**Participation Report: All Students
Month 3: 08/22/2022 - 09/16/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|-------------------------------------|--------------|---------------|--------------|----------------|--------------|----------------|
| Schoolwide Totals: | 1,840 | 1,417 | 62.4% | 73.6% | 89.9% | 90.5% |
| Totals August/September 2021 | 1,800 | 1,440 | 64.5% | 72.9% | 88.9% | 90.0% |
| Variance: | 40 | -23 | -2.2% | 0.7% | 1.0% | 0.5% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|------------------------|----|-----|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| C | CO | CO1 | | 40 | 31 | 60.4% | 63.2% | 86.3% | 87.4% | |
| C | CO | CO2 | | 40 | 26 | 50.7% | 59.6% | 97.9% | 88.5% | |
| C | CO | CO3 | | 40 | 36 | 68.5% | 76.5% | 85.6% | 86.9% | |
| C | CO | CO4 | | 40 | 38 | 72.9% | 78.1% | 88.1% | 88.9% | |
| C | CO | CO5 | | 40 | 37 | 84.7% | 91.0% | 96.4% | 95.5% | |
| C | EU | EU1 | | 40 | 38 | 69.0% | 75.4% | 85.1% | 86.1% | |
| C | EU | EU2 | | 40 | 37 | 72.5% | 76.3% | 86.6% | 87.9% | |
| C | EU | EU3 | | 40 | 37 | 74.0% | 83.2% | 85.0% | 85.5% | |
| C | EU | EU4 | | 40 | 36 | 76.8% | 77.7% | 87.6% | 88.7% | |
| C | NG | NG1 | | 40 | 29 | 49.6% | 61.2% | 85.2% | 87.7% | |
| C | NG | NG2 | | 40 | 30 | 62.1% | 74.6% | 90.3% | 89.7% | |
| C | NG | NG3 | | 40 | 35 | 68.6% | 76.7% | 85.9% | 85.1% | |
| C | NG | NG4 | | 40 | 37 | 79.9% | 77.3% | 89.4% | 88.9% | |
| C | WM | WM1 | | 40 | 32 | 63.9% | 69.3% | 93.5% | 92.0% | |
| C | WM | WM2 | | 40 | 31 | 68.5% | 72.1% | 88.4% | 86.5% | |
| C | WM | WM3 | | 40 | 31 | 61.0% | 70.9% | 89.6% | 87.8% | |
| C | WM | WM4 | | 40 | 33 | 68.2% | 75.6% | 86.6% | 87.9% | |
| Central Totals: | | | | 17 | 680 | 574 | 67.7% | 74.0% | 88.5% | 88.3% |

**Participation Report: All Students
Month 3: 08/22/2022 - 09/16/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|-------------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,840 | 1,417 | 62.4% | 73.6% | 89.9% | 90.5% |
| Totals August/September 2021 | 1,800 | 1,440 | 64.5% | 72.9% | 88.9% | 90.0% |
| Variance: | 40 | -23 | -2.2% | 0.7% | 1.0% | 0.5% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|---------------------|-----|------|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| E | LKM | LKM1 | | 40 | 29 | 65.8% | 82.1% | 96.0% | 94.1% | |
| E | LKM | LKM2 | | 40 | 31 | 61.7% | 60.2% | 91.0% | 92.4% | |
| E | LKM | LKM3 | | 40 | 29 | 65.0% | 68.6% | 95.7% | 93.8% | |
| E | LKM | LKM4 | | 40 | 29 | 57.9% | 60.1% | 89.1% | 89.1% | |
| E | LKM | LKM5 | | 40 | 16 | 31.8% | 47.3% | 84.5% | 85.0% | |
| E | LKM | MM1 | | 40 | 29 | 51.9% | 65.6% | 81.3% | 88.9% | |
| E | LKM | MM2 | | 40 | 21 | 44.4% | 52.5% | 92.8% | 94.5% | |
| E | LKM | MM3 | | 40 | 31 | 71.8% | 78.9% | 96.6% | 96.6% | |
| E | MM | MM4 | | 40 | 28 | 56.9% | 59.6% | 94.0% | 93.2% | |
| E | MM | SR1 | | 40 | 25 | 51.9% | 74.6% | 86.6% | 89.8% | |
| E | MM | SR2 | | 40 | 24 | 48.6% | 73.4% | 94.1% | 96.0% | |
| E | SR | SR3 | | 40 | 23 | 50.4% | 73.0% | 91.2% | 90.5% | |
| E | SR | TS1 | | 40 | 32 | 60.7% | 74.9% | 85.9% | 89.2% | |
| E | TS | TS2 | | 40 | 32 | 54.4% | 73.6% | 89.9% | 90.1% | |
| E | TS | TS3 | | 40 | 29 | 64.7% | 75.9% | 96.7% | 94.6% | |
| East Totals: | | | | 15 | 600 | 408 | 55.9% | 66.7% | 91.2% | 92.3% |

**Participation Report: All Students
Month 3: 08/22/2022 - 09/16/2022**

POC: Participation on Capacity

POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|-------------------------------------|----------|---------------|-------|----------------|-------|----------------|
| Schoolwide Totals: | 1,840 | 1,417 | 62.4% | 73.6% | 89.9% | 90.5% |
| Totals August/September 2021 | 1,800 | 1,440 | 64.5% | 72.9% | 88.9% | 90.0% |
| Variance: | 40 | -23 | -2.2% | 0.7% | 1.0% | 0.5% |

*Total Served does not include NPS/SWD Follow-Up students

| All Students | | | | | | | | | | |
|---------------------|----|-----|---------|-----------|---------------|------------|----------------|--------------|----------------|--------------|
| Reg | RC | IRC | Teacher | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE | |
| W | CL | CL1 | | 40 | 34 | 69.7% | 83.9% | 94.5% | 95.9% | |
| W | CL | CL2 | | 40 | 34 | 65.1% | 65.1% | 88.2% | 88.2% | |
| W | CL | CL3 | | 40 | 34 | 61.3% | 72.4% | 89.6% | 90.8% | |
| W | DT | DT1 | | 40 | 34 | 79.4% | 90.9% | 96.9% | 97.8% | |
| W | NP | DT2 | | 40 | 32 | 52.5% | 66.8% | 87.7% | 89.7% | |
| W | NP | NP1 | | 40 | 35 | 71.9% | 75.9% | 87.8% | 85.7% | |
| W | NP | NP2 | | 40 | 30 | 69.6% | 77.7% | 96.9% | 95.0% | |
| W | NP | NP3 | | 40 | 34 | 65.8% | 70.6% | 85.7% | 85.6% | |
| W | NP | NP4 | | 40 | 22 | 41.3% | 57.0% | 85.6% | 88.2% | |
| W | NP | PC1 | | 40 | 25 | 56.1% | 75.0% | 98.3% | 99.0% | |
| W | NP | PC2 | | 40 | 33 | 62.4% | 62.4% | 89.3% | 89.3% | |
| W | PL | PL1 | | 40 | 30 | 69.6% | 73.8% | 94.4% | 90.9% | |
| W | PL | PL2 | | 40 | 27 | 50.4% | 65.4% | 86.8% | 86.0% | |
| W | PL | PL3 | | 40 | 31 | 64.3% | 69.8% | 84.5% | 84.7% | |
| West Totals: | | | | 14 | 560 | 435 | 62.8% | 81.6% | 90.5% | 91.3% |

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter - Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Tuesday, September 6, 2022, 8:00 a.m.

Via Video Conference and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 9211, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD 29119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, Old Town, 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa Office 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, K5 Home School Resource Center 10725 Tierrasanta Boulevard, CA 92124, La Jolla RC 7458 Girard Avenue, SD 92037, Mission Valley East RC 3230 Camino Del Rio North, SD 92108

Access to the live video conference was made available prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 8:00 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

Also in attendance: Lynne Alipio, Mary Bixby, Angela Neri, and Tim Tuter.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Crean and seconded by Morton to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the board were present at the meeting: Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

It was moved by Barton and seconded by Morton to Establish the Quorum.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

1.5 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Morton and seconded by Crean to Approve the Agenda.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

2.0 PUBLIC COMMENT

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

3.1 Consent Action Items for the Audeo Charter School and The Charter School of San Diego for Each School

3.1.1 Approval of Meeting Minutes for August 31, 2022

3.1.2 Approval of Education for Homeless Children and Youth Policy 1952 Amendments

3.1.3 Approval of Education for Foster and Mobile Youth Policy 1954 Amendments

It was moved by Barton and seconded by Crean to Approve the Consent Action Items 3.1.1 – 3.1.3.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

4.0 ACTION ITEMS

4.1 Action Items for Audeo Charter School

4.1.1 Approval of the Unaudited Actuals FY July 1, 2021 – June 30, 2022

It was moved by Morton and seconded by Schweinfurter to Approve the Unaudited Actuals FY July 1, 2021 – June 30, 2022.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

4.2 Action Items for The Charter School of San Diego

4.2.1 Approval of Unaudited Actuals FY July 1, 2021 – June 30, 2022

It was moved by Barton and seconded by Crean to Approve the Unaudited Actuals FY July 1, 2021 – June 30, 2022.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved.

5.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Morton thanked the Finance Staff for their great work.

6.0 ADJOURNMENT

It was moved by Crean and seconded by Morton to Adjourn the Meeting at 8:15 a.m.

Ayes – 5, Nays- 0, Absent – 0, Abstain – 0, Motioned Approved

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO
(A California Non-Profit Public Benefit Corporation)

*Len Hering RADM, USN (ret) – Chairman,
Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter - Member*

BOARD OF DIRECTORS WORKSHOP/TRAINING MINUTES

Monday, October 17, 2022, 8:00 a.m.

Via Video Conference

Access to the live video conference was available prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>
Audeo: <https://www.audeocharterschool.net/board-of-directors/>

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 8:07 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

Also in attendance: Amanda Akle, Lynne Alipio, Wade Aschbrenner, Mary Bixby, Venetta Chan, Jay Garrity, Nelia Malihan, Angela Neri, Tim Tuter, Paul Minney and Kaela Haydu.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Morton and seconded by Crean to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 5, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting: Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter.

It was moved by Barton and seconded by Morton.

Ayes – 5, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.5 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Crean and seconded by Morton to Approve the Agenda.

Ayes – 5, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of Student Success Programs Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3.0 BOARD WORKSHOP/TRAINING

3.1 Young, Minney & Corr Law Firm will provide training to the Board regarding Professional Development Training Including Best Practices in Charter Schools Board Management, Updates on The Charter Schools Act and a Review of Corporate Practices, Fiduciary Duties and Fiscal Oversight, the Brown Act and Conflict of Interest Laws.

Paul Minney and Kaela Haydu from Young, Minney & Corr Law Firm provided Part I of the training to the Board Members regarding the Brown Act, Conflict of Interest Law, Public Records Act, Government Code Section 1090, Compliance with SB126 and the Governor’s Executive Order N-29-20/N-15-21.

4.0 ADJOURNMENT

It was moved by Morton and seconded by Barton to adjourn the meeting at 10:00 a.m.

Ayes – 5, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO
(A California Non-Profit Public Benefit Corporation)

*Len Hering RADM, USN (ret) – Chairman,
Scott Barton – Member, David Crean – Member, Tim Morton – Member, Eric Schweinfurter - Member*

BOARD OF DIRECTORS WORKSHOP/TRAINING MINUTES

Tuesday, November 1, 2022, 1:00 p.m.

Via Video Conference

Access to the live video conference was available prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>
Audeo: <https://www.audeocharterschool.net/board-of-directors/>

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 1:08 p.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter-arrived at 1:24 p.m.

Also in attendance: Amanda Akle, Lynne Alipio, Wade Aschbrenner, Hayley Beaupre, Mary Bixby, Venetta Chan, Jay Garrity, Nelia Malihan, Angela Neri, Tim Tuter, Paul Minney and Kaela Haydu.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Morton and seconded by Crean to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

Absent -Schweinfurter

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting: Scott Barton, David Crean, Len Hering, Tim Morton, and Eric Schweinfurter-arrived at 1:24 p.m.

It was moved by Barton and seconded by Morton.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

Absent -Schweinfurter

1.5 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Crean and seconded by Morton to Approve the Agenda.

Ayes – 4, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

Absent -Schweinfurter

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of Student Success Programs Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3.0 BOARD WORKSHOP/TRAINING

3.1 Young, Minney & Corr Law Firm will provide training to the Board regarding Professional Development Training Including Best Practices in Charter Schools Board Management, Updates on The Charter Schools Act and a Review of Corporate Practices, Fiduciary Duties and Fiscal Oversight, the Brown Act and Conflict of Interest Laws.

Paul Minney and Kaela Haydu from Young, Minney & Corr Law Firm provided Part II of the training to the Board Members regarding the Brown Act, Conflict of Interest Law, Public Records Act, Government Code Section 1090, Compliance with SB126 and the Governor’s Executive Order N-29-20/N-15-21.

4.0 ADJOURNMENT

It was moved by Morton and seconded by Barton to adjourn the meeting at 3:20 p.m.

Ayes – 5, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

Comprehensive Safety Plan



Student
Success
Programs

SY 2022-2023

The Charter School of
SAN DIEGO

Audeo
Charter School

QUICK GLANCE REFERENCE

Notification System

FIRE Notification Method is—Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is—Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is—Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is—3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is—Series of long beeps followed by verbal instructions

(Notification systems vary at each location. Minimum requirements cover fire, earthquake, lockdown, shelter-in-place, and all-clear to return)

Incident Command Team Personnel—Major Assignments Only

| Primary (Insert Names) | Position | Alternate (Insert Names) |
|---------------------------|--------------------------------|-----------------------------|
| Mary Bixby | Incident Commander | Tim Tuter |
| Tim Tuter | Operations Chief | Lynne Alipio |
| Angela Neri | Planning & Intelligence Chief | Eleanor Pe |
| Tim Tuter | Logistics Chief | Angela Neri |
| Lynne Alipio | Finance & Administration Chief | Mary Bixby |

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON SECTION FOUR)

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An “Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another’s life.

SECTION TWO

Facility Information and Street/Arial Maps

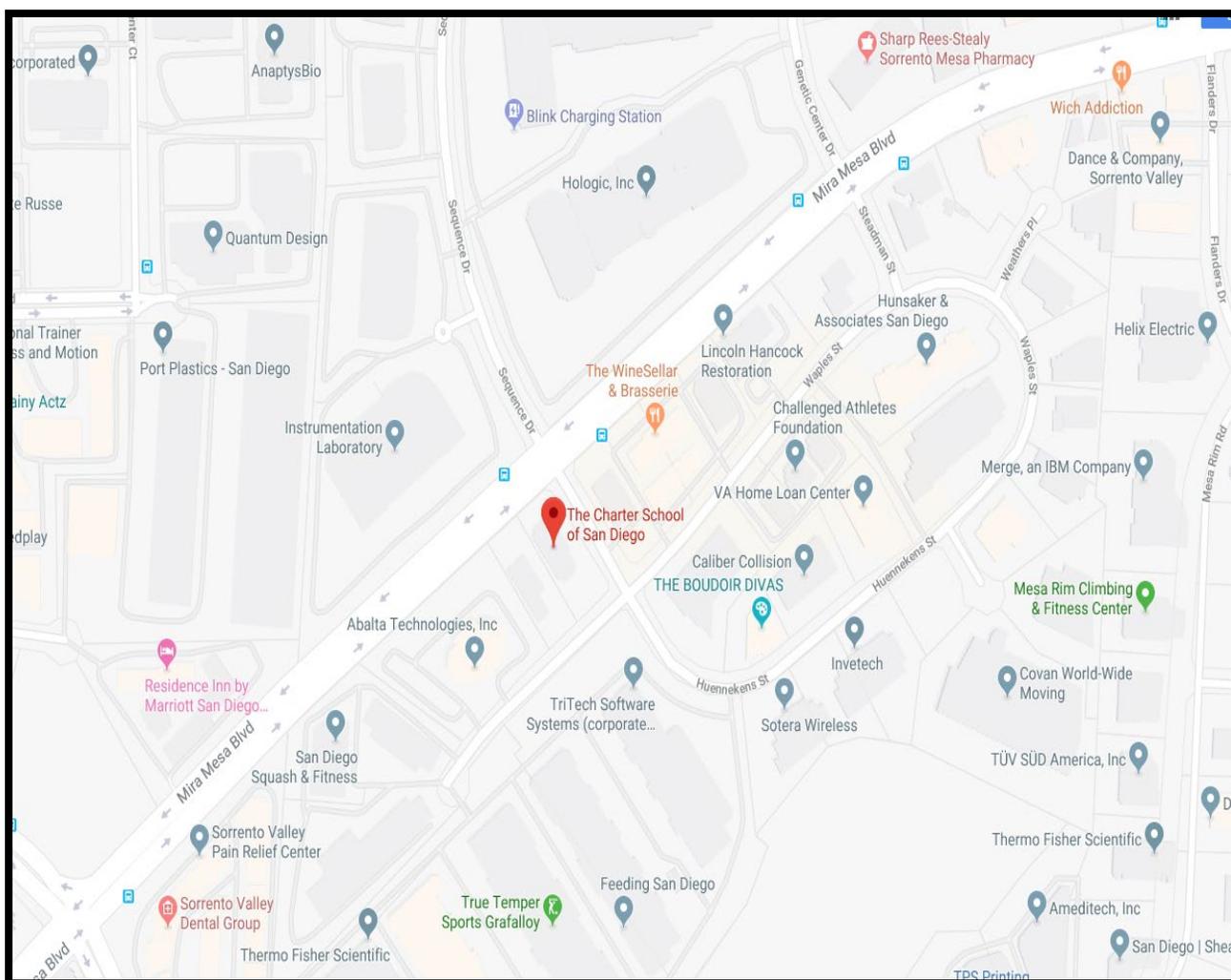
Sorrento Mesa Corporate Office – CSSD

Office Address: 10170 Huennekens Street, San Diego, CA 92121

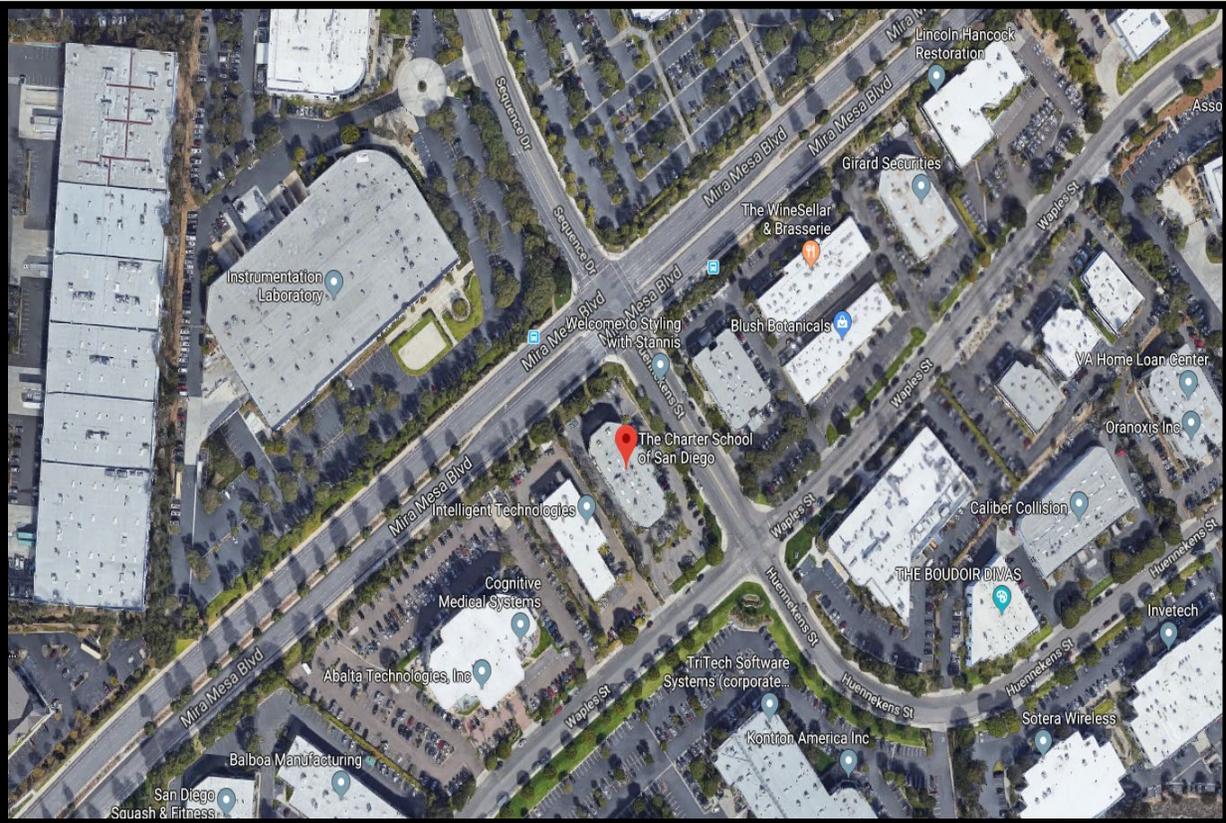
Office Public Phone Number: 858-678-2020

Office Direct Phone Number: 858-678-2044 (Mary Bixby)

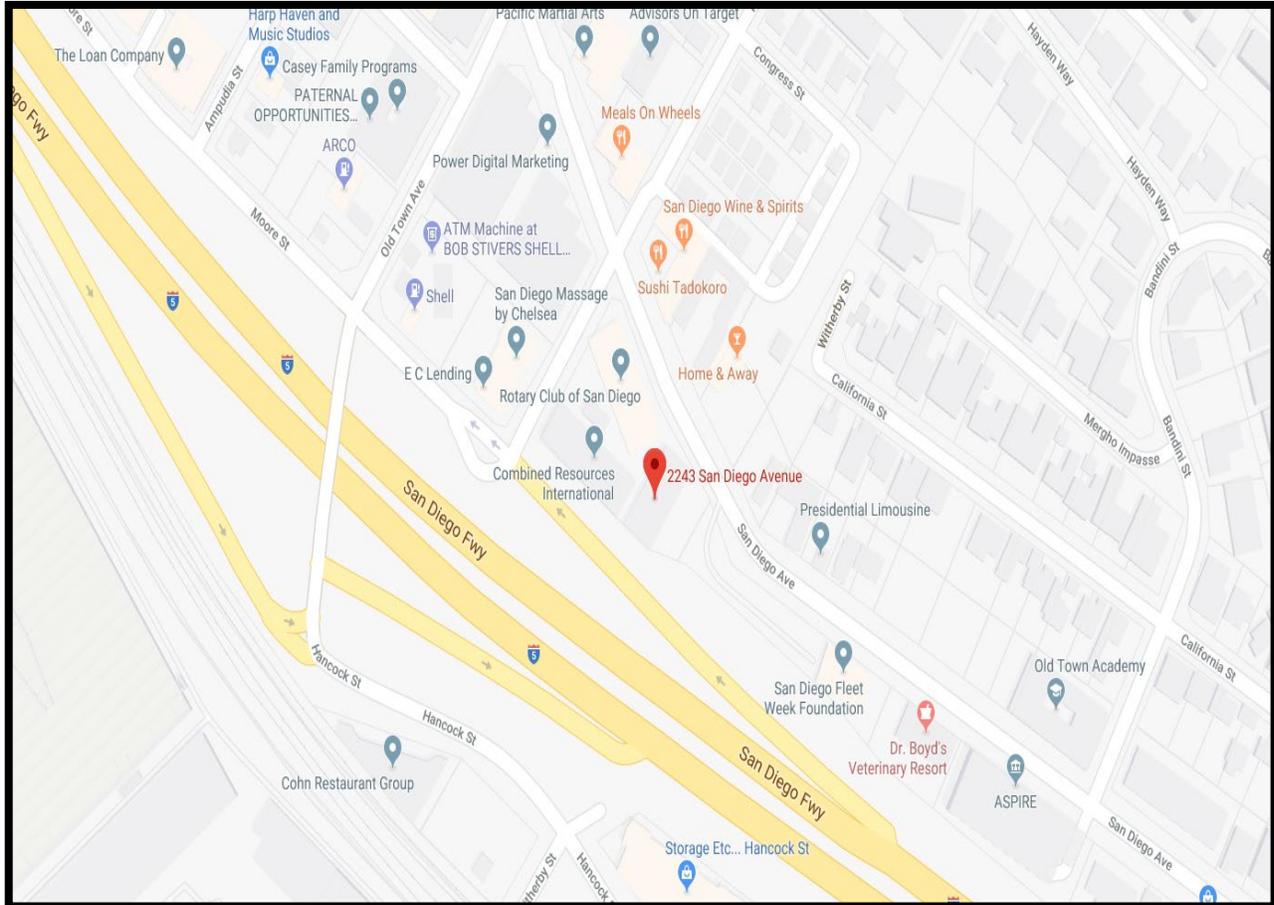
Fax Numbers: 858-552-6660, 858-552-6666, 858-552-9010



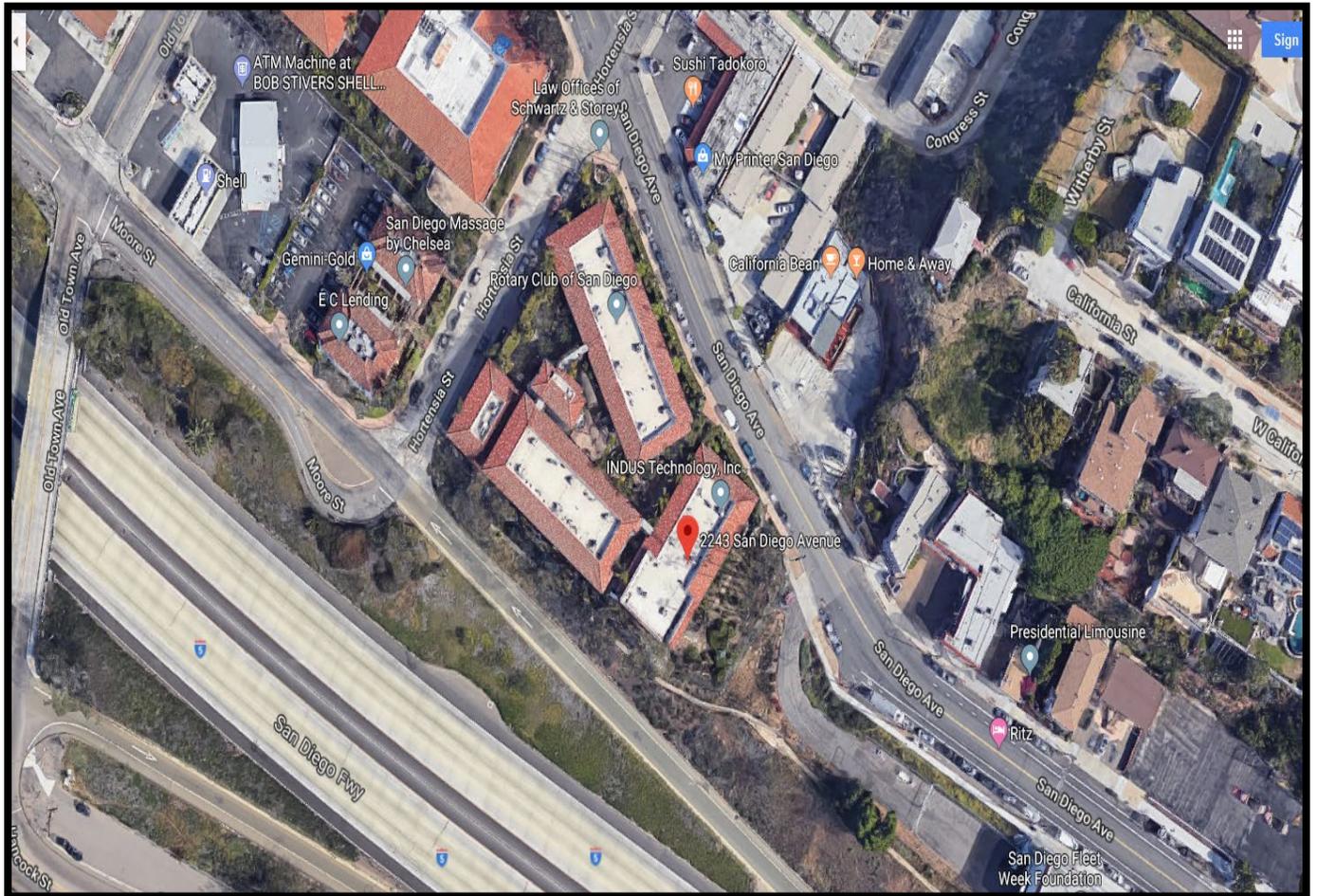
Sorrento Mesa Aerial Map



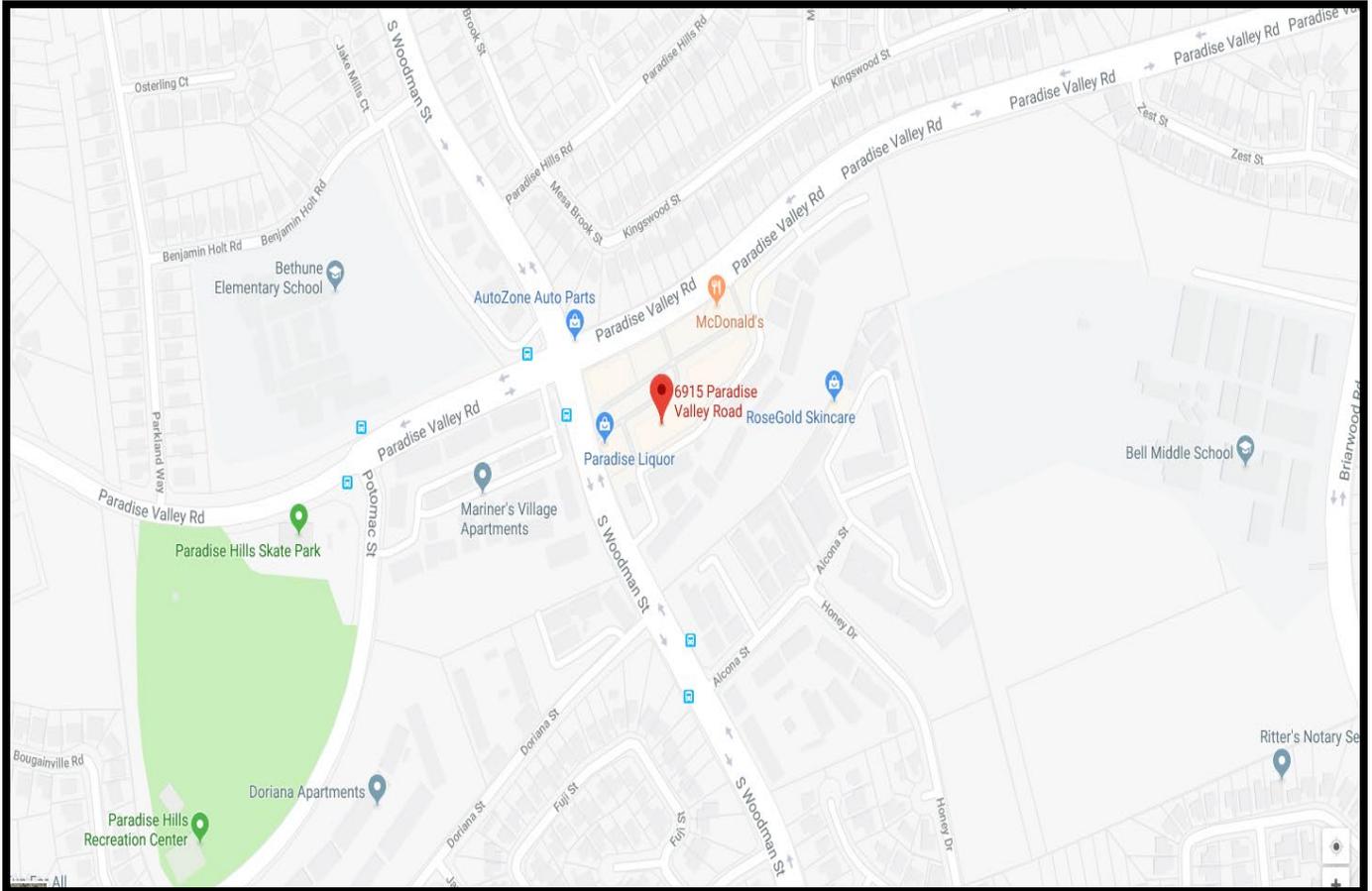
Old Town Service Center—CSSD
Office Address: 2243 San Diego Avenue, Suite 115, San Diego, CA 92110
Office Public Phone Number: 858-678-2020
Office Fax Number: 619-299-6127



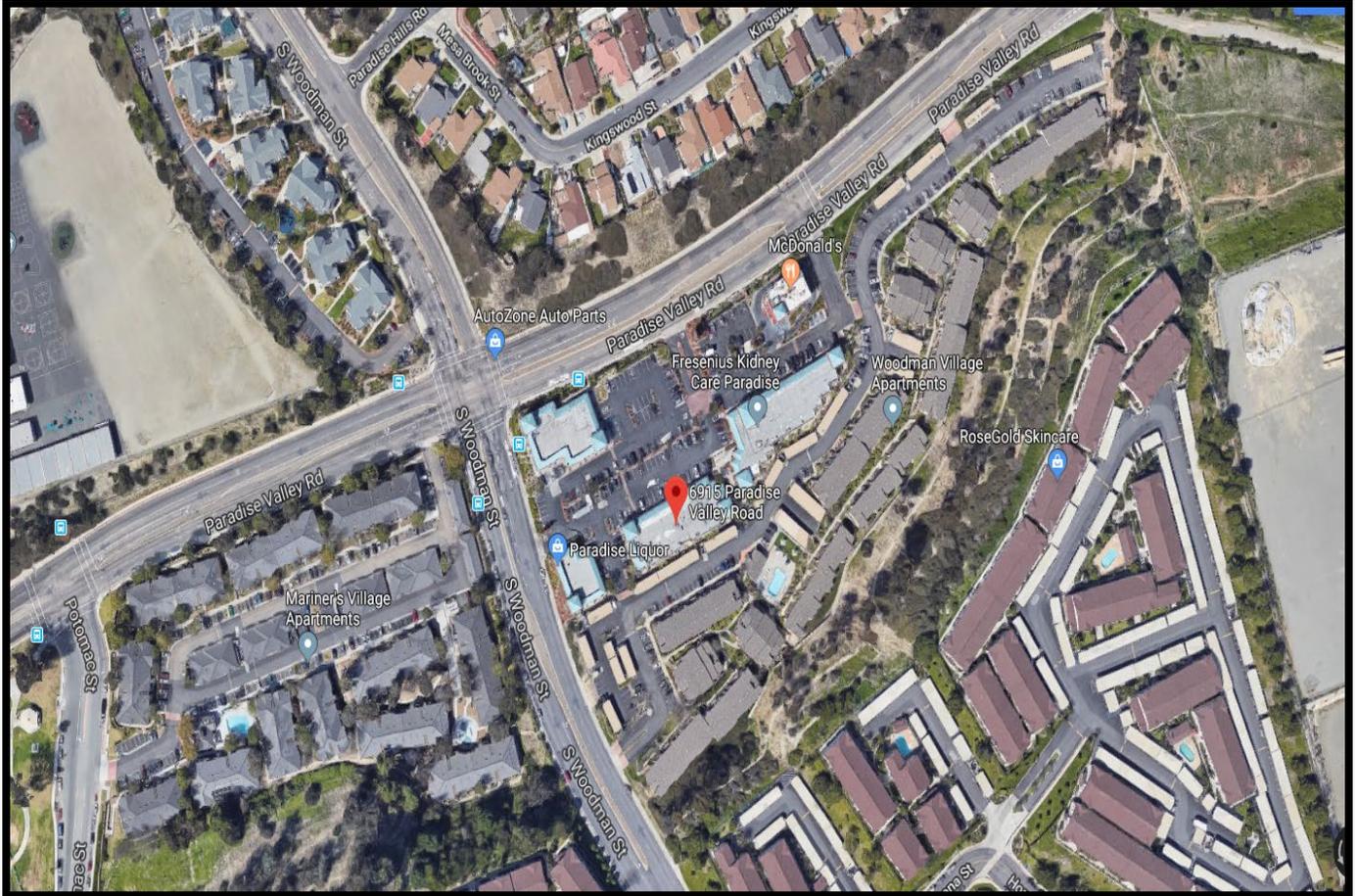
Old Town Aerial Map



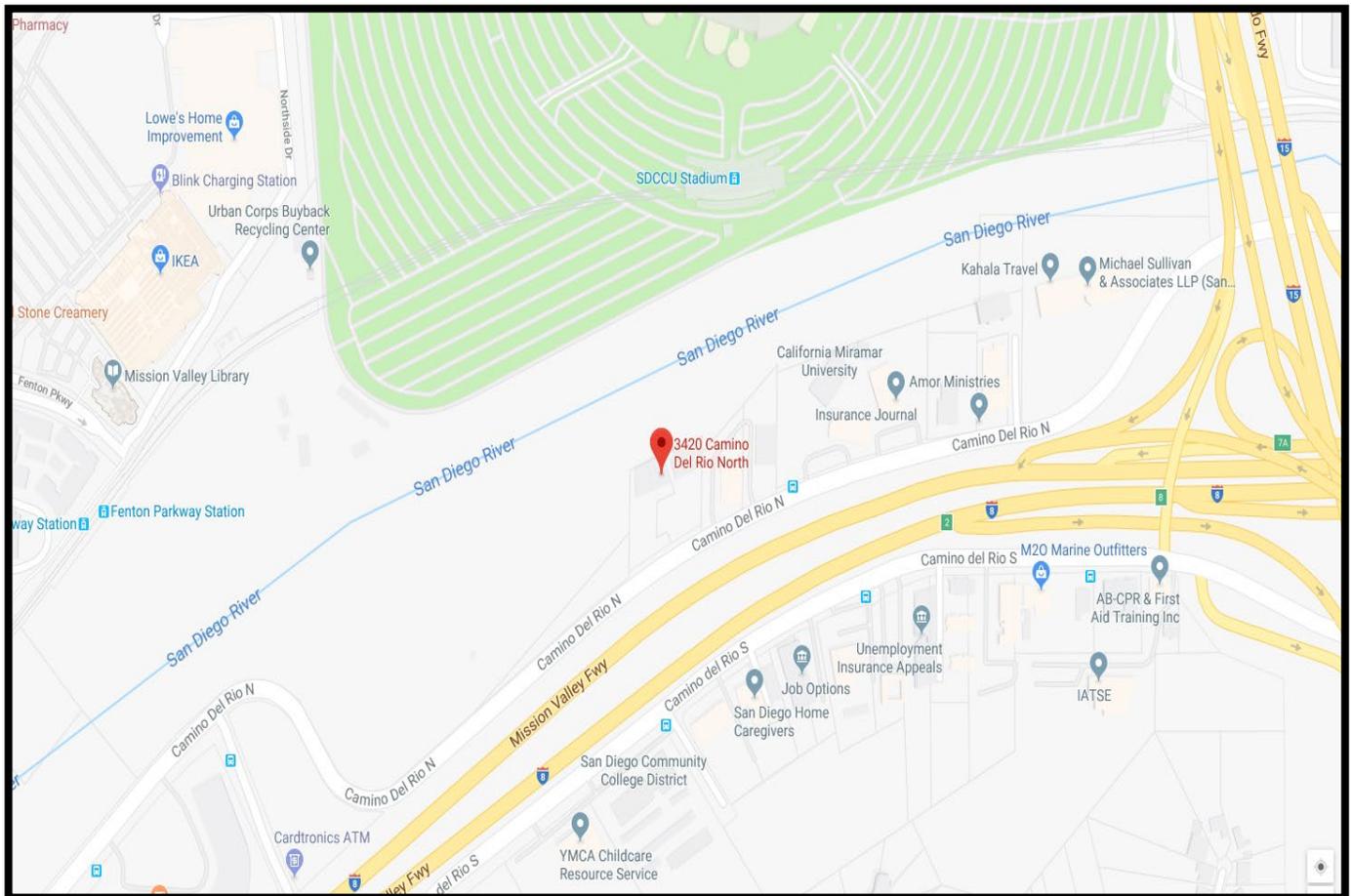
Paradise Hills Annex Office—CSSD
Next to Little Caesar's Pizza
Office Address: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
Office Public Phone Number: 858-678-2020
Office Fax Number: 619-472-6641



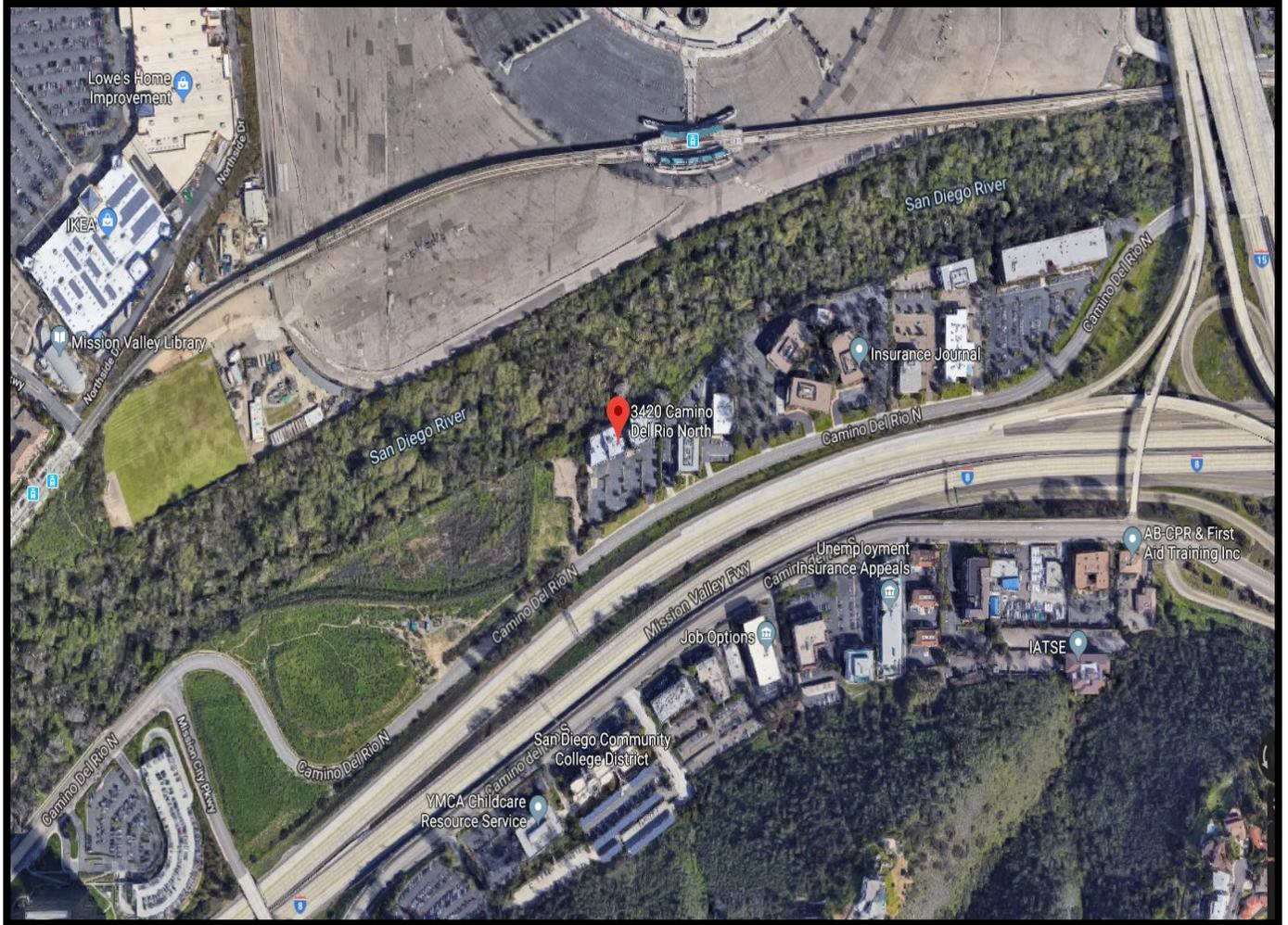
Paradise Hills Annex Office Aerial Map



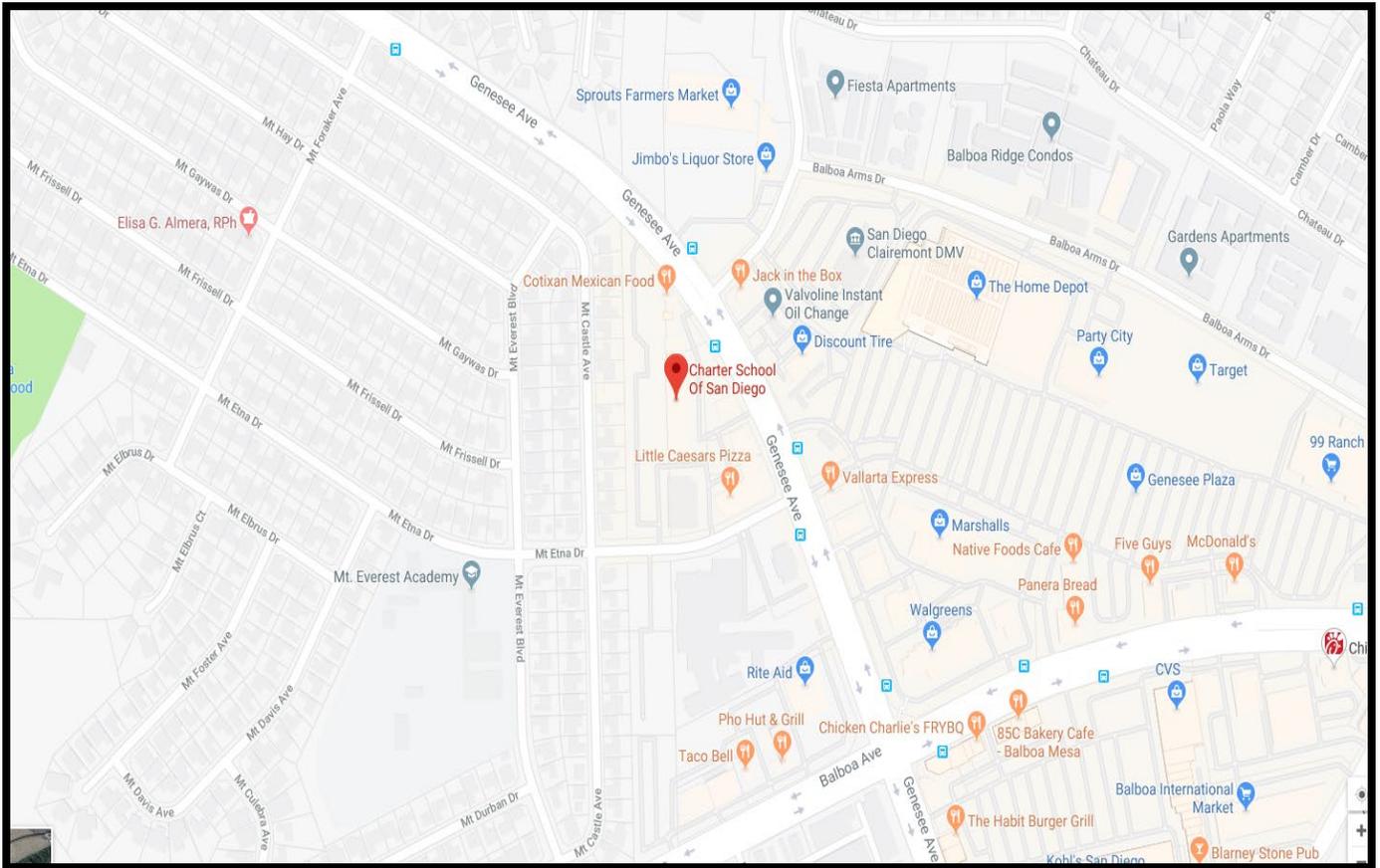
Mission Valley-West Office Building-- AUDEO
Office Address: 3420 Camino Del Rio North, San Diego, CA 92108
Behind SDCCU Stadium (Formerly Qualcomm)
Office Public Phone Number: 858-678-2050
Office Fax Number: 619-280-8033



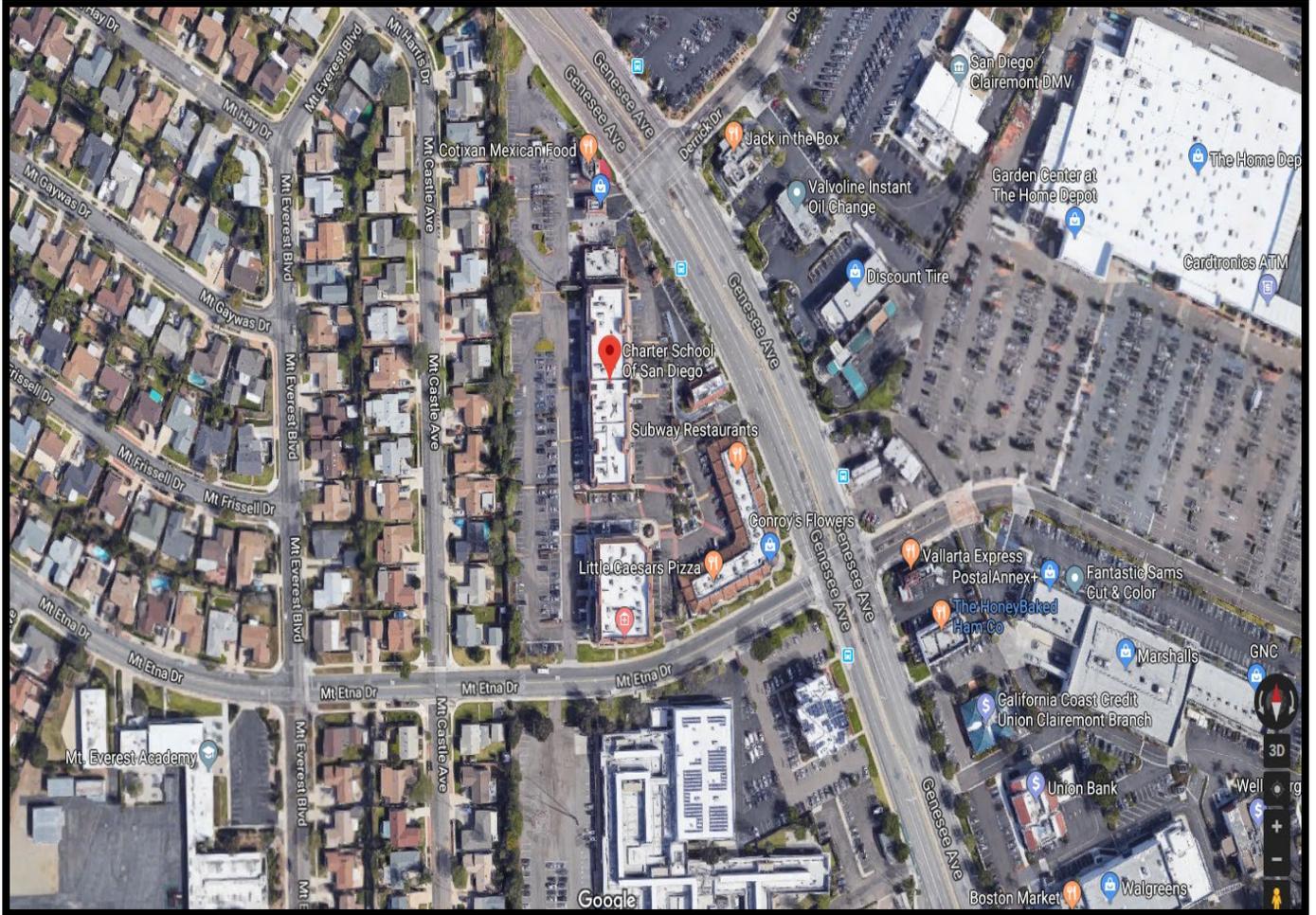
Mission Valley-West Office Building Aerial Map



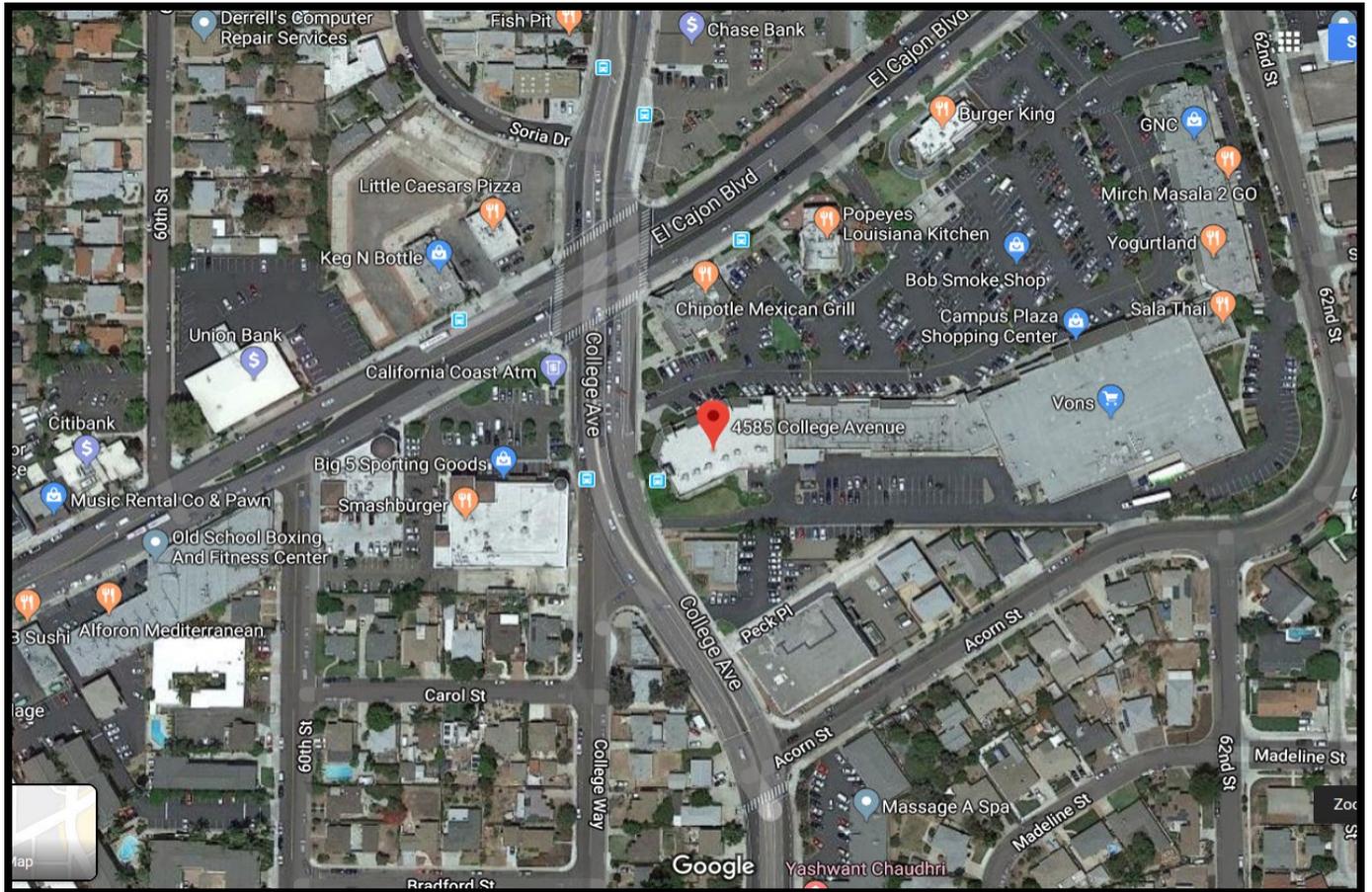
Clairemont Resource Center (RC) - CSSD
RC Address: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117
Same strip mall as El Pollo Loco
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



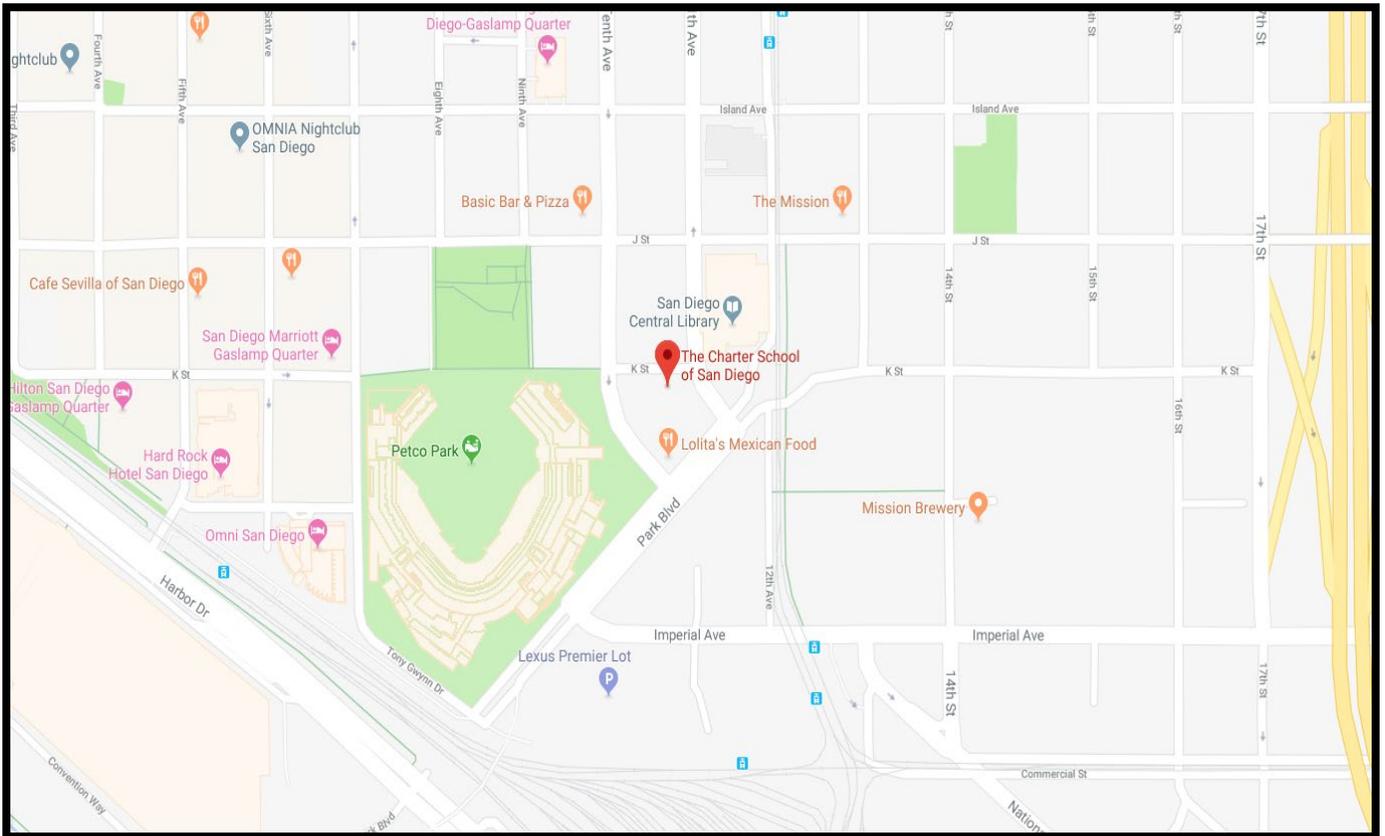
Clairemont Aerial Map



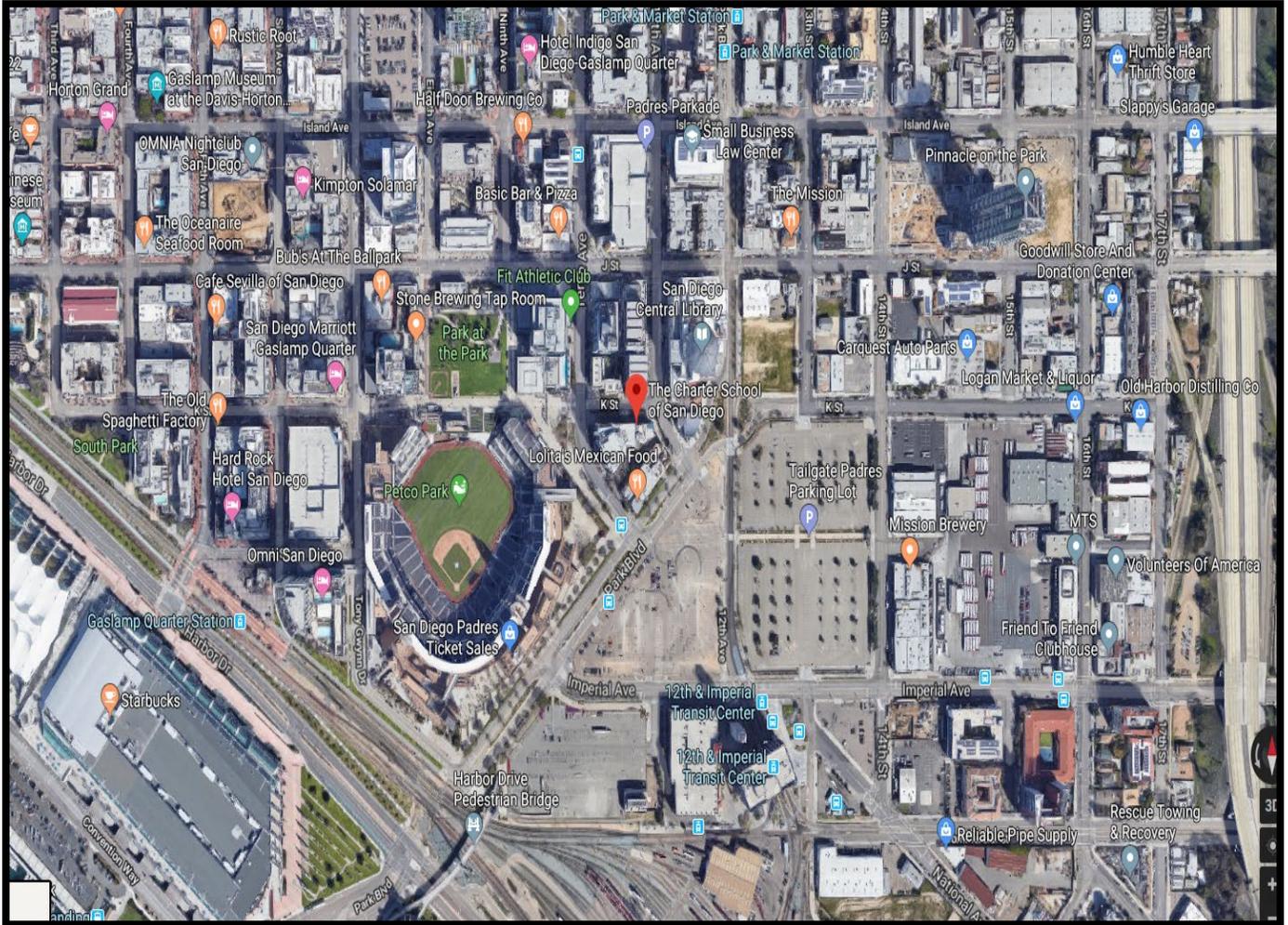
College Avenue Aerial Map



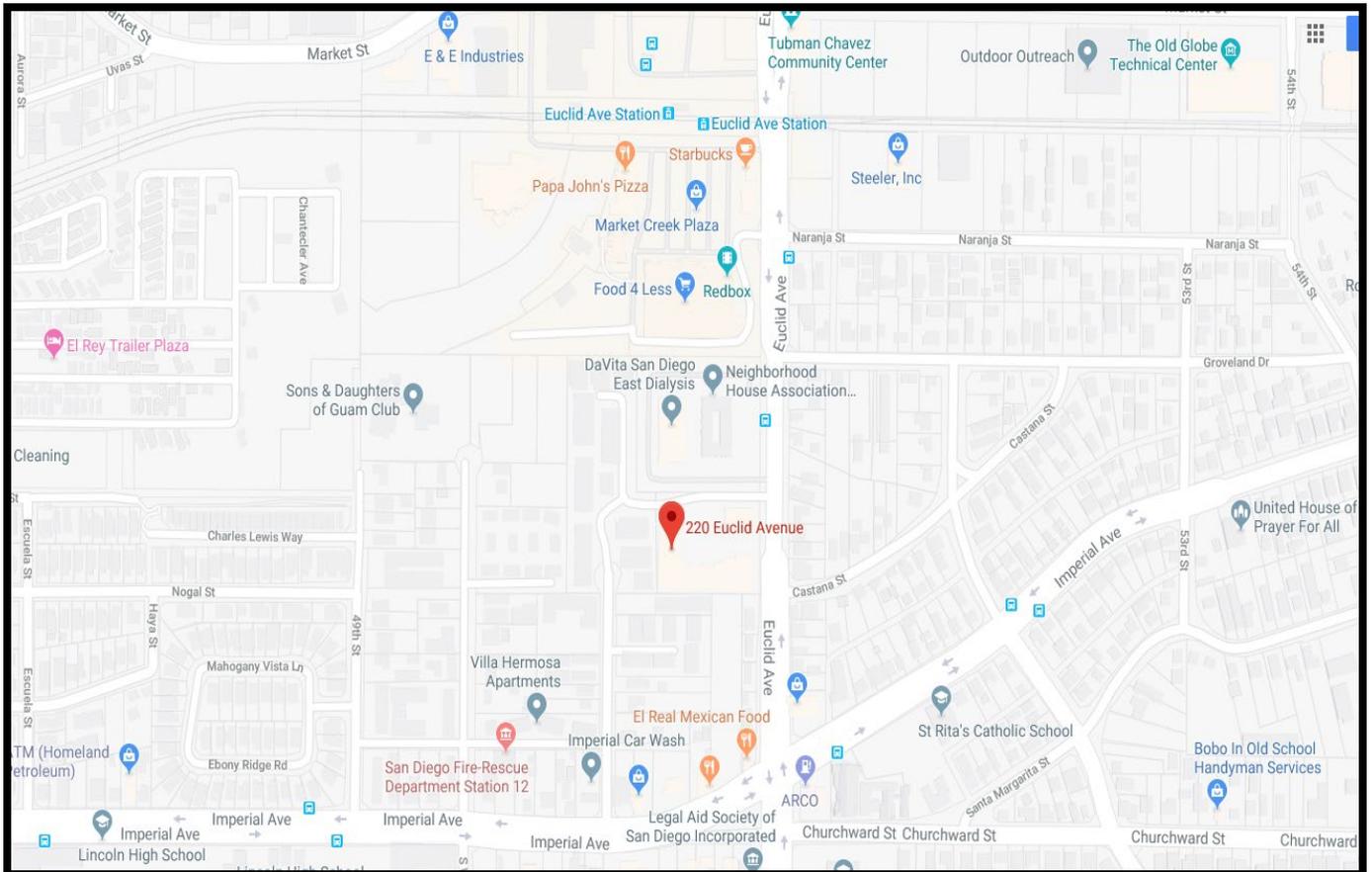
Downtown Resource Center (RC) - CSSD
RC Address: 1095 K St., Ste. A, San Diego, CA 92101
In downtown San Diego, east of Petco Park
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



Downtown Aerial Map



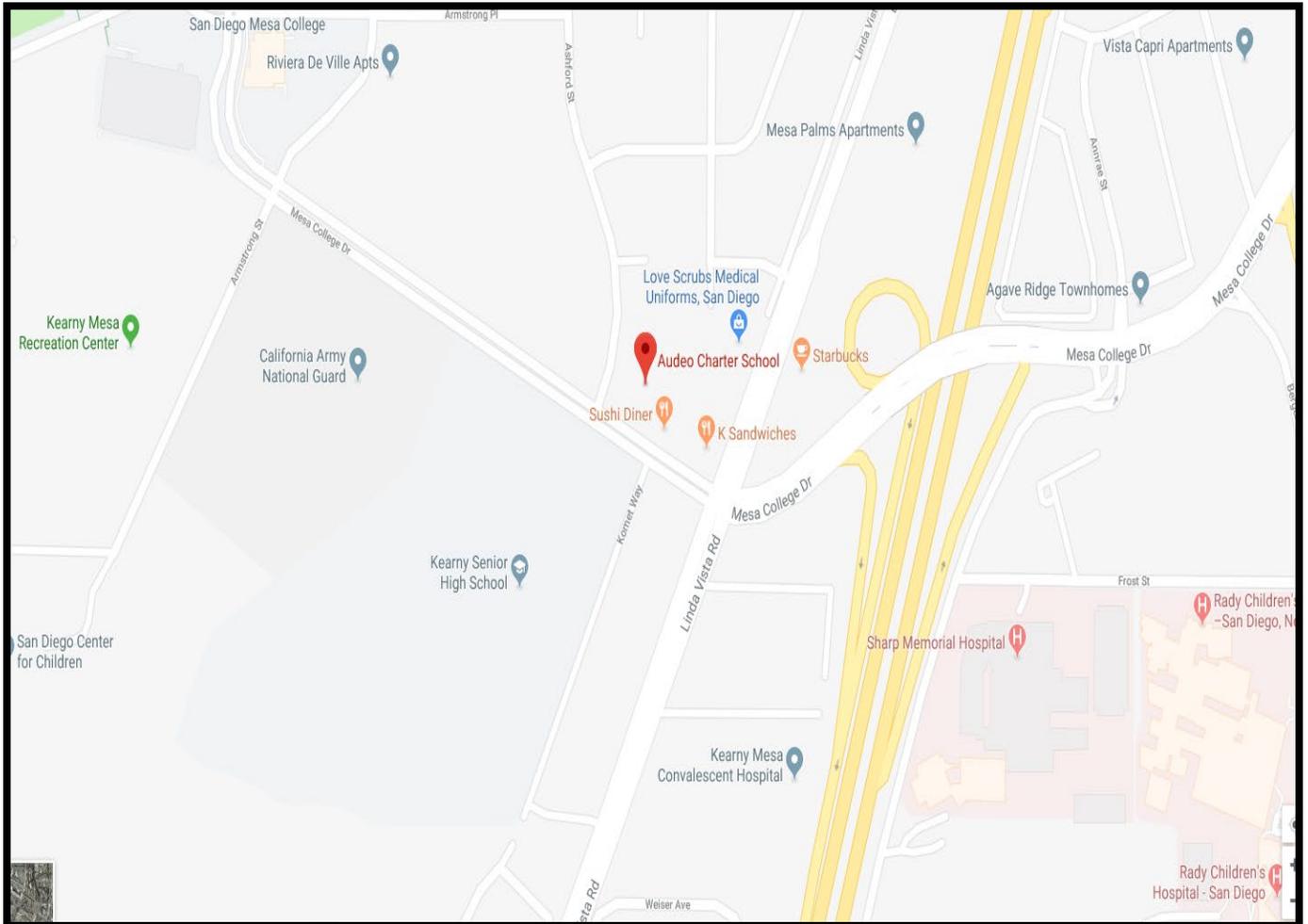
Euclid Resource Center (RC) - CSSD
RC Address: 220 Euclid Ave., Suite 70, San Diego, CA 92114
Near intersection of Imperial Avenue and Euclid Avenue
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



Euclid Aerial Map



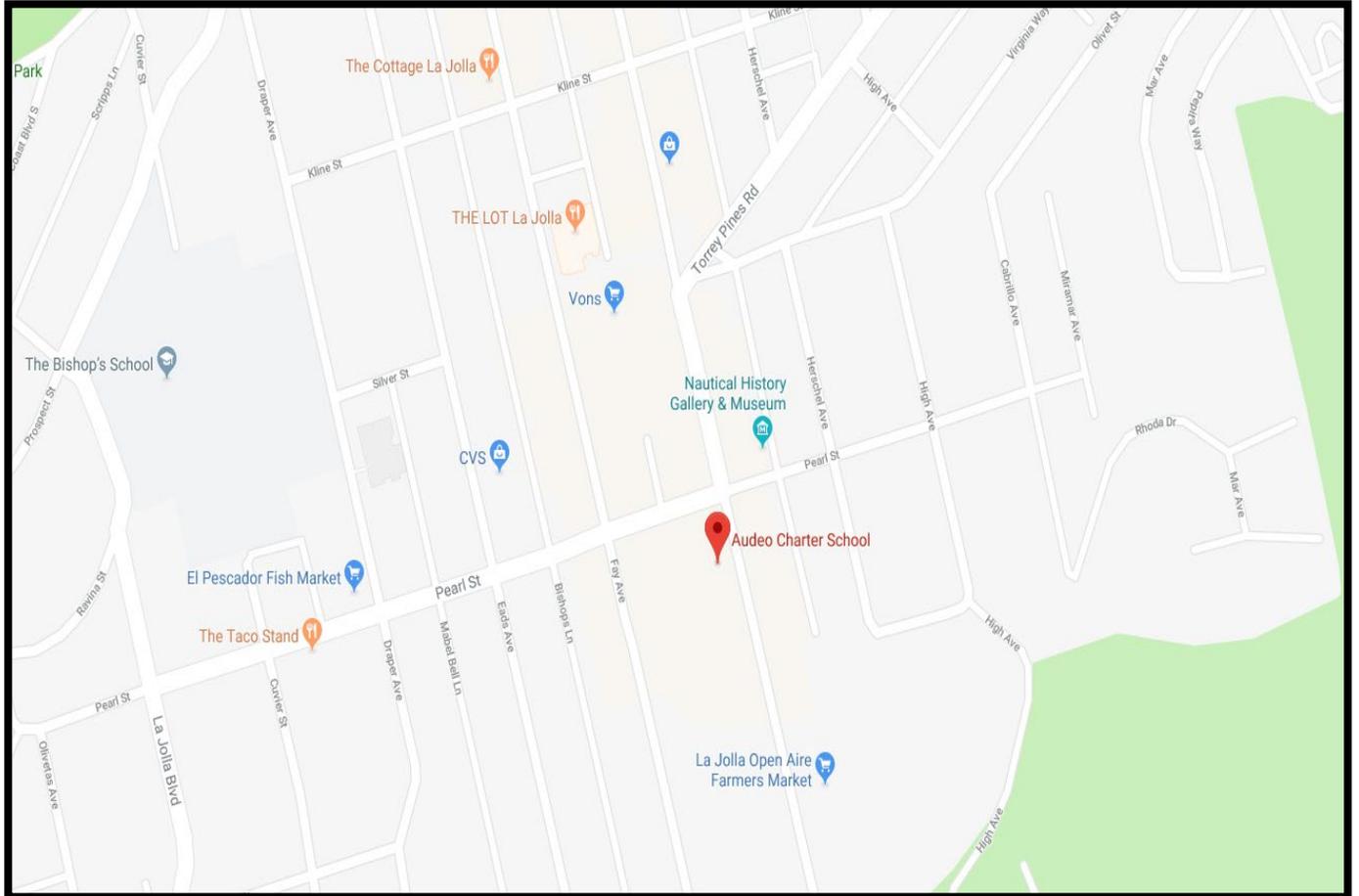
Kearny Mesa Resource Center (RC) - Audeo
RC Address: 7520 Mesa College Drive, San Diego, CA 92111
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



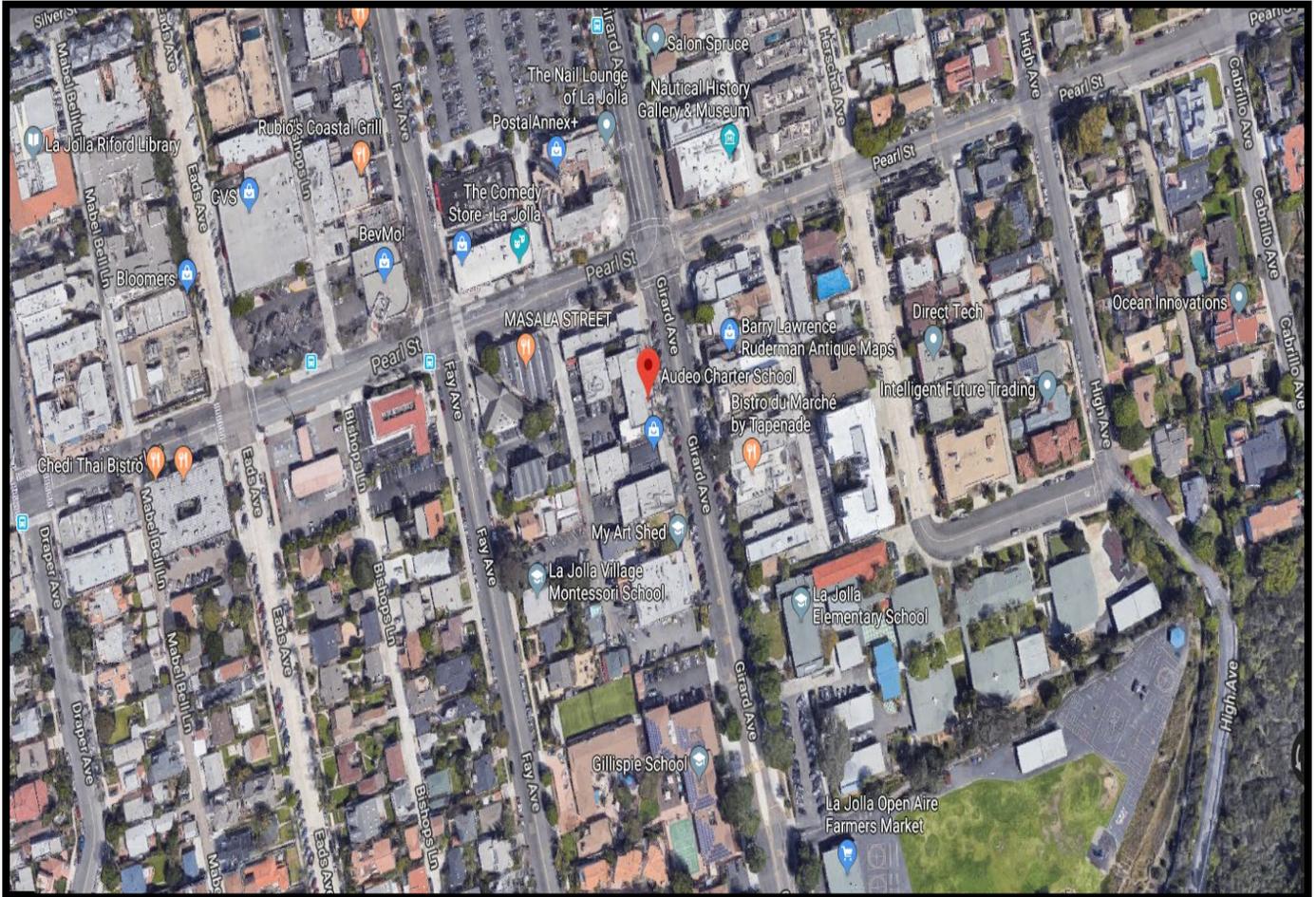
Kearny Mesa Aerial Map



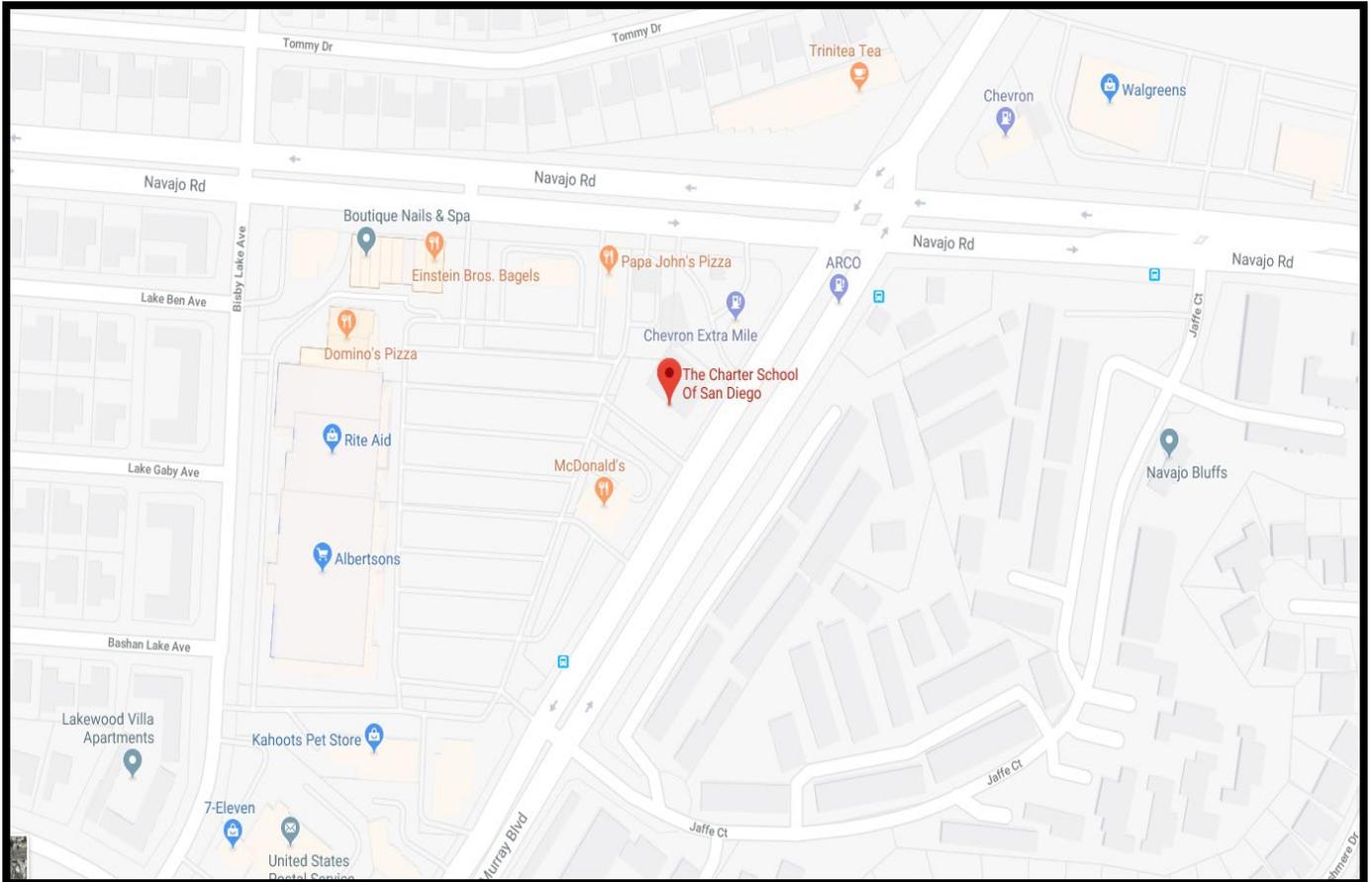
La Jolla Resource Center (RC) - Audeo
RC Address: 7458 (7456) Girard Avenue, La Jolla, CA 92037
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



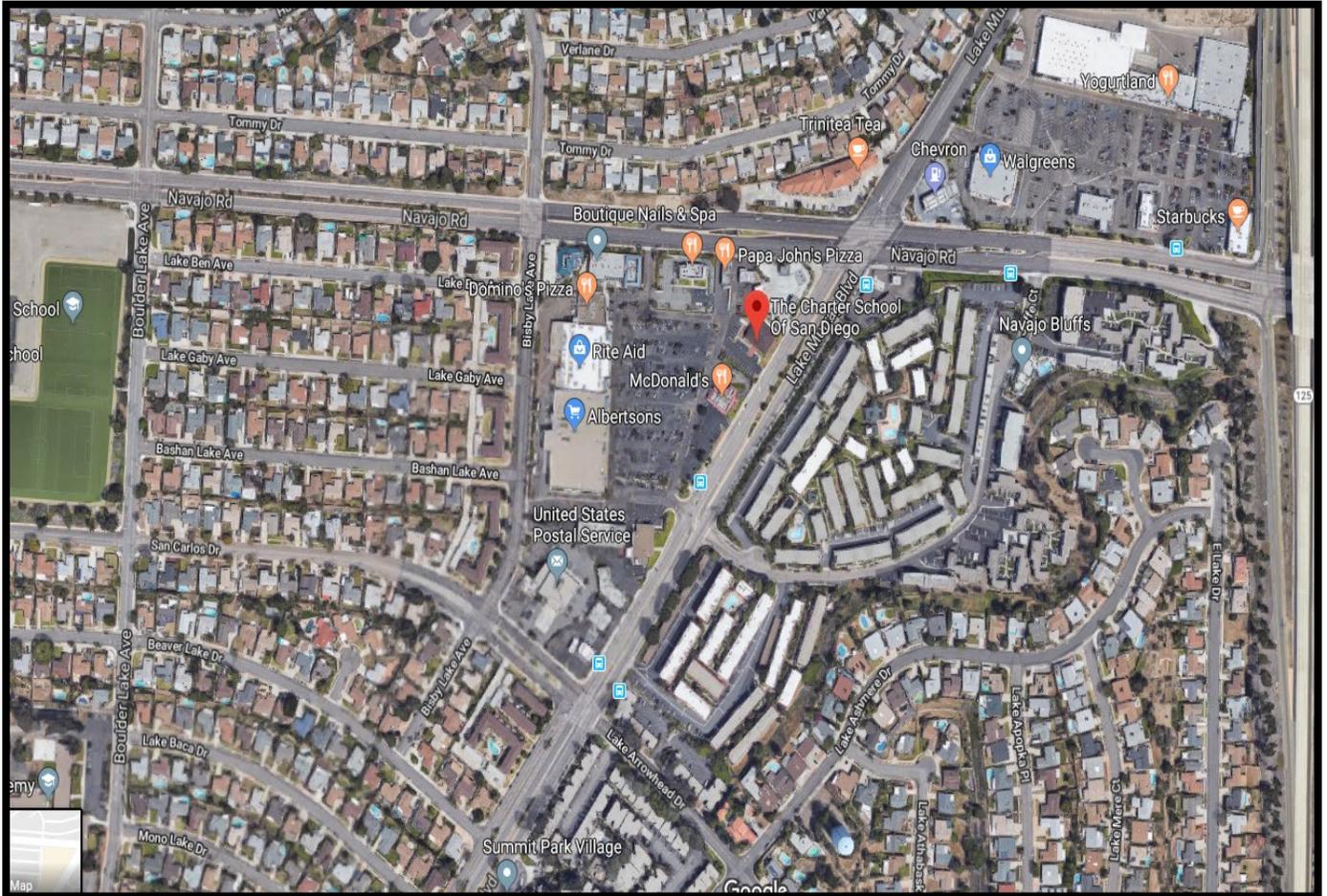
La Jolla-Audeo Aerial Map



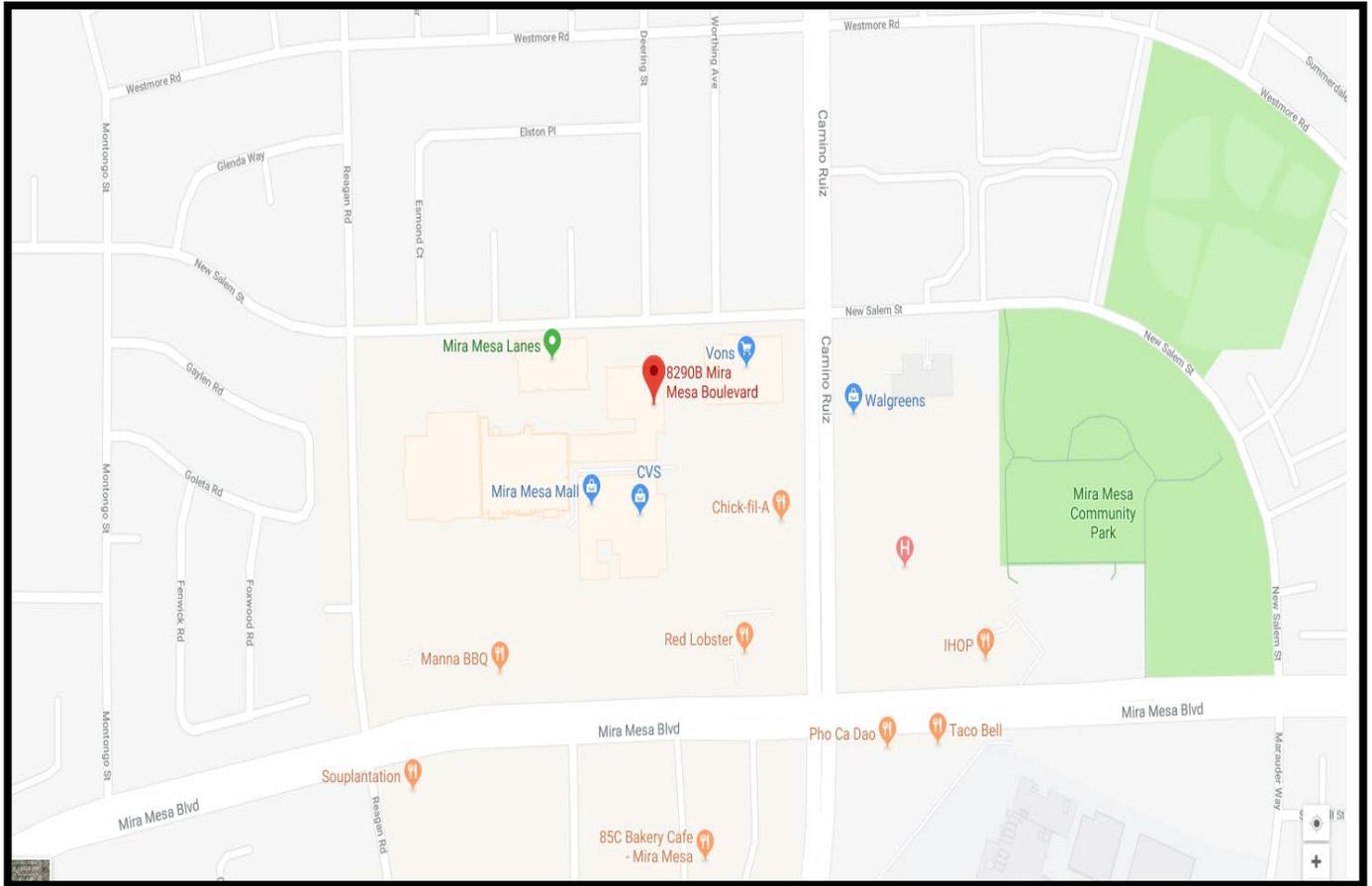
Lake Murray Resource Center (RC) - CSSD
RC Address: 8776 Lake Murray Blvd., San Diego, CA 92119
Located on Lake Murray Blvd. and Navajo Road
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



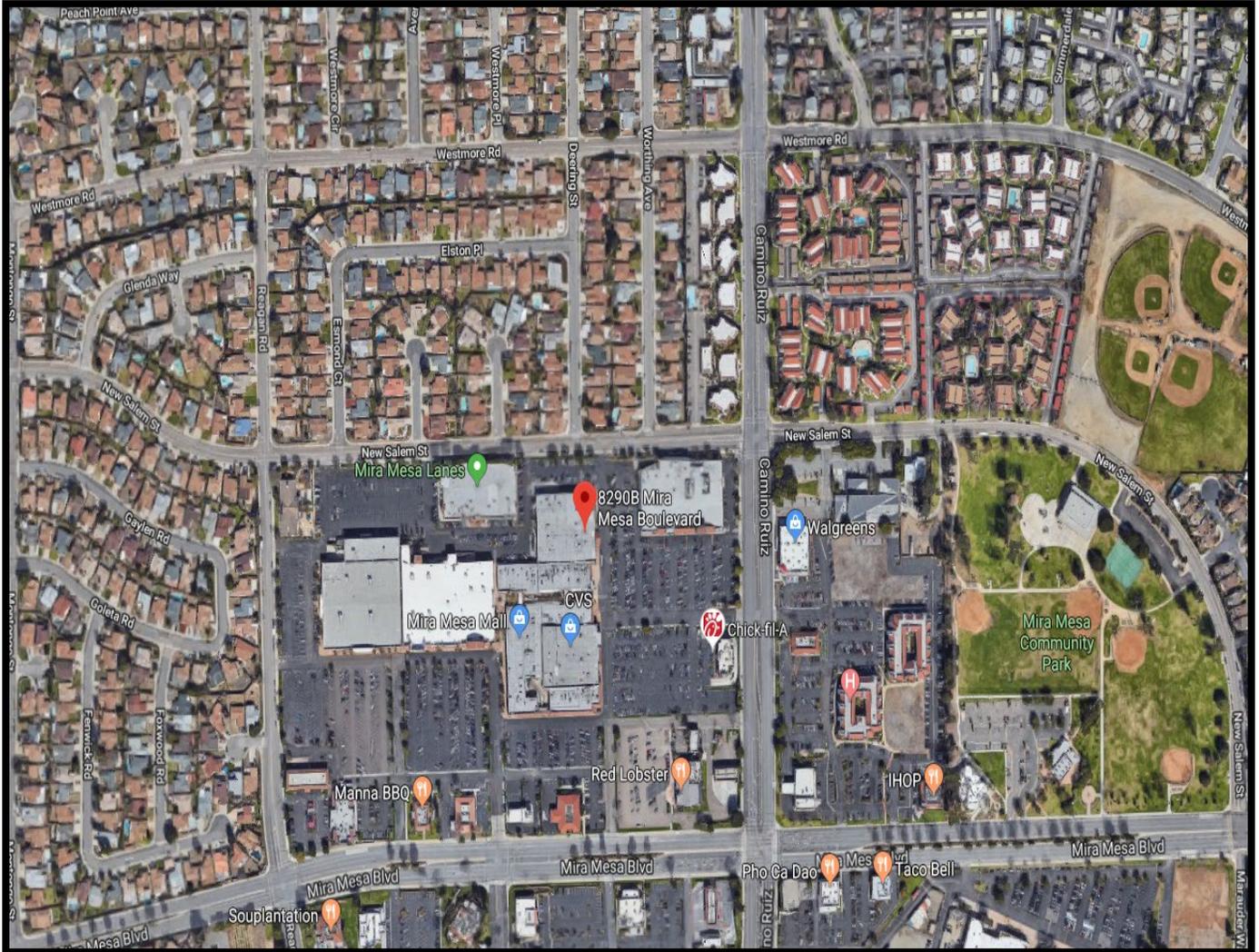
Lake Murray- CSSD Aerial Map



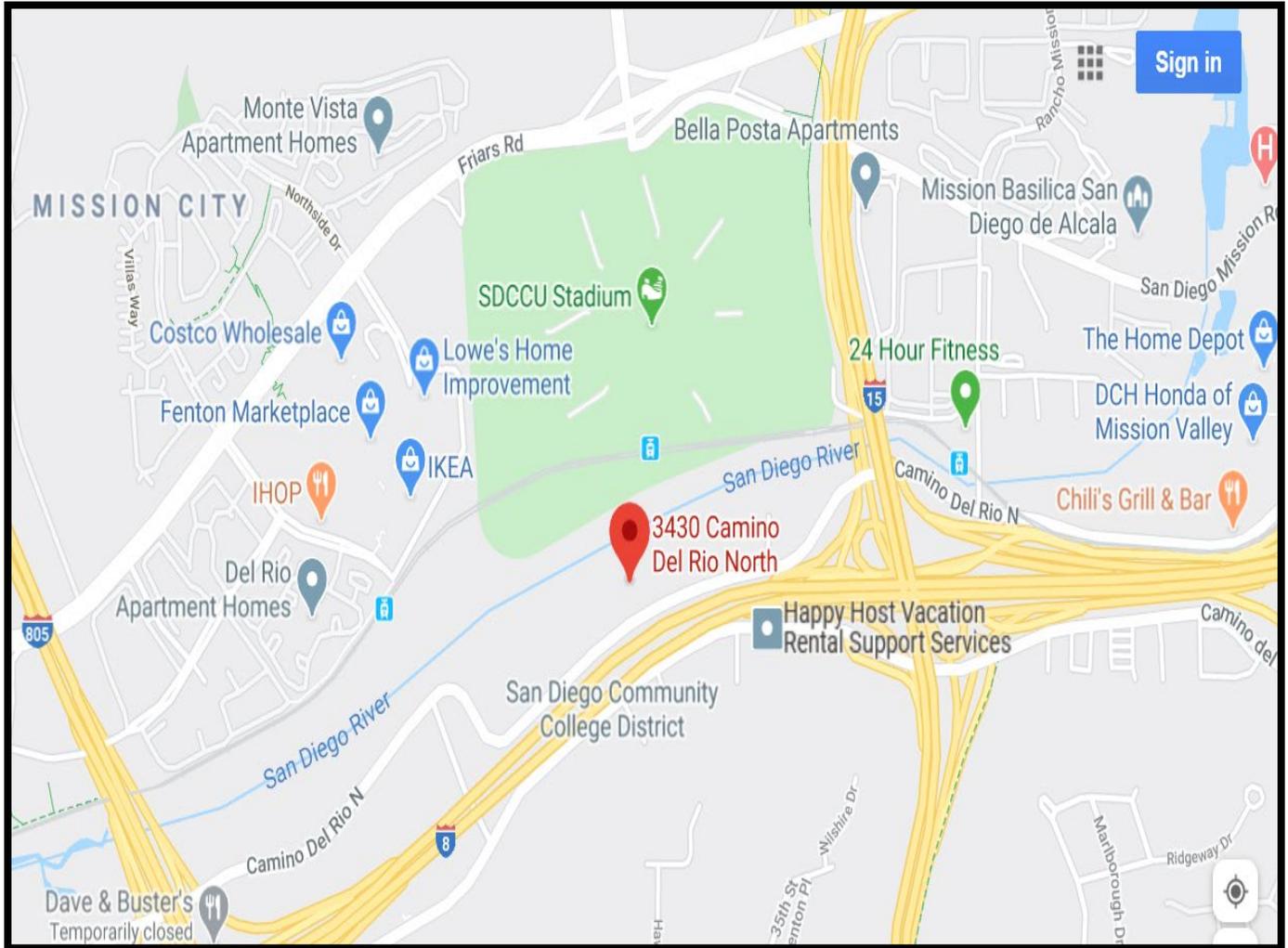
Mira Mesa Resource Center (RC) - CSSD
RC Address: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126
Across from Vons
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



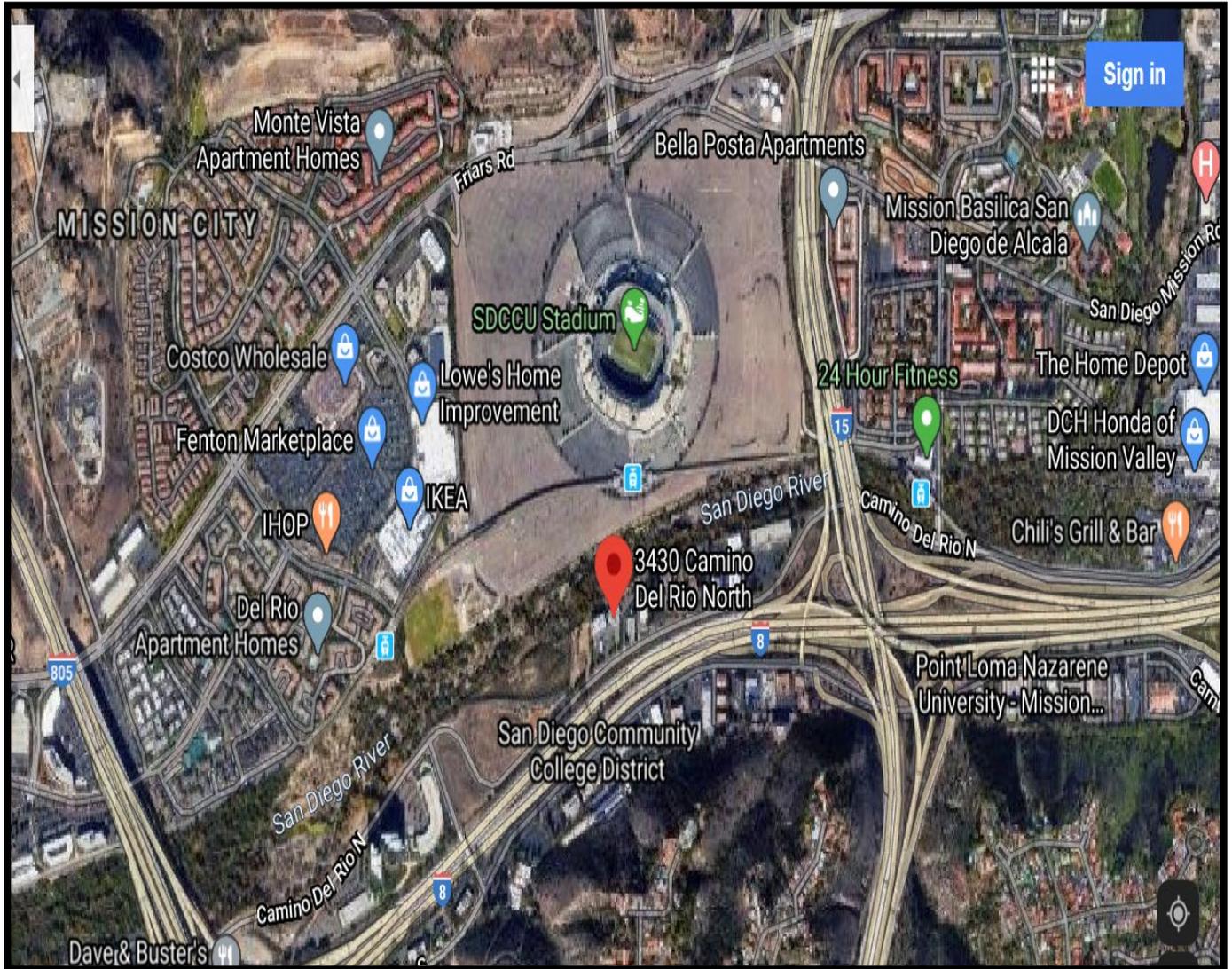
Mira Mesa Aerial Map



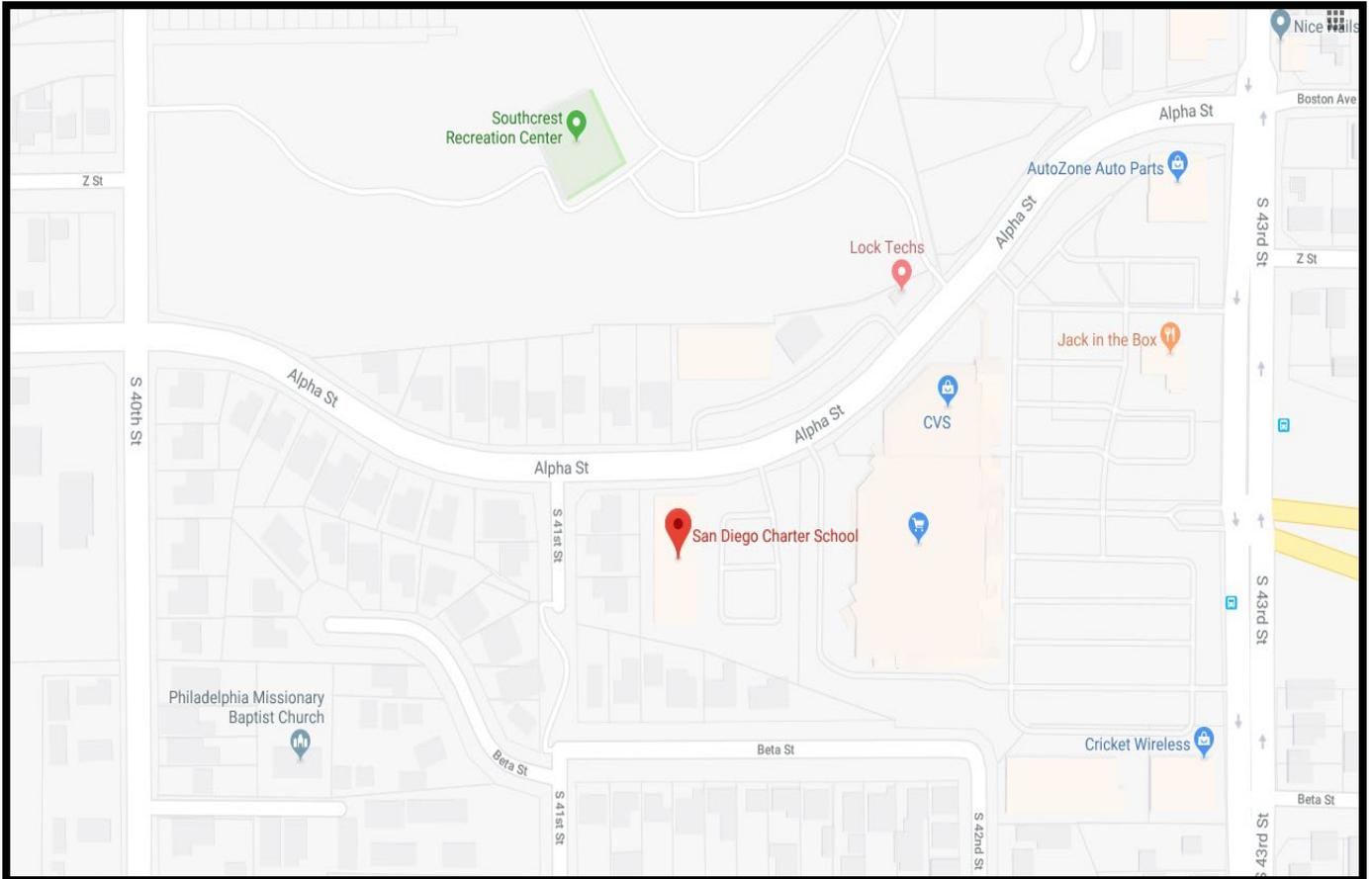
Mission Valley Resource Center (RC) - Audeo
RC Address: 3430 Camino Del Rio North, San Diego, CA 92108
At the back of SDCCU Stadium, I-8 side
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



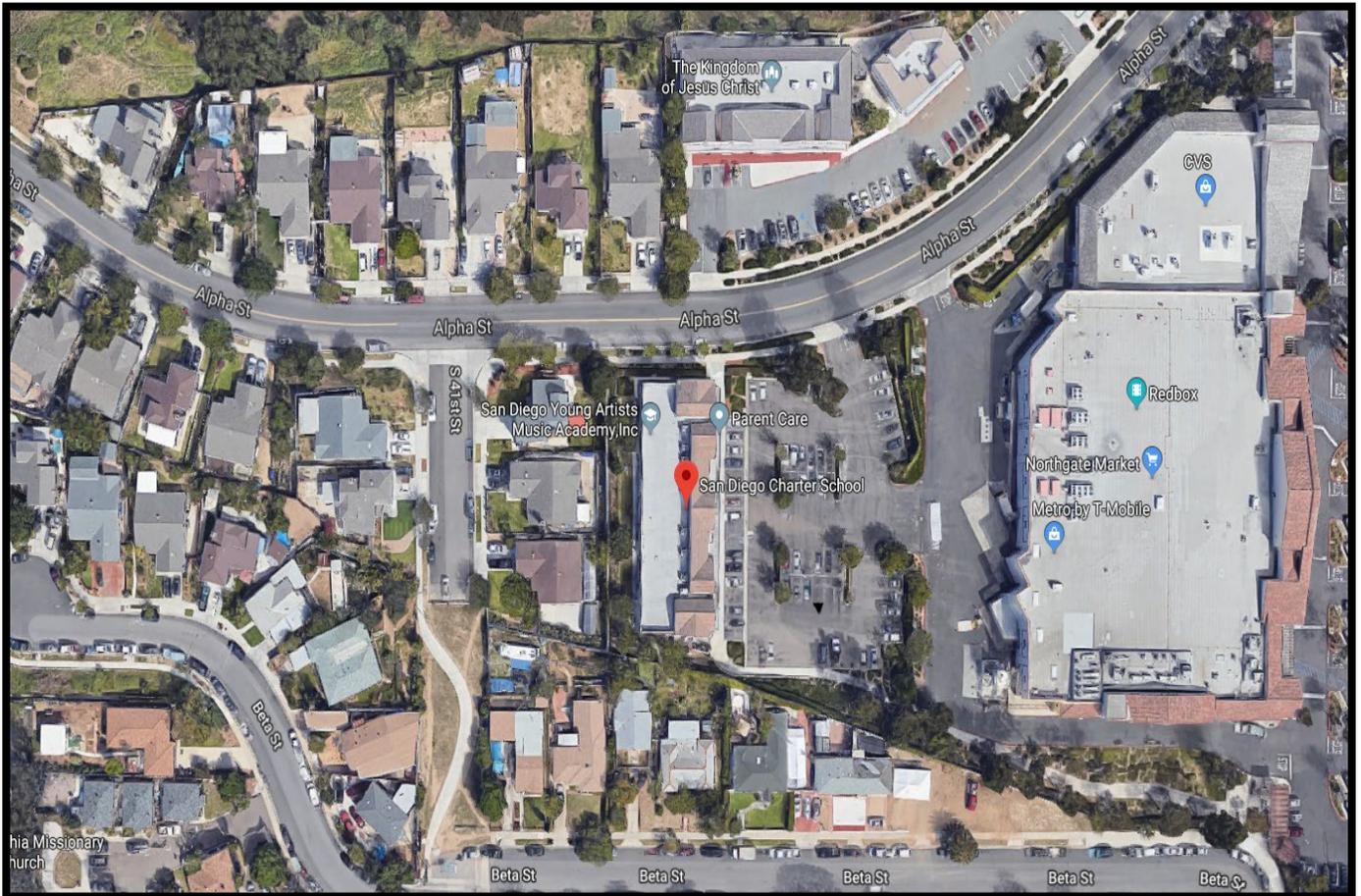
Mission Valley Aerial Map



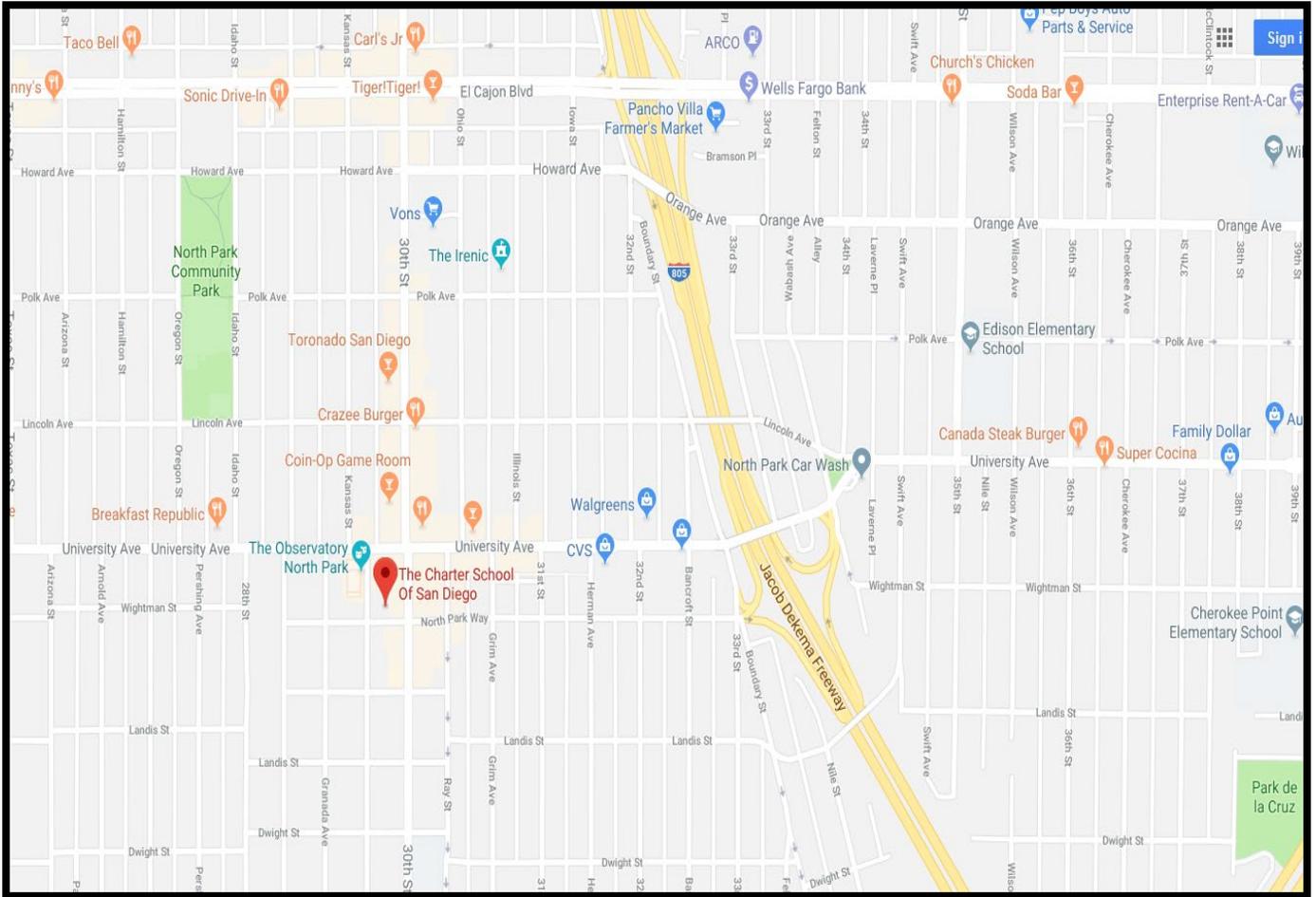
Northgate Resource Center (RC) - CSSD
RC Address: 4125 Alpha Street, Suites C & D, San Diego, CA 92113
Located right behind the Northgate Market
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



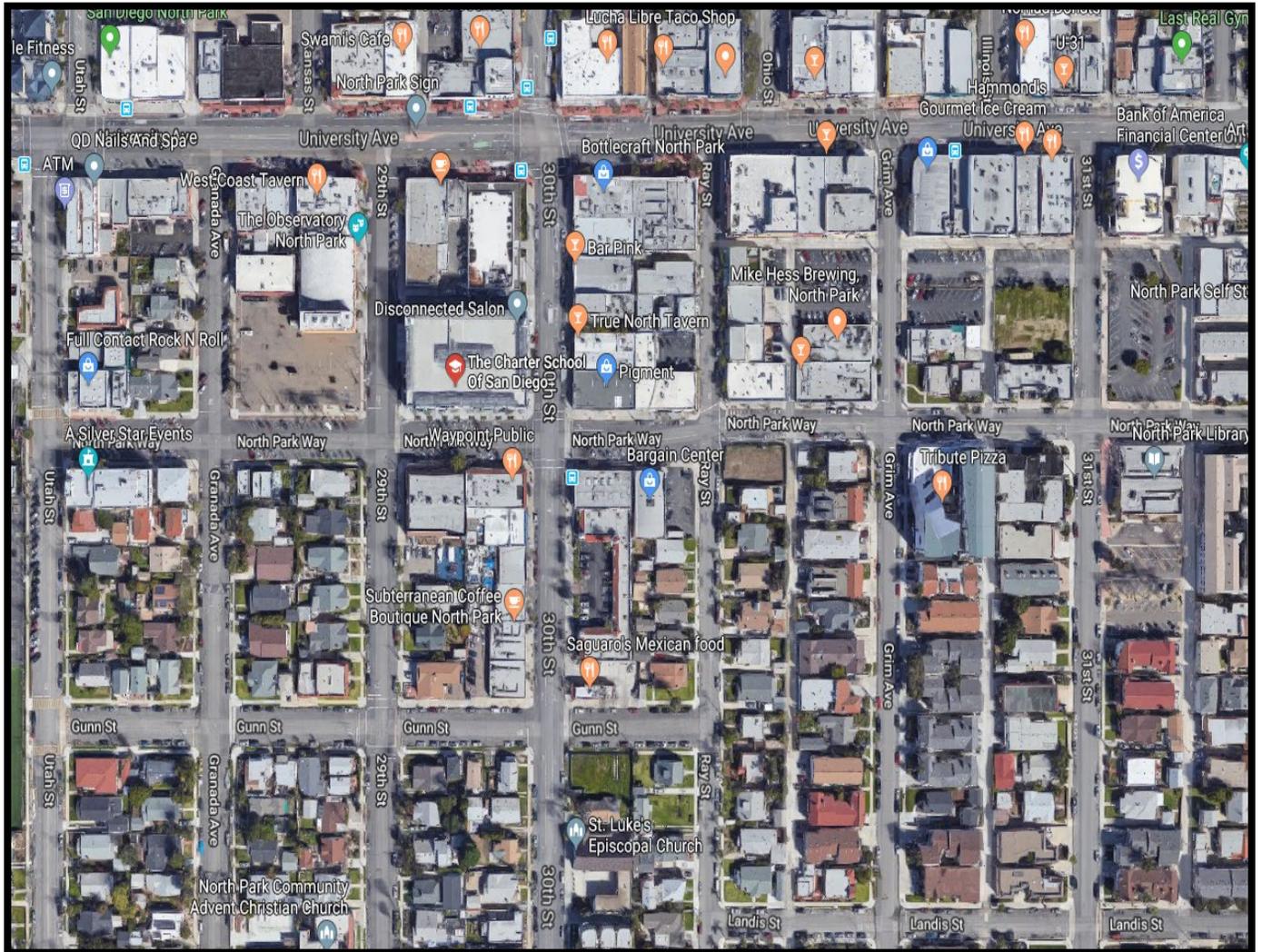
Northgate Aerial Map



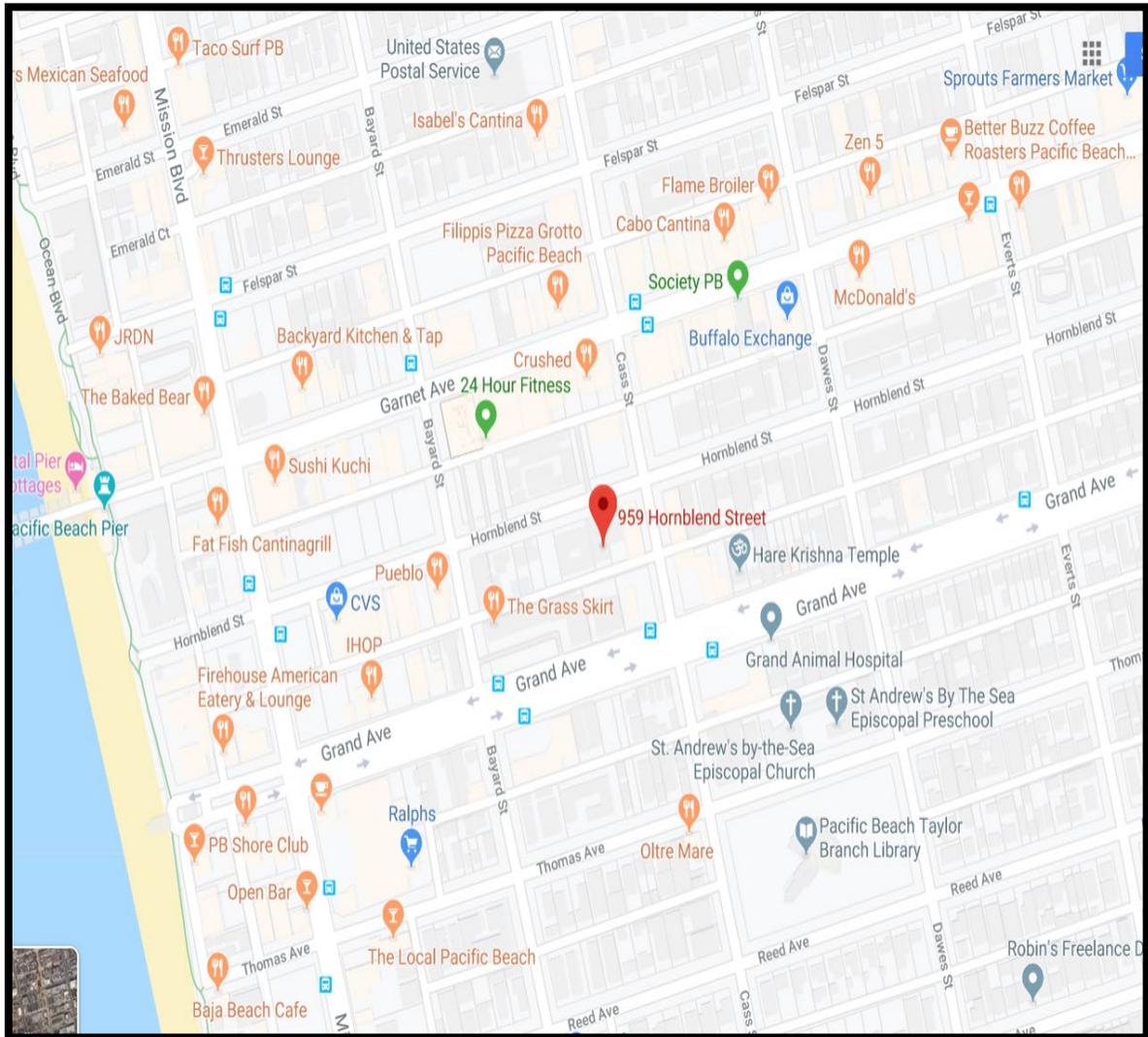
North Park Resource Center (RC) - CSSD
RC Address: 2940 North Park Way, San Diego, CA 92104
RC is located on the ground floor/street level of the North Park parking structure
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



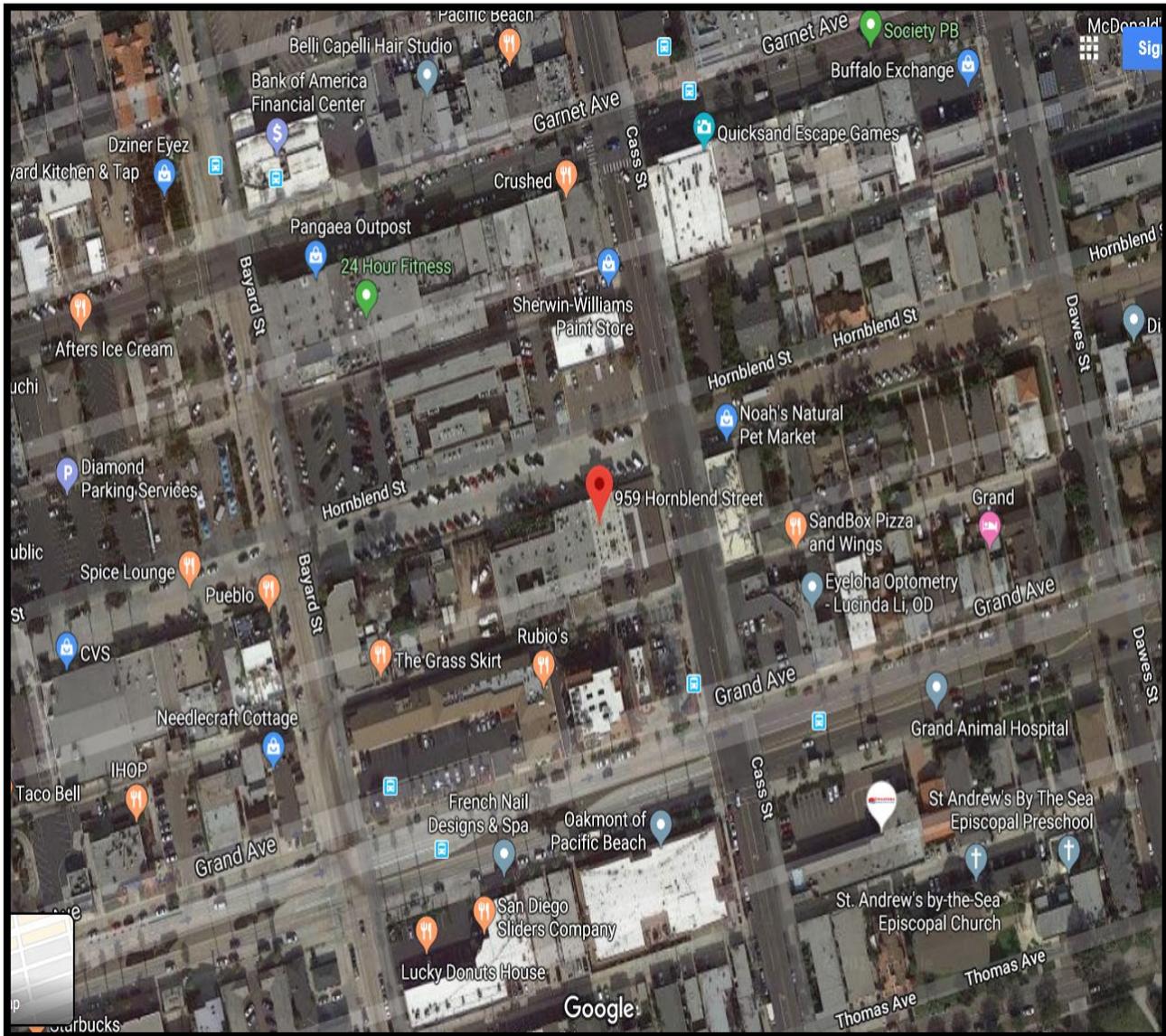
North Park Aerial Map



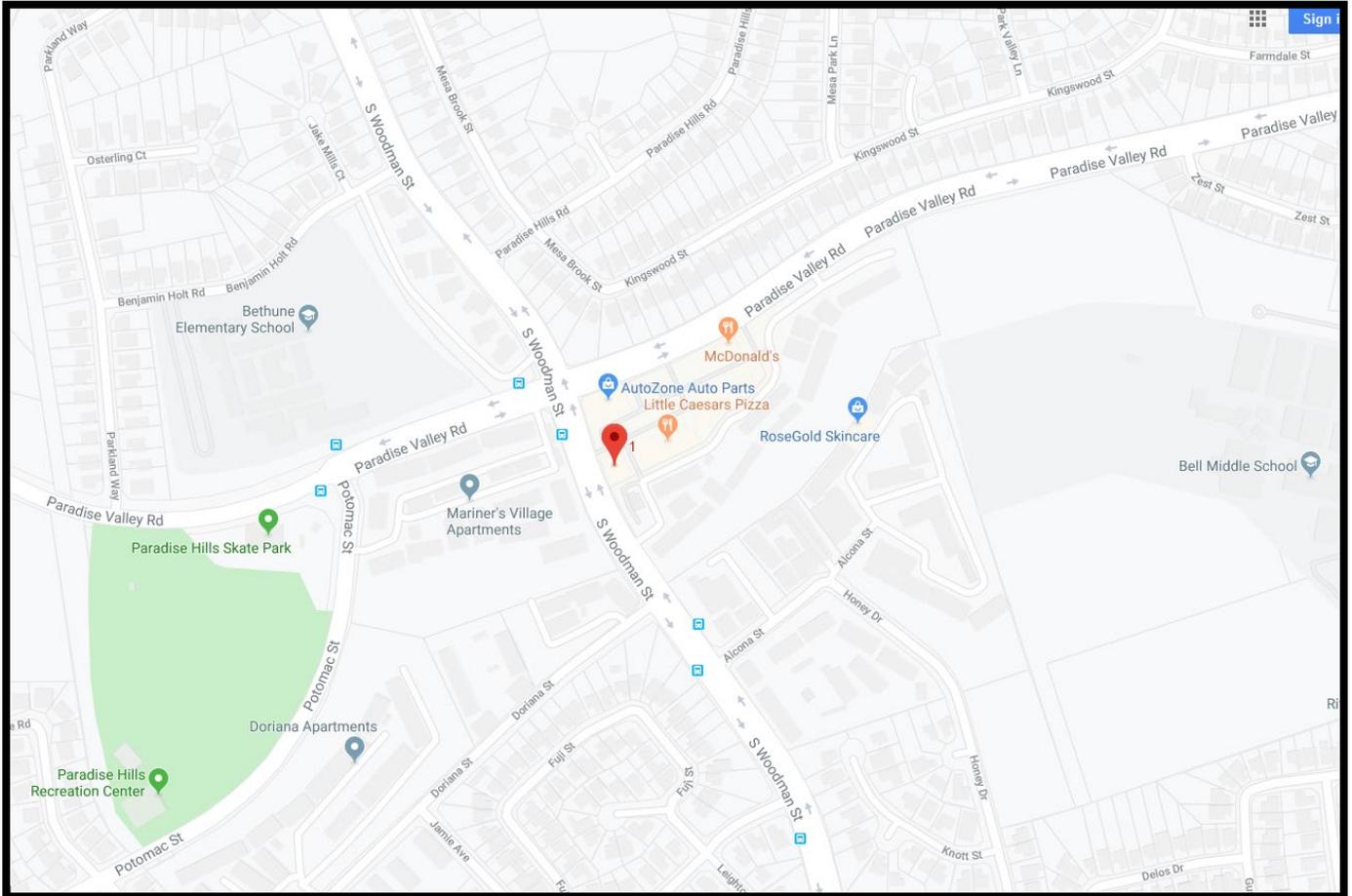
Pacific Beach Resource Center (RC) - Audeo
RC Address: 959 Hornblend St, San Diego, CA 92109
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



Pacific Beach Aerial Map



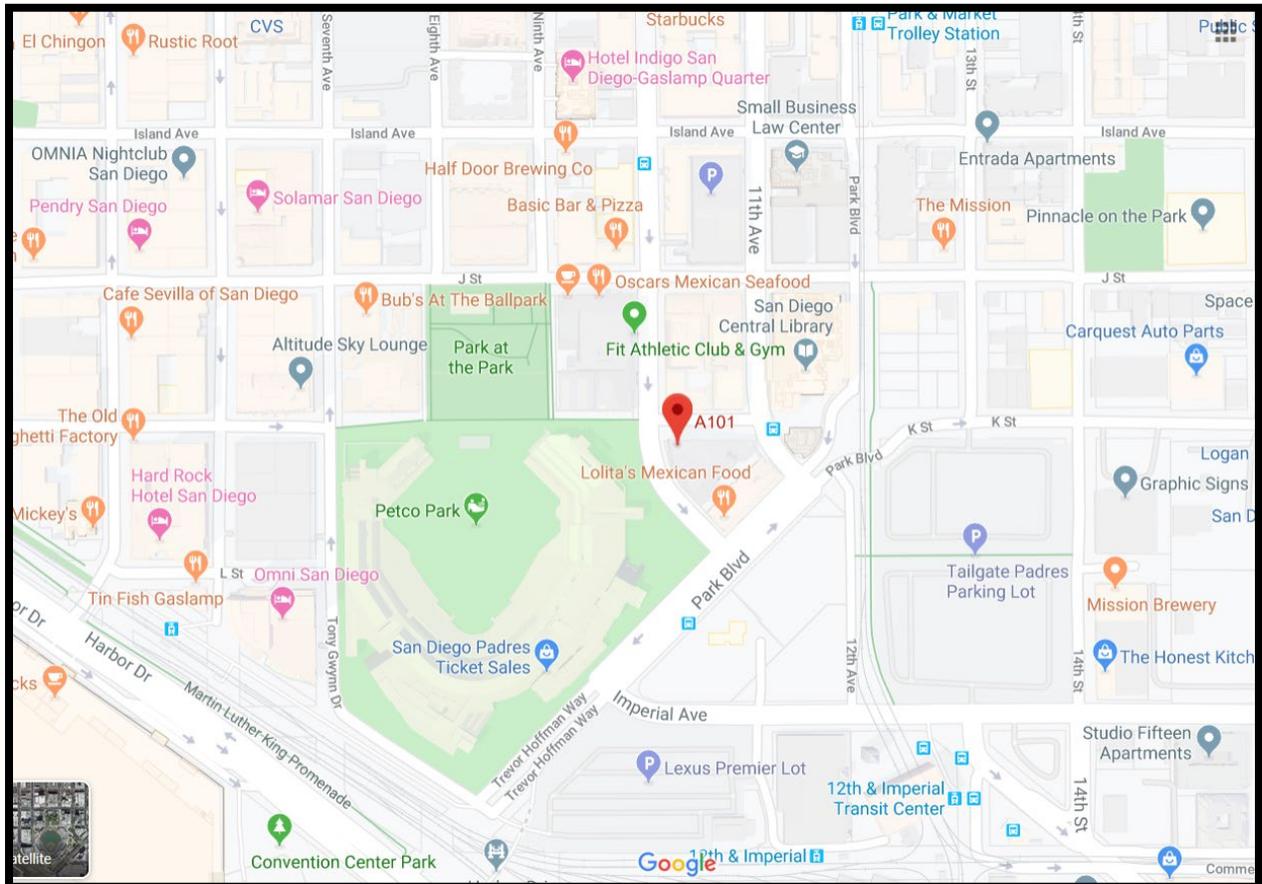
Paradise Hills Cadet Corp Office --CSSD
Office Address: 6907 Paradise Valley Road, Unit 1, San Diego, CA 92139
Office Public Phone Number: 858-678-2020
Office Fax Number: 619-472-6641



Paradise Hills Cadet Corp Aerial Map



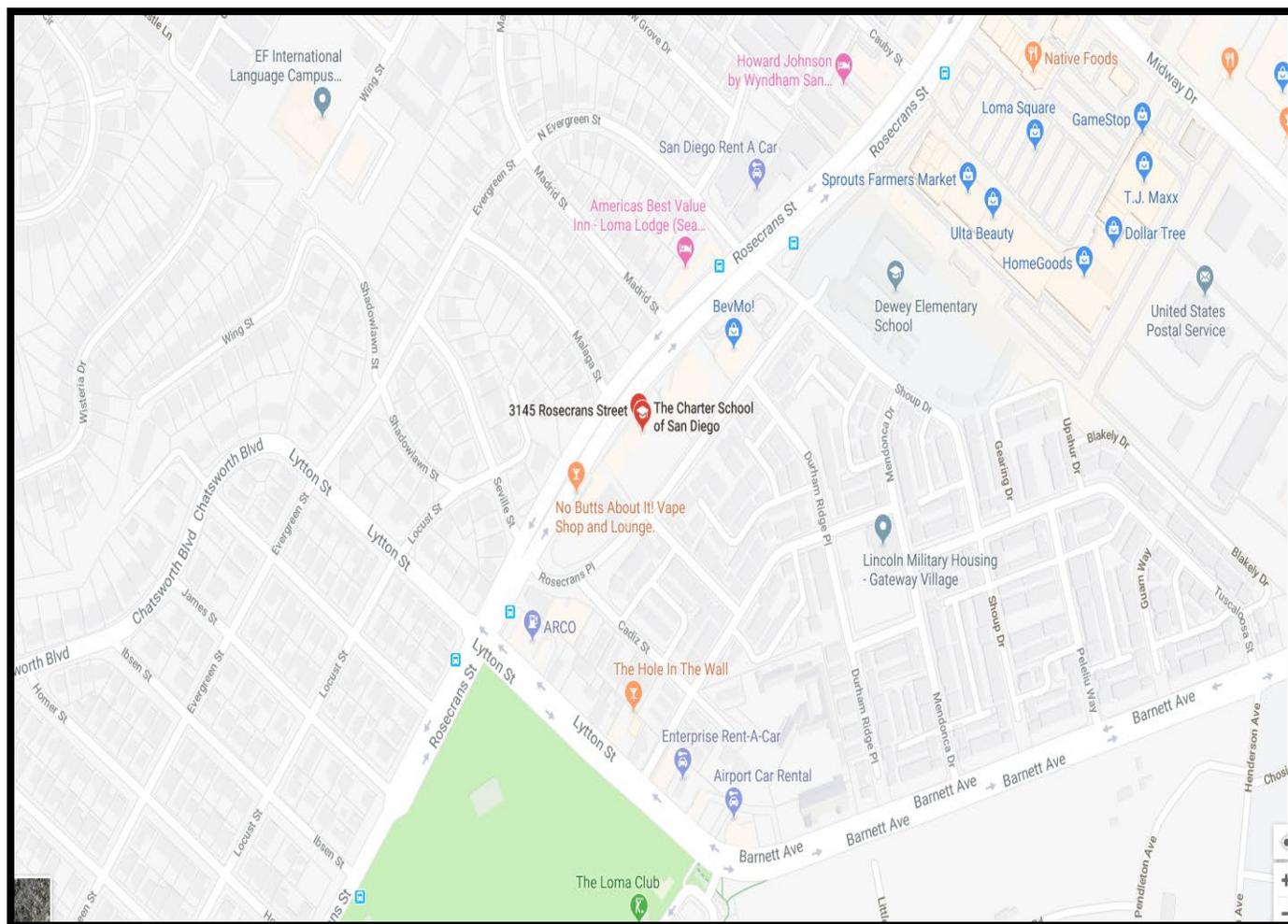
Petco Park Resource Center (RC) - CSSD
RC Address: 1091 K St., Ste. A101, San Diego, CA 92101
In downtown San Diego, east of Petco Park
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



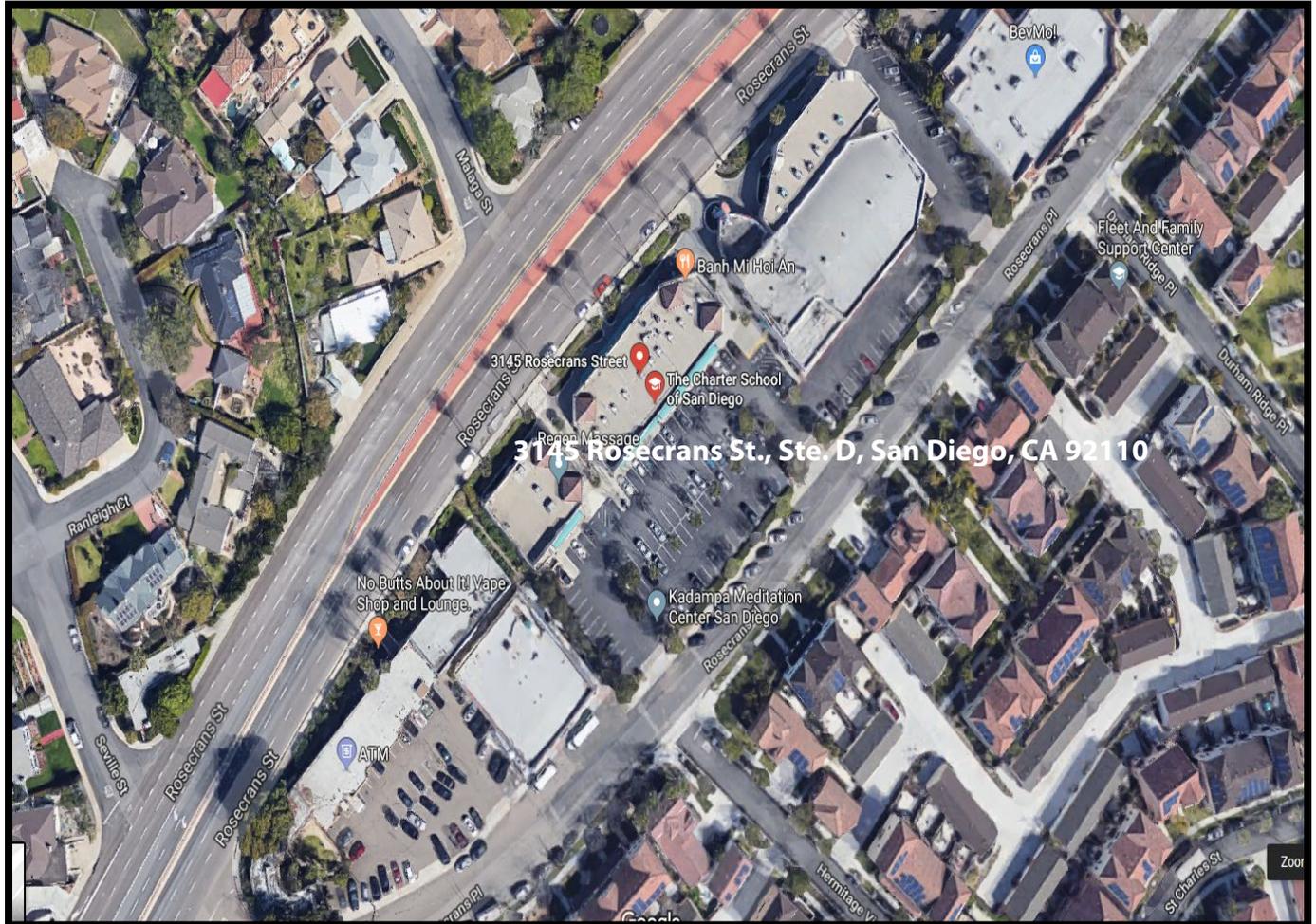
Petco Park Aerial Map



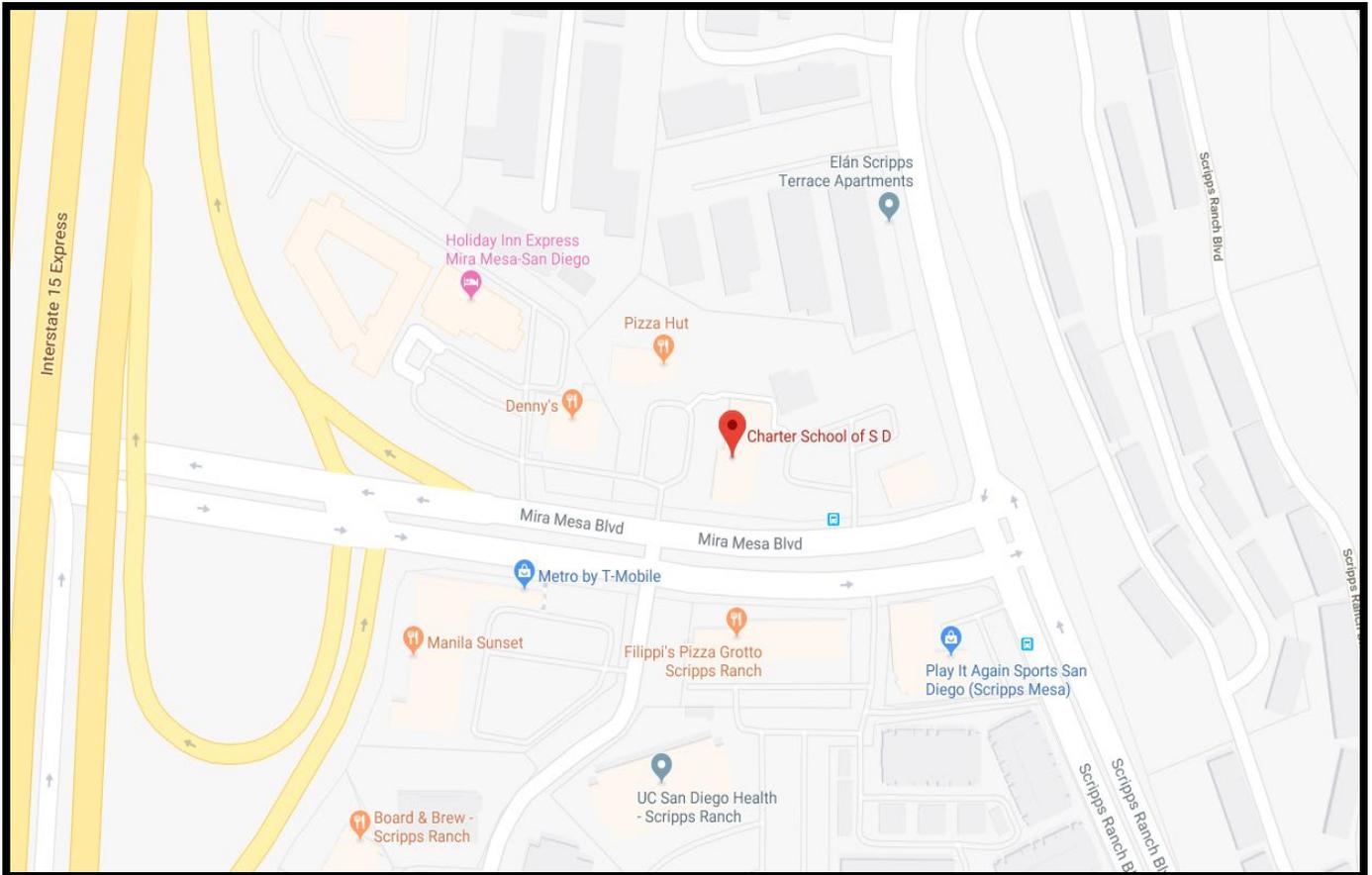
Point Loma Resource Center (RC)-- CSSD
RC Address: 3145 Rosecrans Street, Suite D, San Diego, CA 92110
Located in shopping center with Bookstar
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



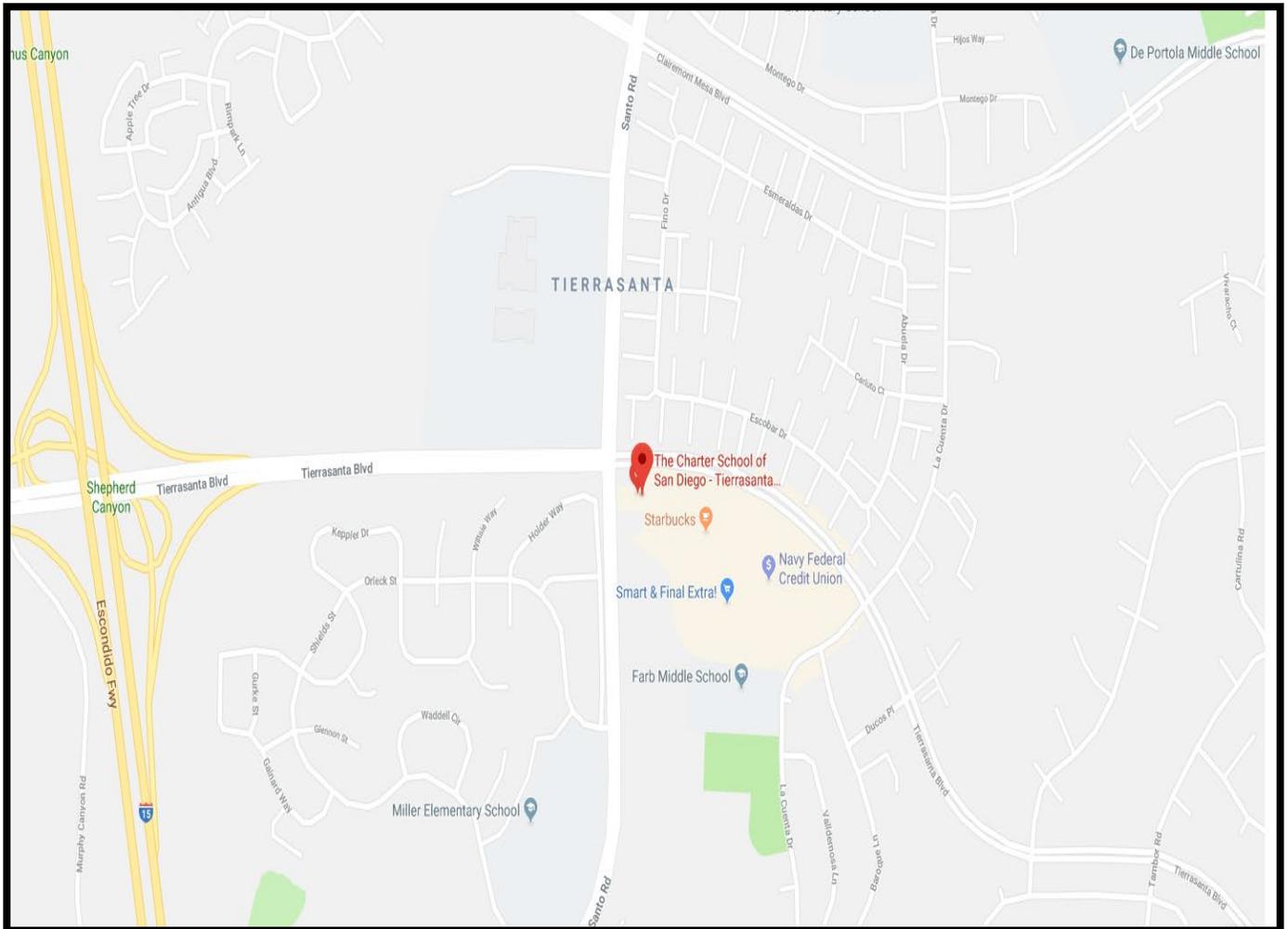
Point Loma Aerial Map



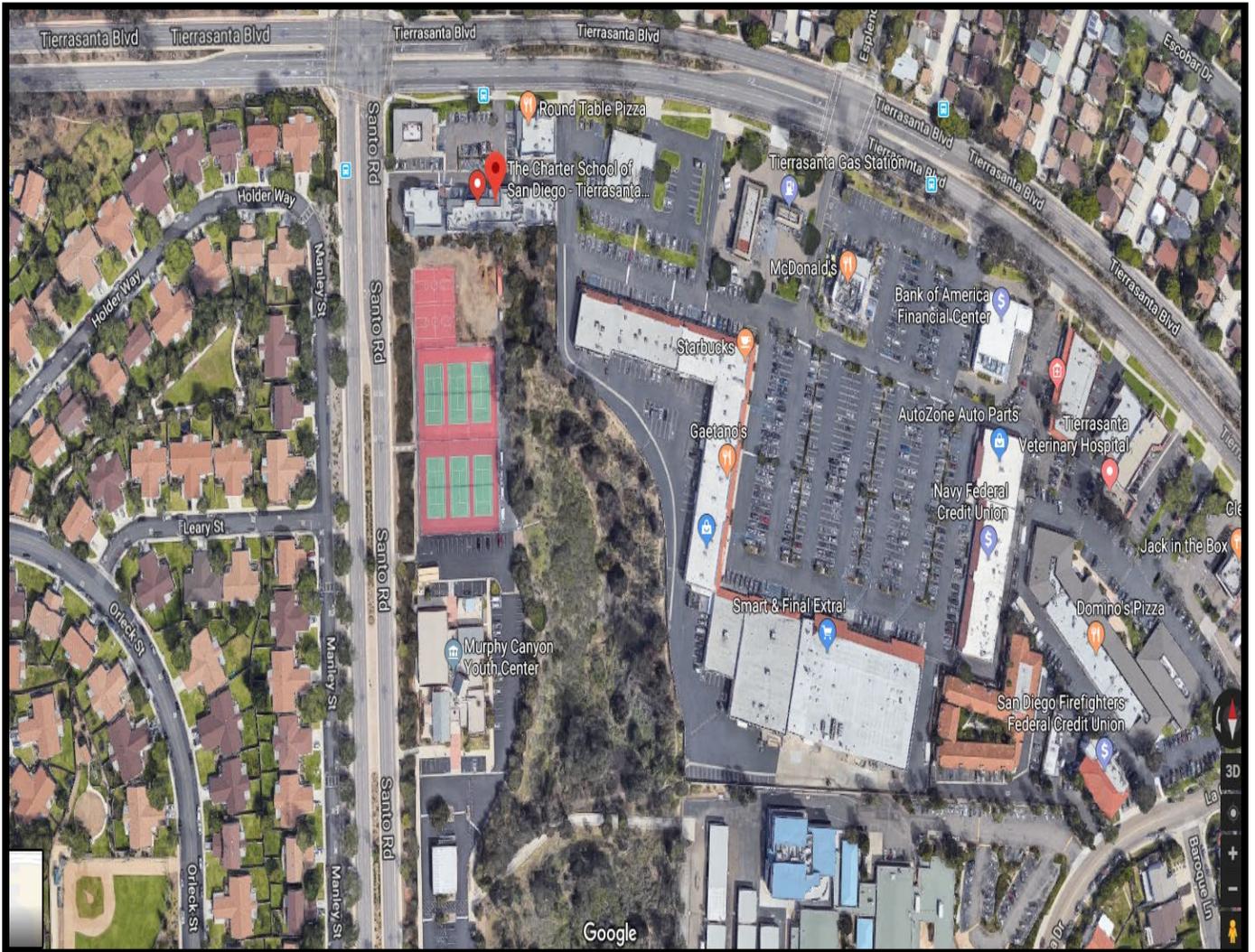
Scripps Ranch Resource Center (RC) - CSSD
RC Address: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131
Same complex as Denny's, Pizza Hut and beside Ariana Kabob House
RC Public Phone Number: 858-678-2020
RC Direct Phone Number: 858-547-5995
RC Fax Number: 858-552-6660



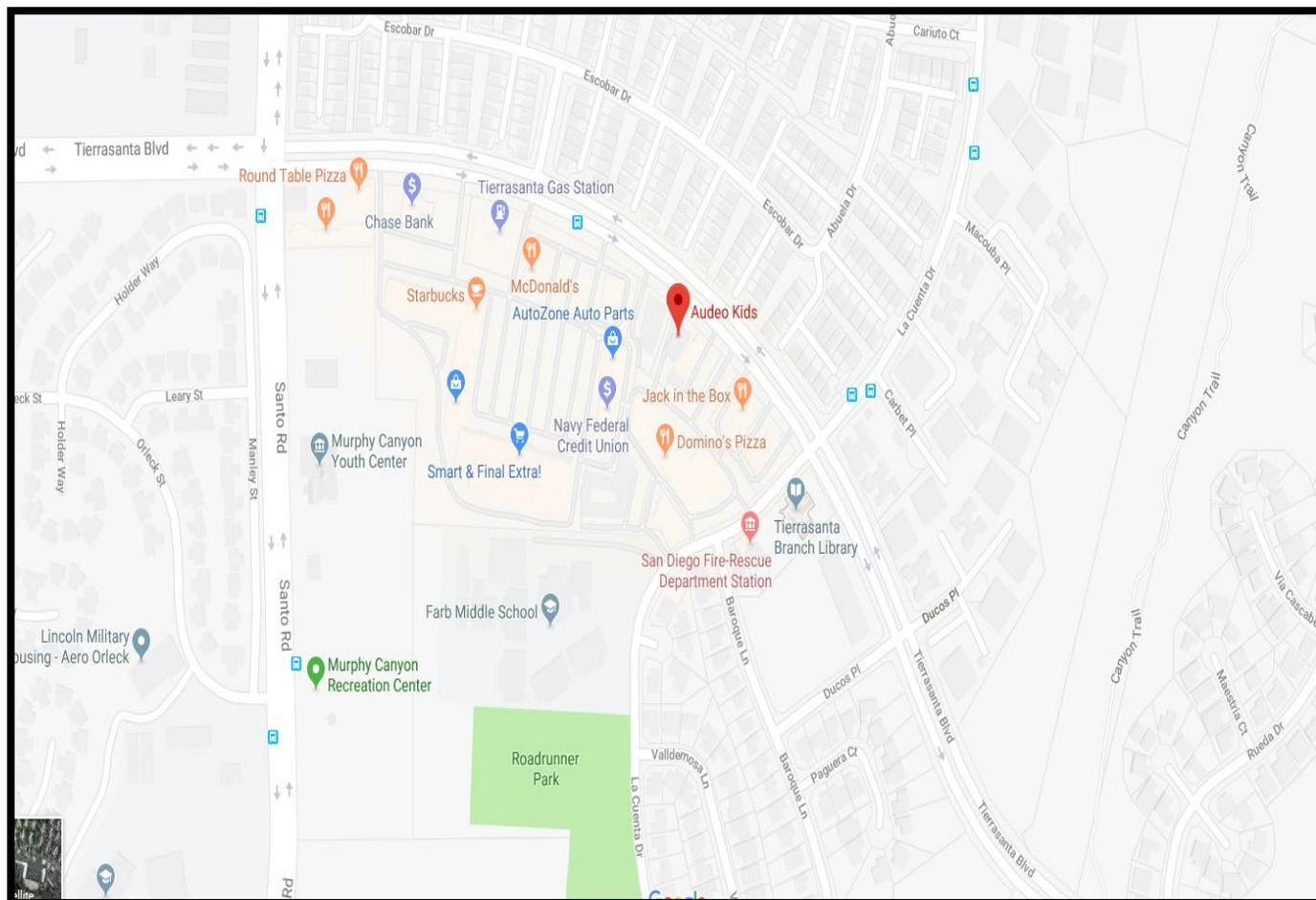
Tierrasanta Resource Center (RC) - CSSD
RC Address: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124
First right from the center driveway to two-story building
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



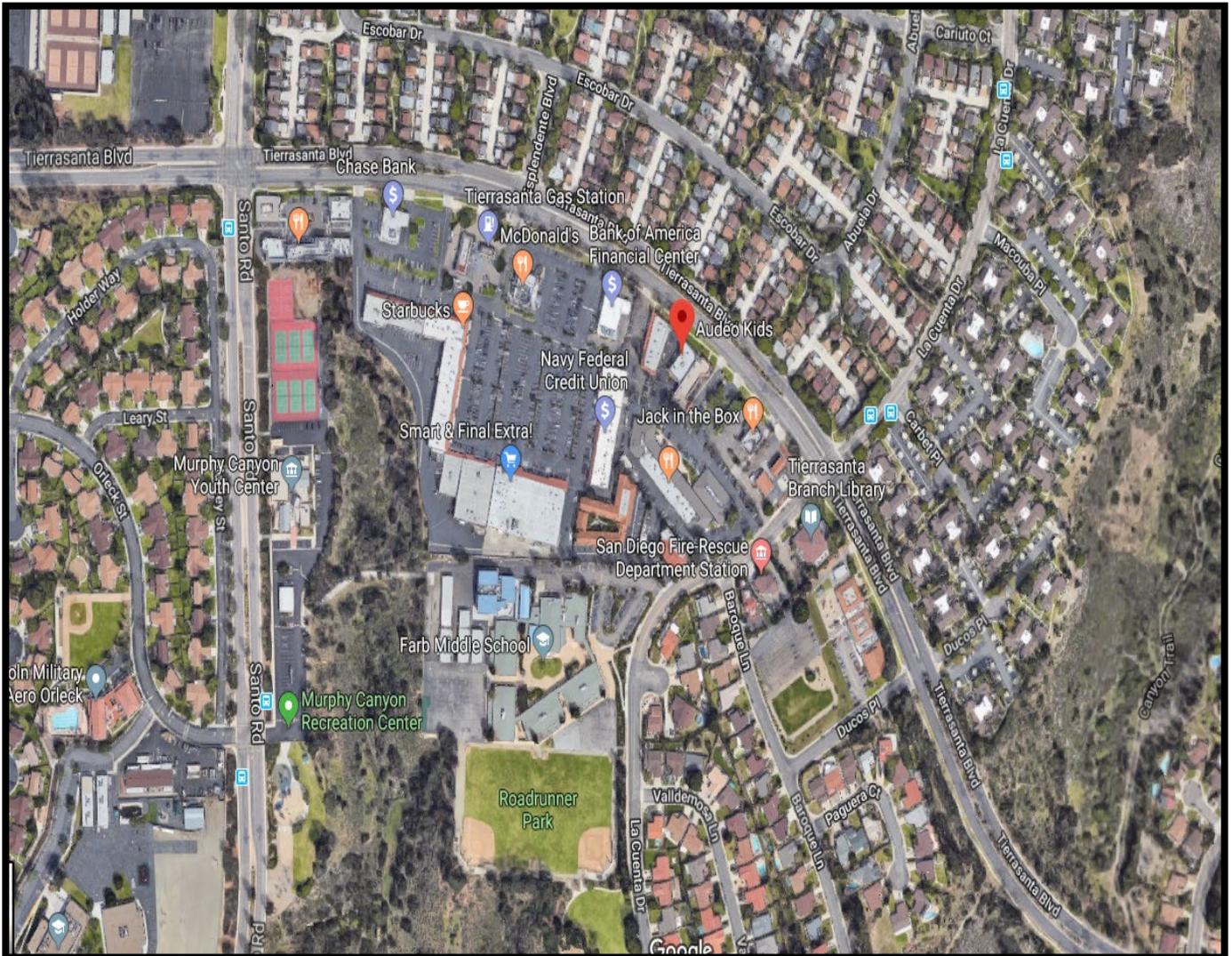
Tierrasanta Aerial Map



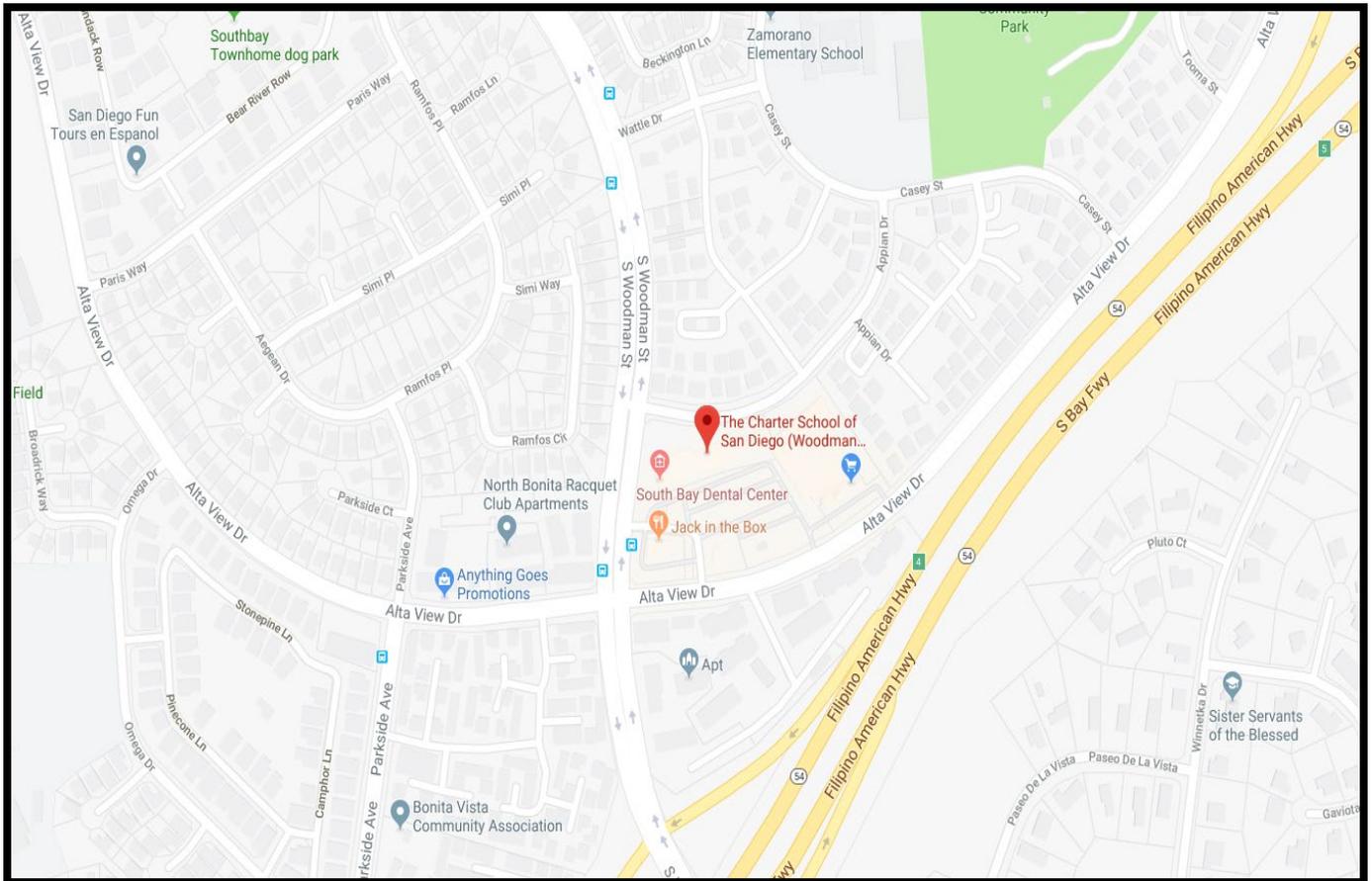
Tierrasanta K- 5 Resource Center (RC) --Audeo
RC Address: 10725 Tierrasanta Blvd., San Diego, CA 92124
Same block as 76 Gas Station, Jack in the Box beside Tierrasanta Veterinary Hospital
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



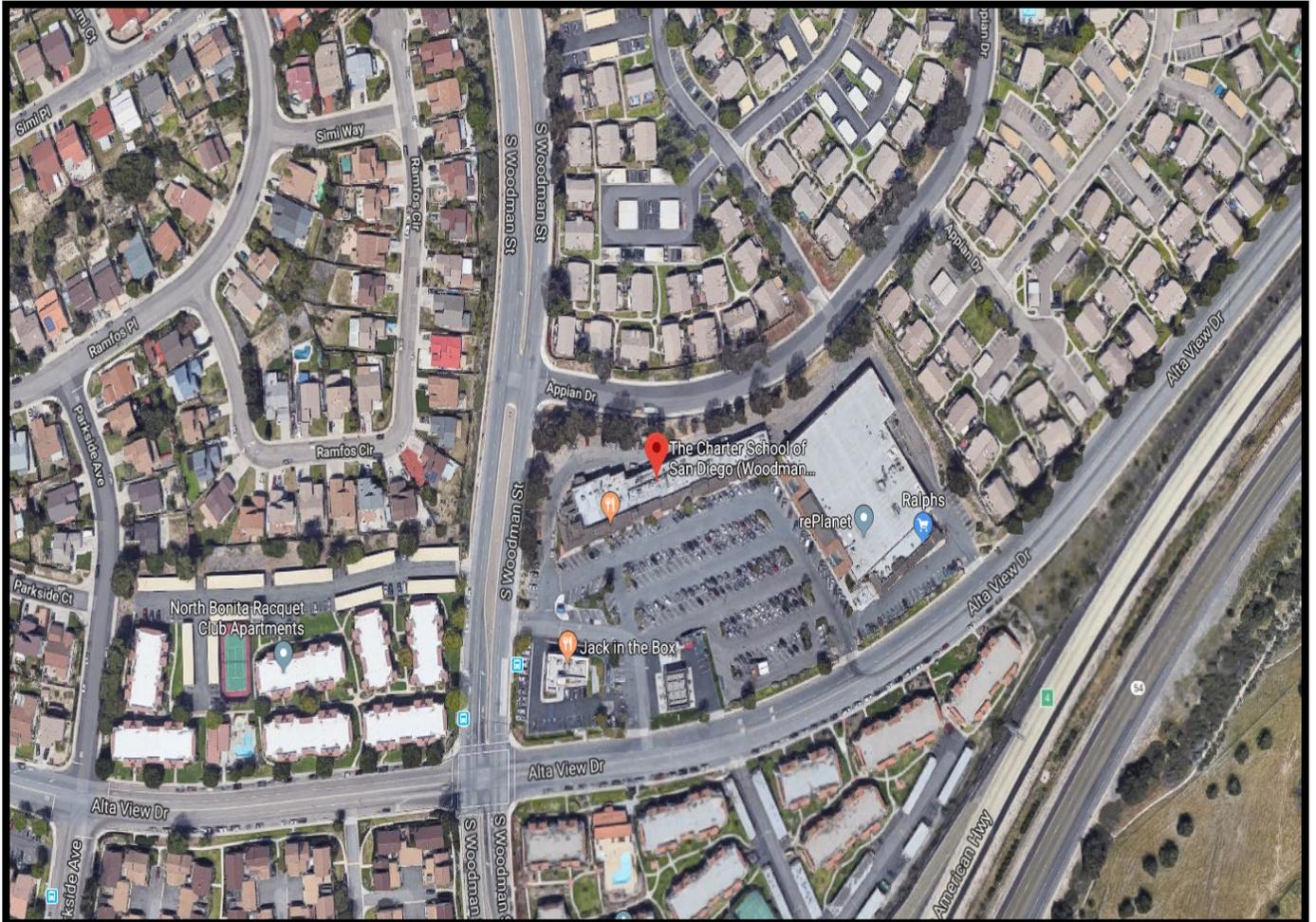
Tierrasanta K-5 Aerial Map



Woodman Resource Center (RC) - CSSD
RC Address: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139
By the Ralph's Supermarket complex beside Taco Fiesta II
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



Woodman Aerial Map



HAZARD ASSESSMENT SUMMARY

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo and CSSD, the crime data indicates that there have been no incidents of the last two years. The school staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

| | 2021yr | Rate | 2022yr | Rate | % Change |
|-------------------------------------|--------|------|--------|------|----------|
| PROPERTY CRIME | | | | | |
| Arson | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Burglary | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Graffiti | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Theft | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Vandalism | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Total | 0 | | | | |
| DRUGS & ALCOHOL | | | | | |
| Use of Alcohol/Drugs | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Possession of Alcohol | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Possession of Drugs | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Sale of Furnishing of Alcohol/Drugs | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Total | 0 | | 0 | | |
| CRIMES AGAINST PERSONS | | | | | |
| Assault with Deadly Weapon | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Battery | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Homicide | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Robbery/Extortion | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Sex Offense | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Total | | | 0 | | |
| OTHER OFFENSES | | | | | |
| Bomb Threat | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Destructive/Explosives | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Loitering/Trespassing | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Possession of Weapon(s) | 0 | 0.00 | 0 | 0.00 | 0.00 |
| Total | 0 | | 0 | | |
| ENROLLMENT | 2021yr | 2478 | 2022yr | 1739 | |

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this RC. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn RC staff. Methods for notifying staff include: Telephone – Landline and/or cellular, RC radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon RC, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and Office of the President of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct RC resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

| CONTACT | External Contacts | |
|---------------------------|-------------------|-------------------------------|
| | EMERGENCY | NON-EMERGENCY |
| San Diego Police | 911 | 619-531-2000 |
| San Diego Fire | 911 | 619-533-4300 |
| San Diego Paramedics | 911 | 619-531-2000/ 858-484-3154 |
| San Diego Water Emergency | 619-515-3525 | |
| San Diego Gas & Electric | 1-800-611-7343 | |

Internal Contacts for CSSD and Audeo

| CONTACT | EMERGENCY | NON-EMERGENCY |
|--|----------------------|---|
| Life or limb Threatening | | |
| Primary Contact: Executive Director | 619-992-5740 | 858-678-2042 Business Office |
| CSSD Safety Coordinator | 619-757-0028 | 858-678-2045 Business Office |
| Audeo Safety Coordinator | 619-757-0028 | 858-678-2045 Business Office |
| CSSD Administrator of Instructional Services | 909-720-9216 | 858-678-2051 Business Office |
| Audeo Home Learning Lead | 850- 637-7732 | 858-678-3919 Business Office |
| Audeo Administrator of Instructional Services | 949-280-9499 | 858-678-2056 Business Office |
| Facilities Emergency Maintenance | 619-757-0028 | 858-678-2045 Business Office |
| Communications Office | 858-678-4811 | |

Emergency Resource Information

Emergency Disaster Kit

This RC maintains: one kit.

The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. RC personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- Pencils & Pens - recommend one each per Incident Command Team member (34)
- Copies of Forms
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or RC Placards
- First Aid & Medical Team Supplies
- Search and Rescue Team Supplies
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Crisis Response Boxes

This RC maintains: _____ 1 _____ Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member.

The Crisis Response Boxes are a file folder type- boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, RC numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of RC layout. Map must show all buildings, RC numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent yearbook.
- Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Emergency Quick Reference Guide

This document, often referred to as the “Emergency Quick Reference Guide” is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School’s Emergency Procedures. Each RC and office have been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain in the RC to carry out assigned responsibilities. RC staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the “Evacuation Area”), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California’s mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with “read only” access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

INCIDENT COMMAND TEAM OVERVIEW

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing the RC emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

- **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
- **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the School’s Communications Officer is available
- **Liaison Officer** – serves as the point-of-contact for agencies outside of the School’s organization.
- **Operations Chief** – manages direct response to the RC emergency
 - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students in RC (except those in the Medical Treatment Area)
 - **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report

to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Corporate Offices may be activated to support RC emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

Notification to Staff of Dangerous Students

The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

The Audeo Charter School and The Charter School of San Diego are committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo and CSSD shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo and CSSD may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Executive Director at (858) 678-2042 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Resource Center Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- **Pants sagging below the waist**
- **Beachwear or sleepwear, including bedroom slippers**
- **Shorts/skirts that are above mid-thigh**
- **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- **Visible undergarments (including boxer shorts, bras, etc.)**
- **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- **Clothing that uses vulgar/profane language and/or images**
- **Head coverings such as, hats, bandanas, beanies, or do-rags**

Going To and From Resource Center Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo and CSSD students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo and CSSD students and parents to help prepare all the students for a safer journey.

1. Every Audeo and CSSD student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a resource

center staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a resource center staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone, they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Audeo and CSSD staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan**
- **Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using student sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, Learning Lead or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

The Audeo Charter School and The Charter School of San Diego are, and will remain, “a safe place” for students and adults.

Audeo and CSSD staff believe that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student’s progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

School Rules/Discipline

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Audeo and CSSD.**

Severe Clause Bypasses

A majority of students at Audeo and CSSD will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

- **Fighting/open rebellion**
- **Possession or use of drugs or alcohol**
- **Defiance/unprovoked attack**
- **Smoking**
- **Stealing**
- **Vandalism**
- **Profanity, Vulgarity, or Obscene Acts**
- **Severely inappropriate behavior**

Parent Responsibilities

Attendance

- **Ensure that students get to their scheduled weekly appointment on time.**
- **Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**

- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Child Abuse Reporting Procedures

All Audeo and CSSD certificated teachers and staff, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo and CSSD employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the Administrator of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.
2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Administrator of Instructional Services.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.
4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

Distribution of Fax SS8572 Form After Hotline Call Has Been Placed

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412
2. Send the original to Administrator of Instructional Services to place in a confidential locked file.

OR

Distribution of Written SS8572 Form After Hotline Call Has Been Placed

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111
2. Send a copy to the Administrator of Instructional Services to place in a confidential locked file.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

Reporting Responsibilities

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written

report or fax report thereof within 36 hours of receiving the information concerning the incident.

- **Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.**

SECTION THREE—EMERGENCY PROCEDURES

Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for RC-level personnel. Additional information pertaining to RC evacuations can be found in Emergency Procedures.

The signal for evacuation is: short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each RC and department have developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

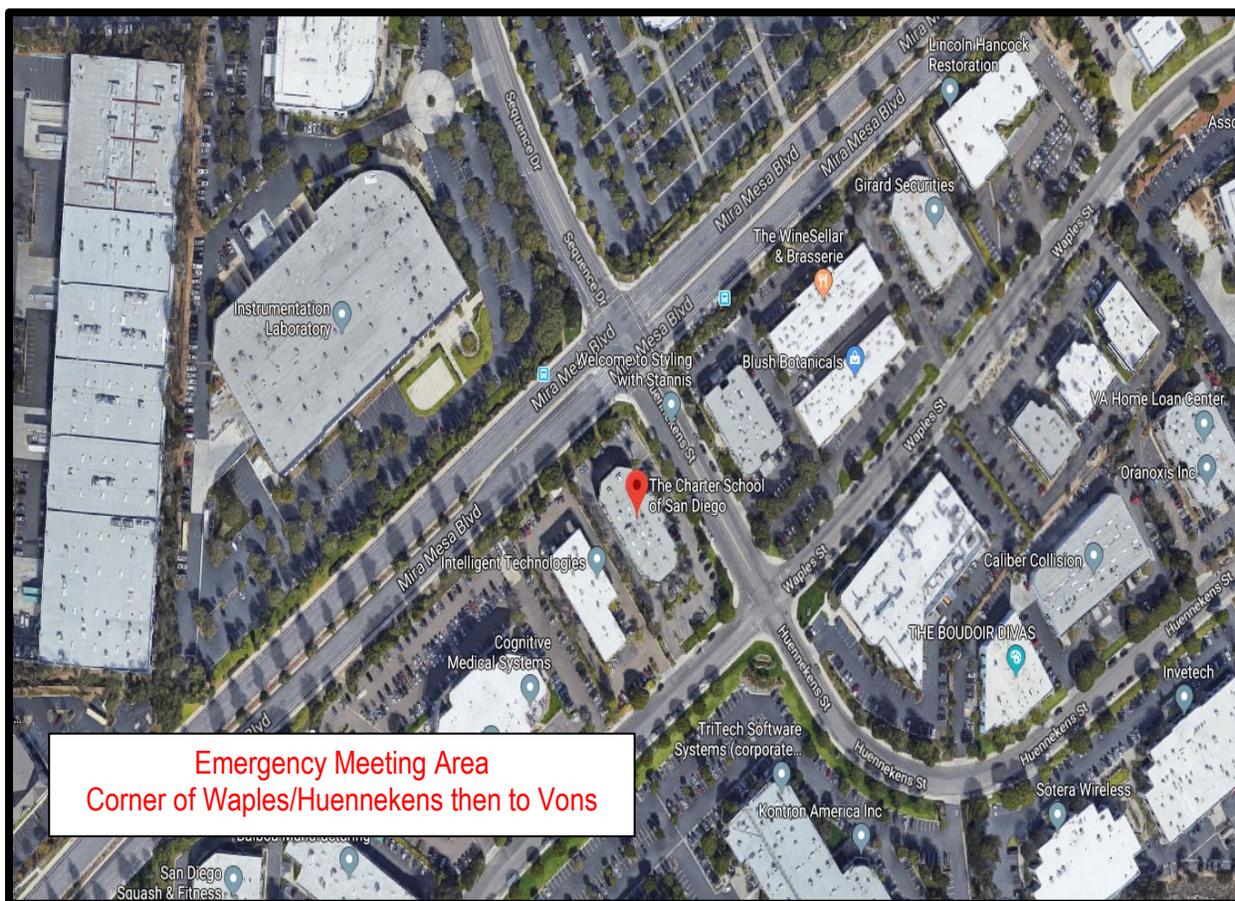
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

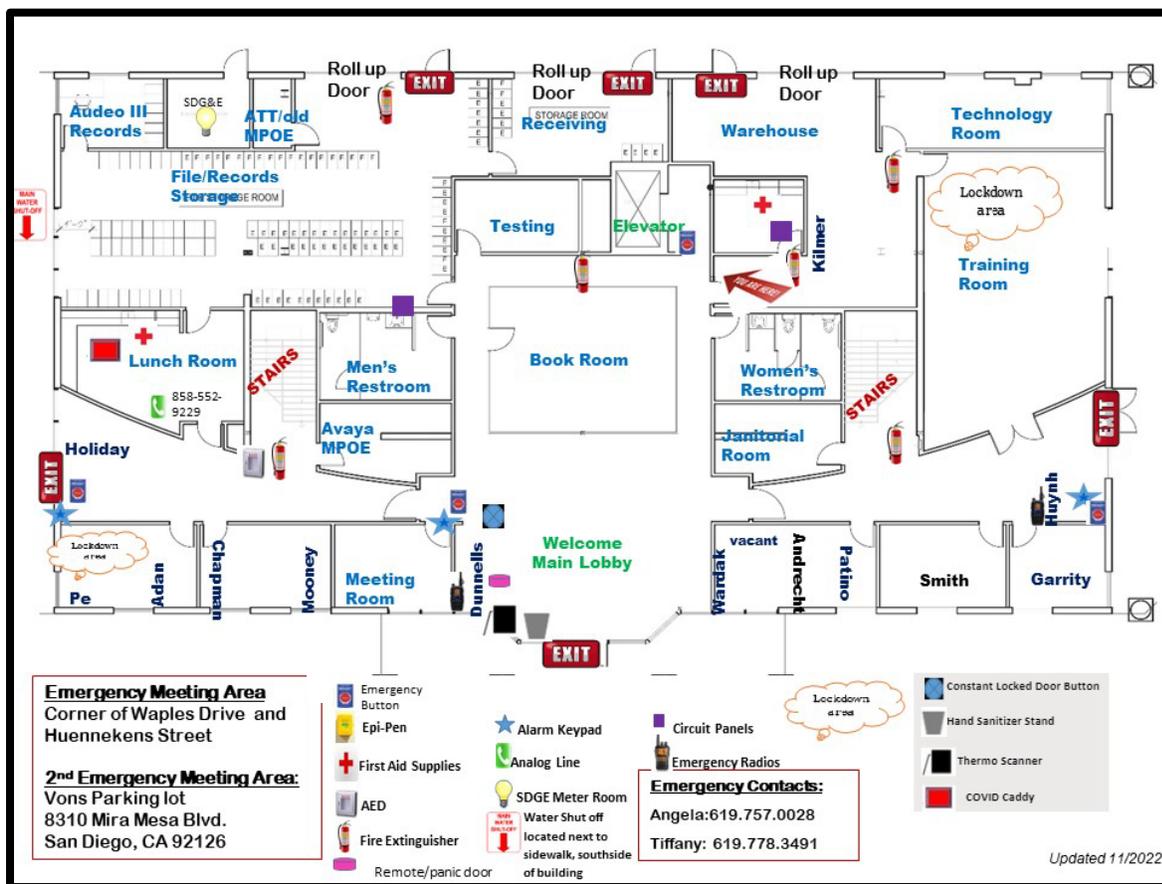
Sorrento Mesa Corporate Office: 10170 Huennekens Street, san Diego, CA 92121

Cross Street: Corner of Mira Mesa Blvd and Huennekens Street

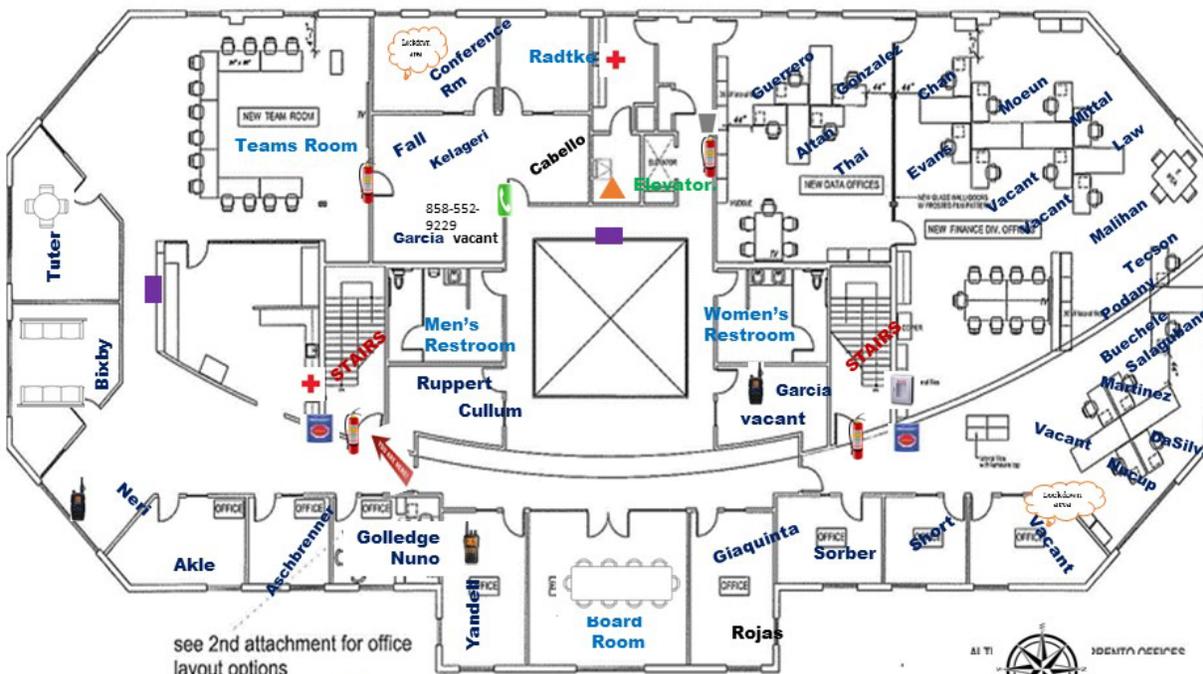
Emergency Meeting Area: Corner of Waples and Huennekens then to Vons



Sorrento Mesa Plan—First Floor



Sorrento Mesa Plan—Second Floor



see 2nd attachment for office layout options

Emergency Meeting Area
 Corner of Waples Drive and Huennekens Street

2nd Emergency Meeting Area:
 Vons Parking lot
 8310 Mira Mesa Blvd.
 San Diego, CA 92126

- Emergency Button
- Epi-Pen
- First Aid Supplies
- AED
- Fire Extinguisher
- Roof Access Door
- Alarm Keypad
- Analog Line
- SDGE Meter Room
- Water Shut off located next to sidewalk, southside of building
- Circuit Panels
- Emergency Radios

Emergency Contacts:
 Angela: 619.757.0028
 Tiffany: 619.778.3491

10170 Huennekens Street
 2nd Floor
 San Diego, CA 92121
 858-678-2020

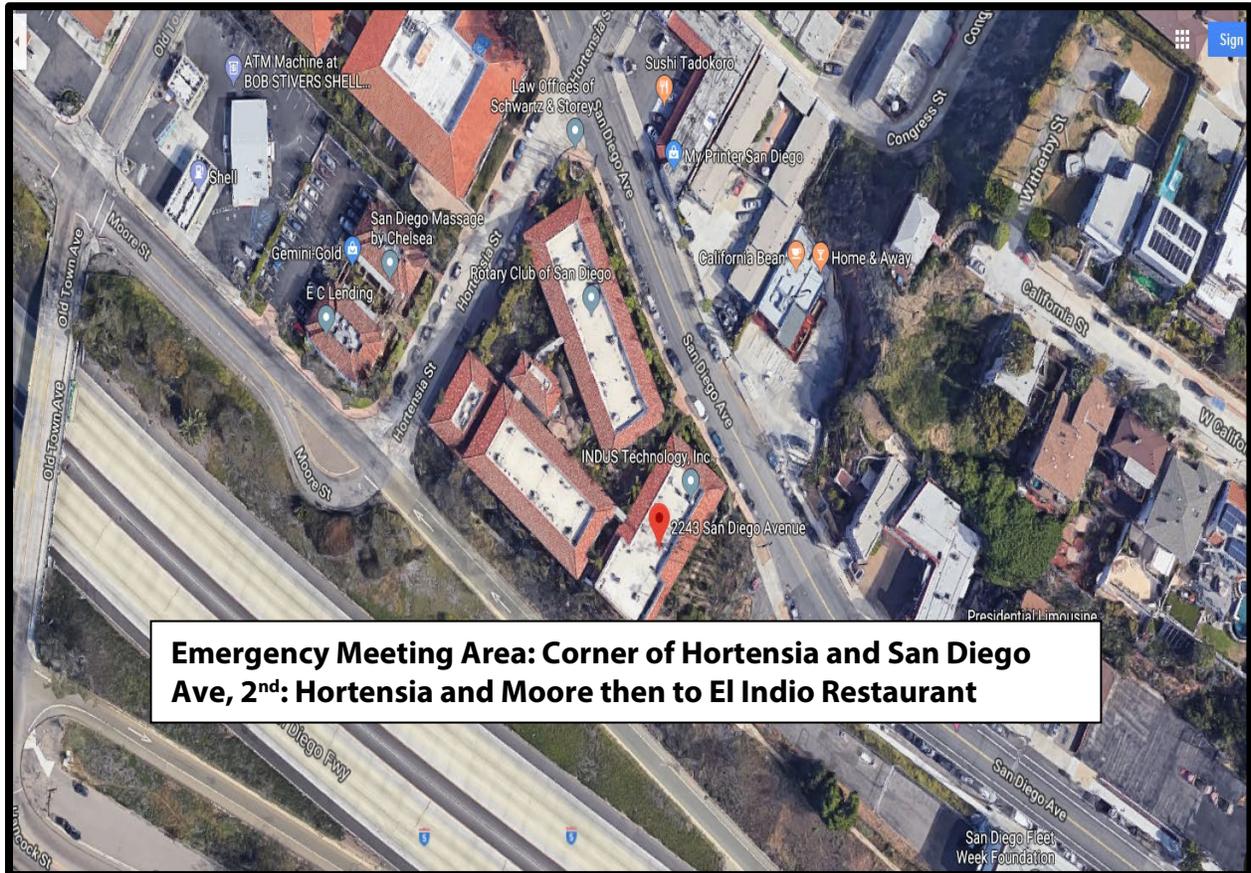


Updated 11/2022

Old Town Service Center: 2243 San Diego Avenue, Ste. 115, San Diego, CA 92110

Cross Street: Hortensia St. Corner San Diego Avenue

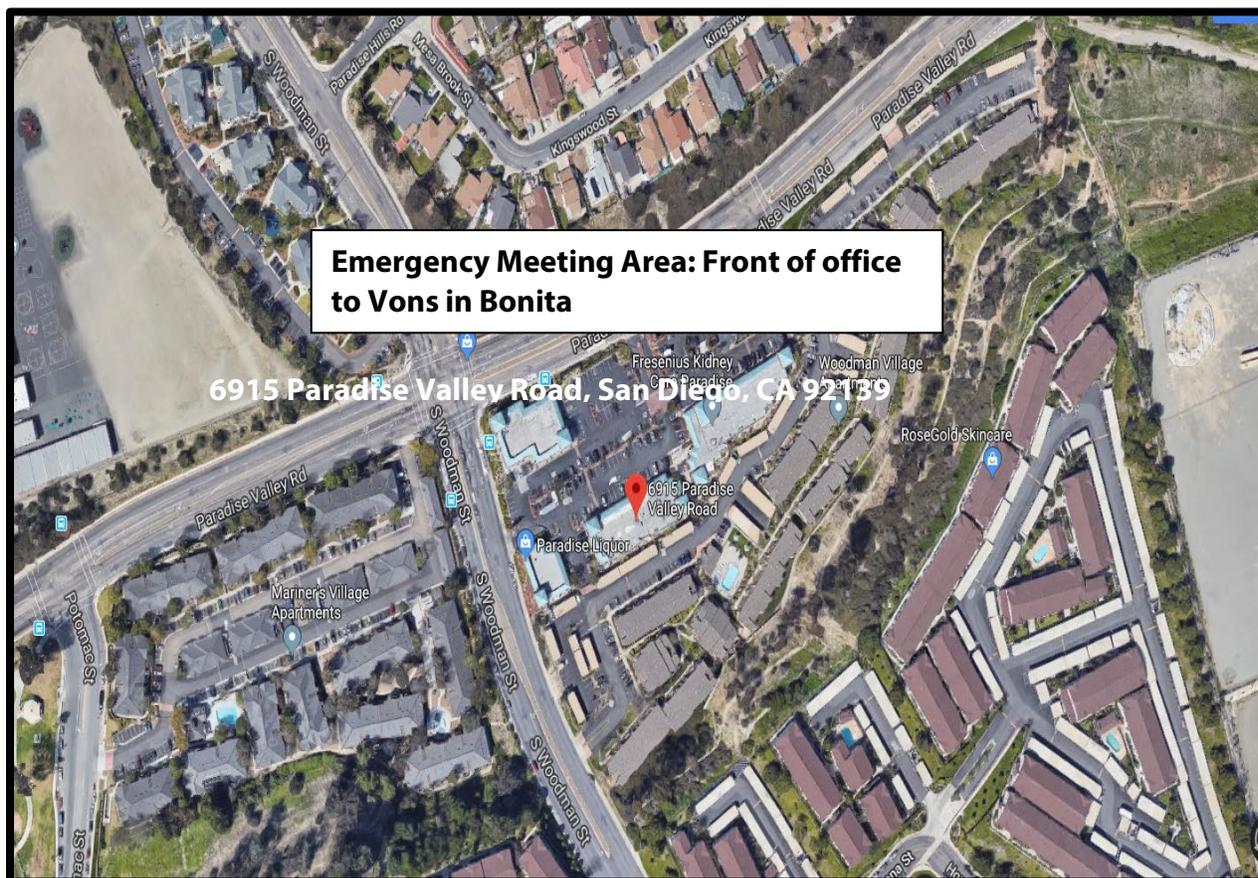
Emergency Meeting Area: Corner of Hortensia and San Diego Avenue; 2nd: Hortensia and Moore then to El Indio Restaurant Off Washington Street Exit



Old Town Plan

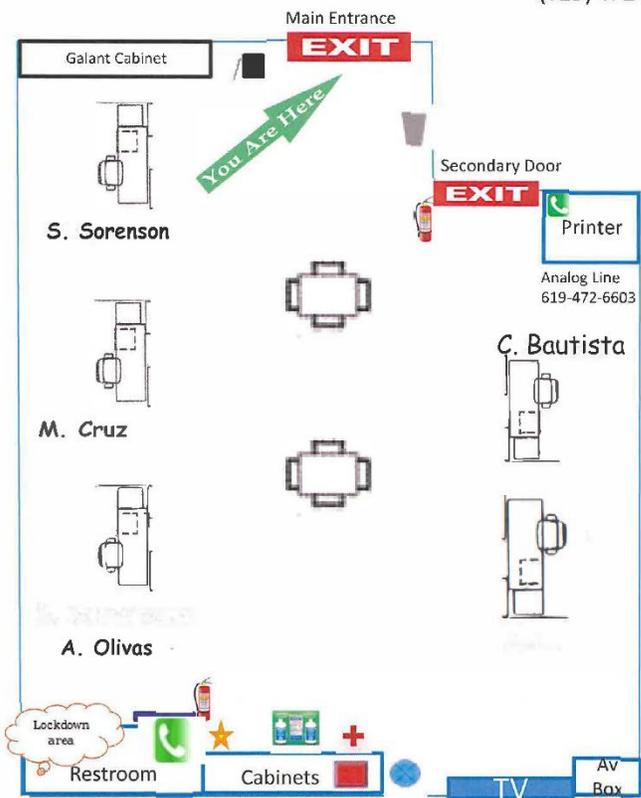


Paradise Hills Annex Office: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
Cross Street: Woodman St.
Emergency Meeting Area: Front of office to Vons in Bonita



Paradise Hills Annex Office Plan

CSSD-Paradise Hills Annex Office
 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
 (619) 472-6641



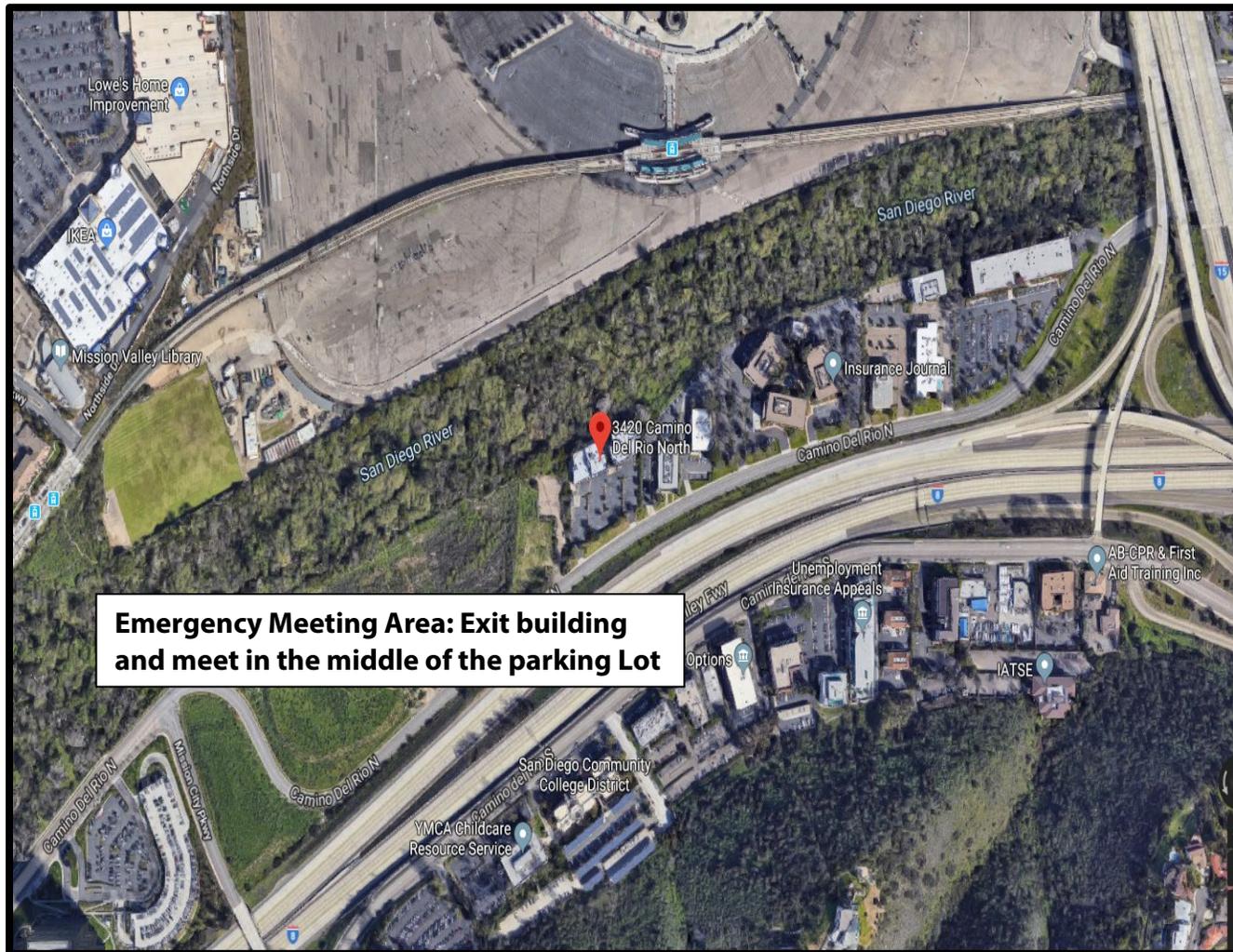
- ★ Alarm Keypad
- + First Aid Supplies
- COVID Caddy
- Hardwire button for constant door lock
- ☒ Hand Sanitizing Dispenser
- ☒ ThermoScan
- ☒ Eye Wash Station
- ☒ Fire Extinguisher
- Circuit Panel

1. Evacuation Meeting Area
 Meet in front of office.

2. Evacuation Meeting Area:
 Mariners Village Apts

Emergency Contacts
 Angela Neri : 619-757-0028
 Tiffany Yandell: 619-788-3491

Mission Valley West Building: 3420 El Camino Del Rio North, San Diego, CA 92108
Cross Street: Mission City Parkway
Emergency Meeting Area: Middle of the parking lot



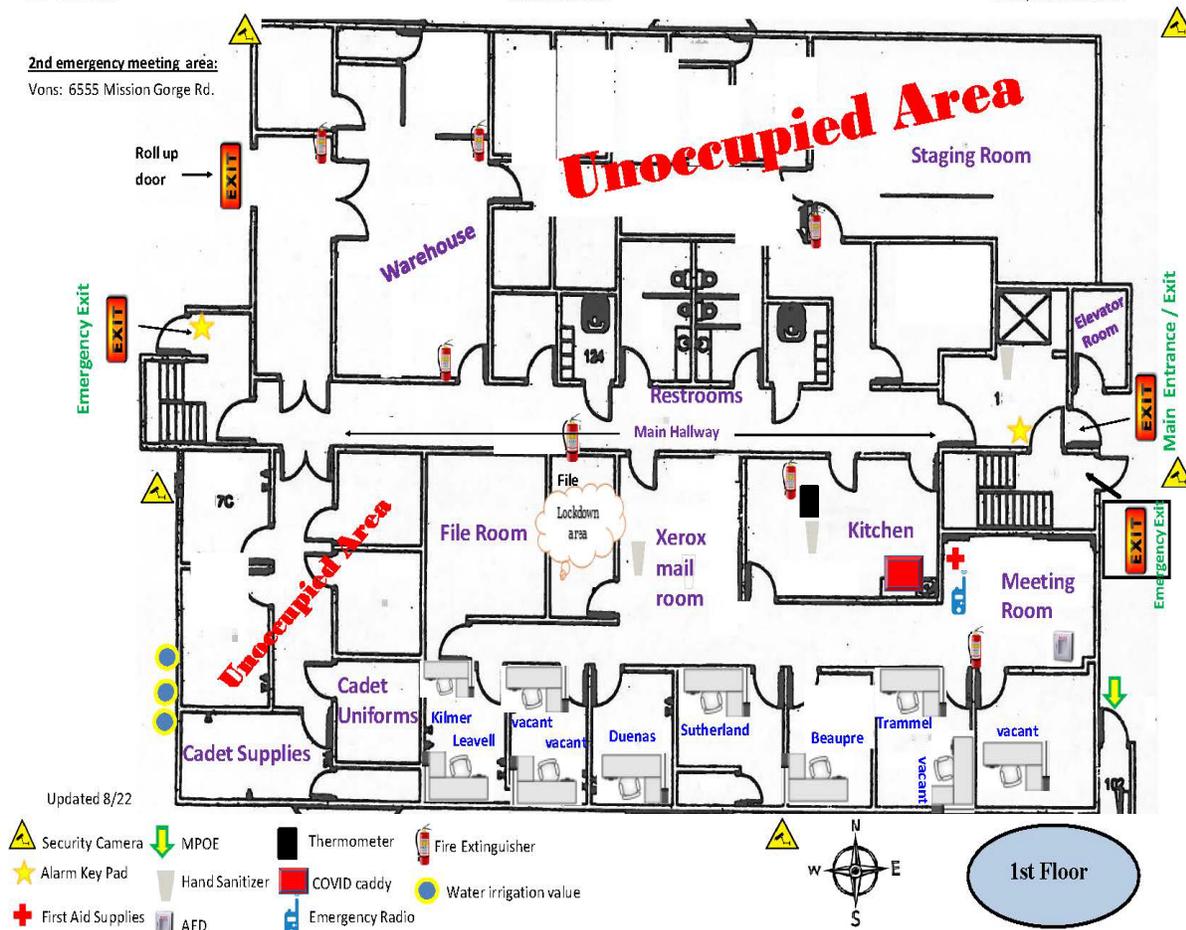
Mission Valley West Building Plan

1st emergency meeting area:
Exit building and meet in the west side of parking lot next to the dumpsters

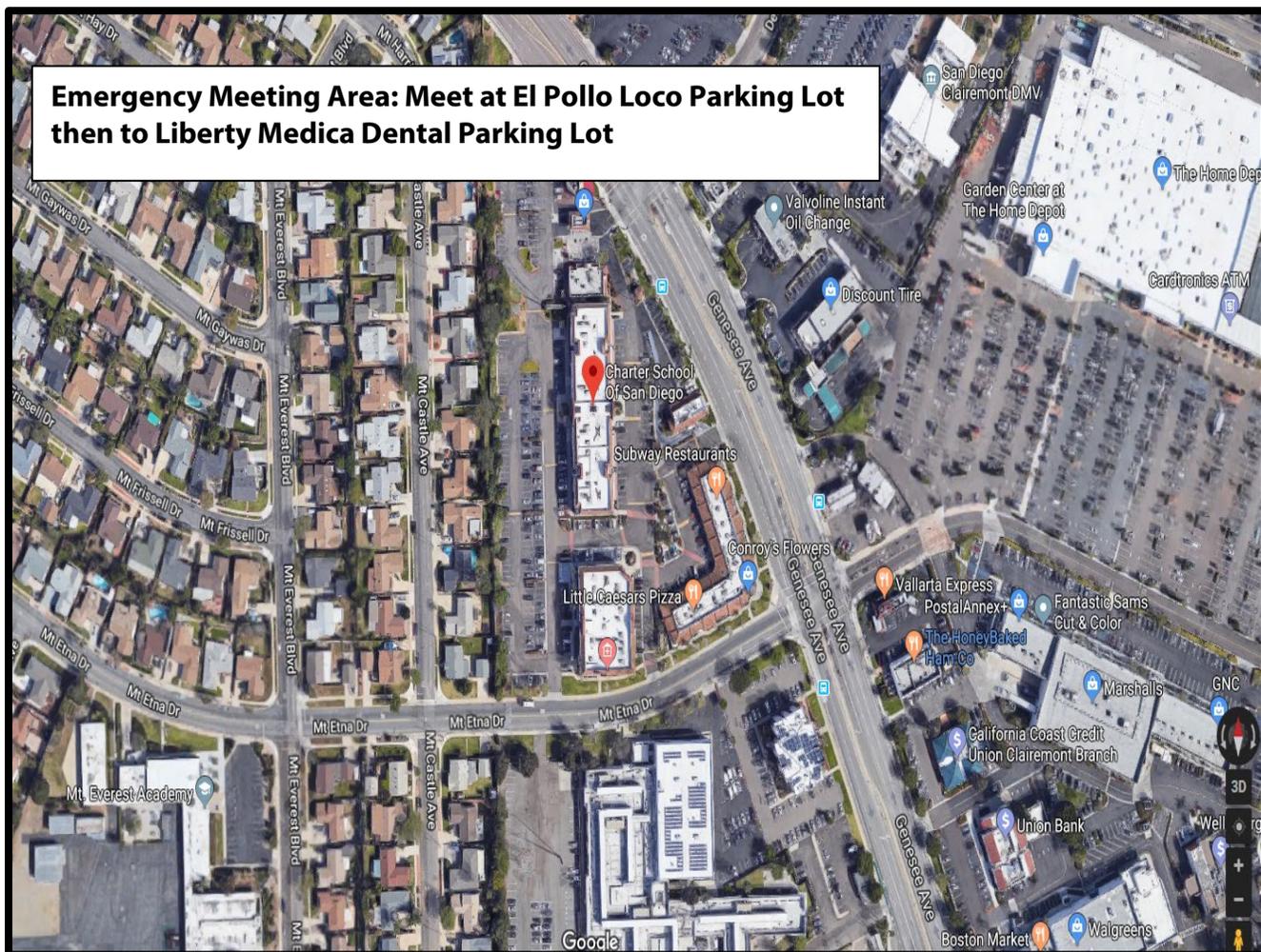
Audeo—Mission Valley West Building
3420 El Camino Del Rio North, San Diego, CA 92108
858.678.2050

Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491

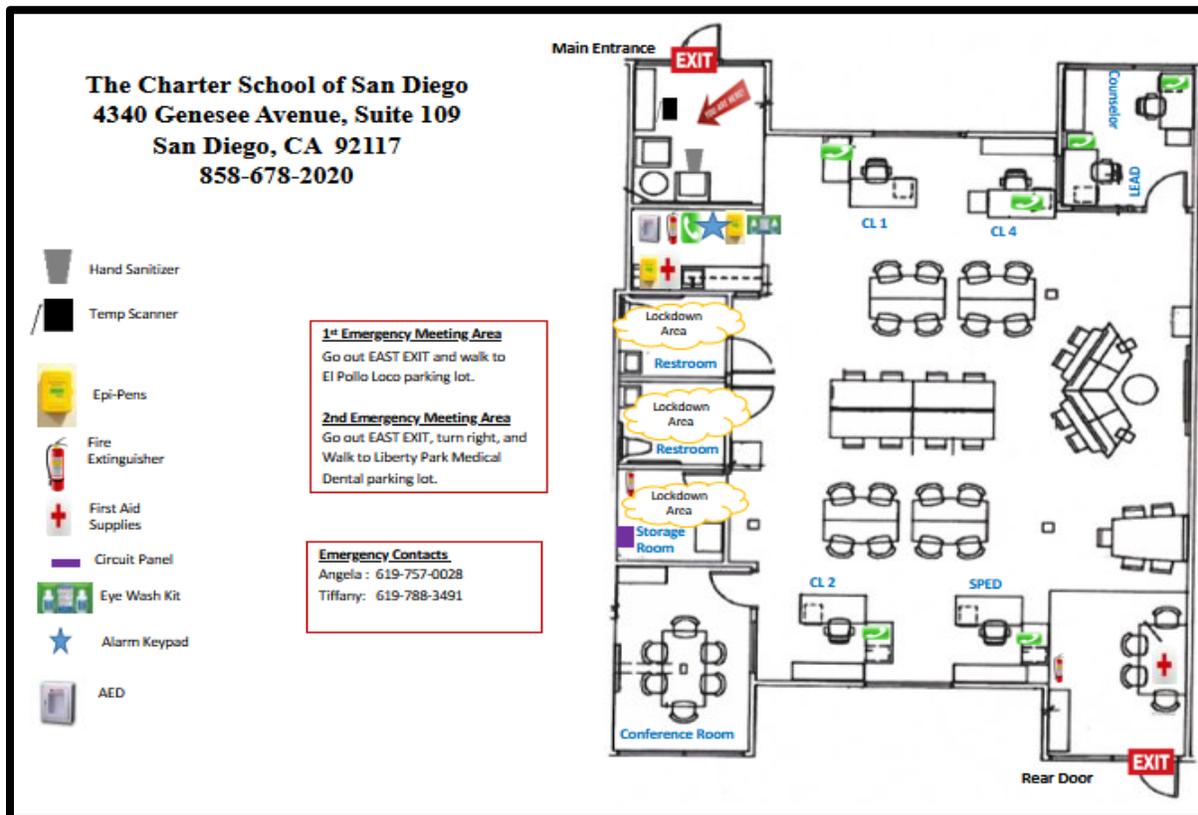
2nd emergency meeting area:
Vons: 6555 Mission Gorge Rd.



Clairemont Resource Center: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117
Cross Street: Corner of Genesee Avenue and Mt. Etna Drive
Emergency Meeting Area: Meet at El Pollo Loco Parking Lot then Liberty Medica Dental Parking Lot



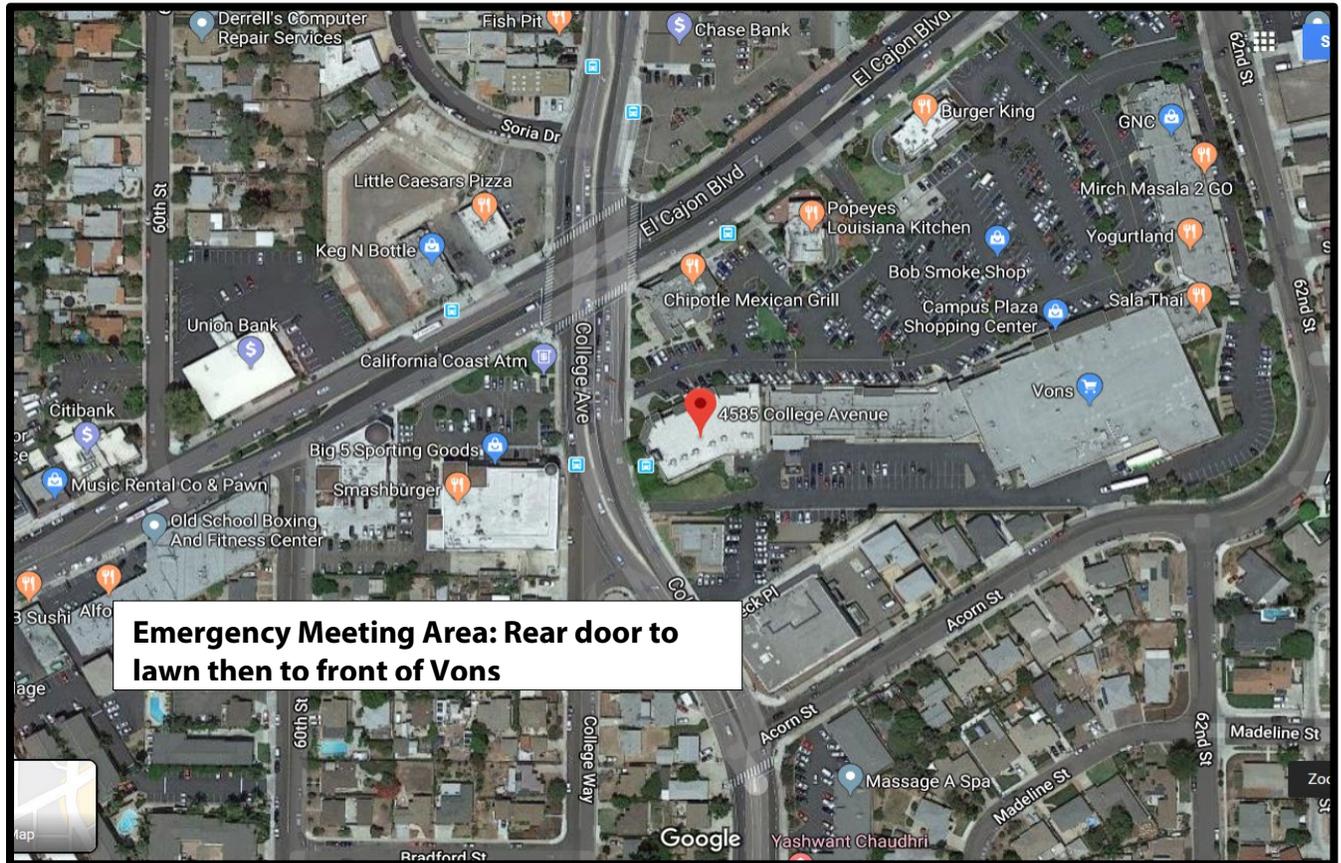
Clairemont Resource Center Plan



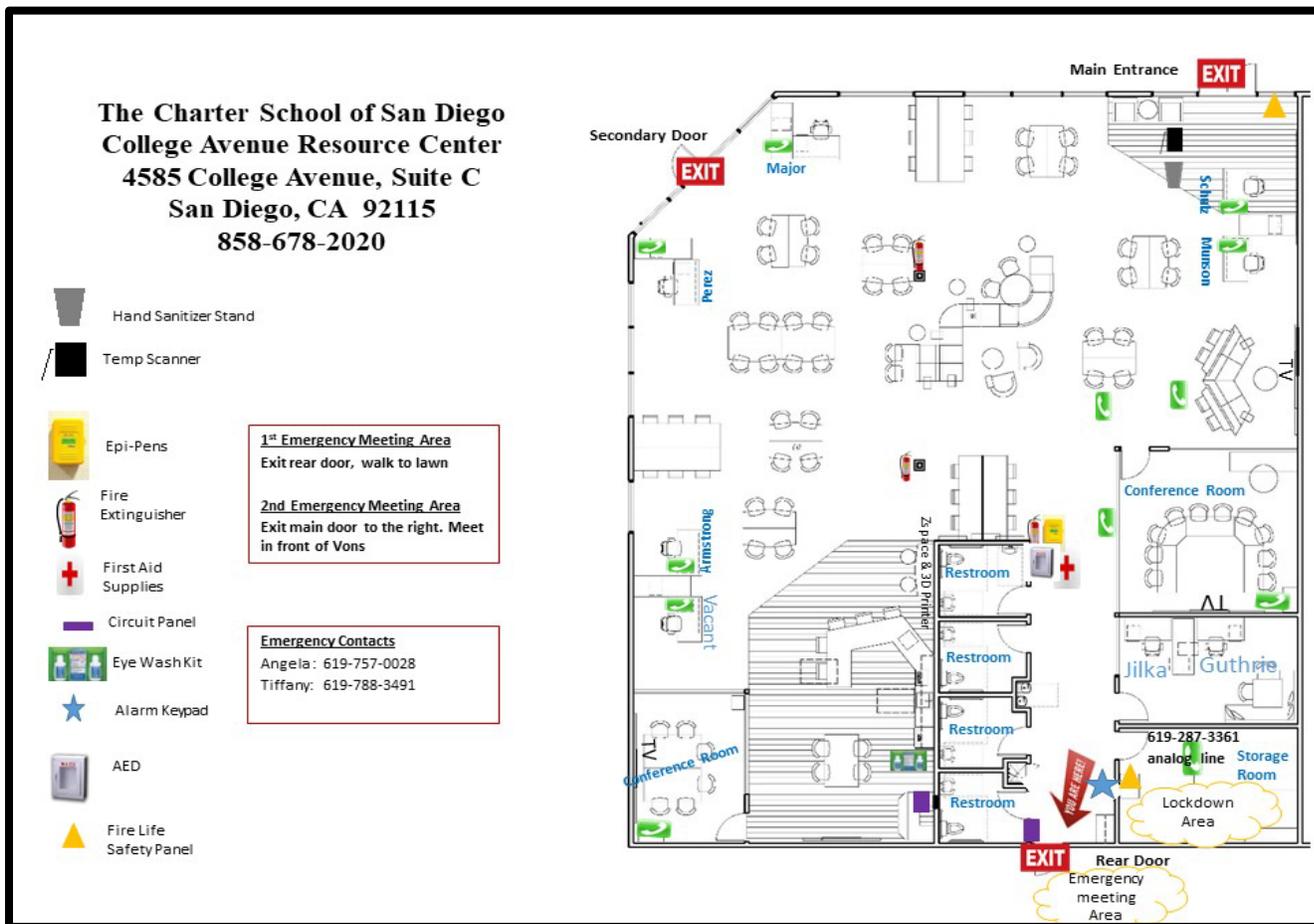
College Avenue Resource Center: 4585 College Ave., Stes. C1 & C2 San Diego, CA 92115

Cross Street: El Cajon Blvd.

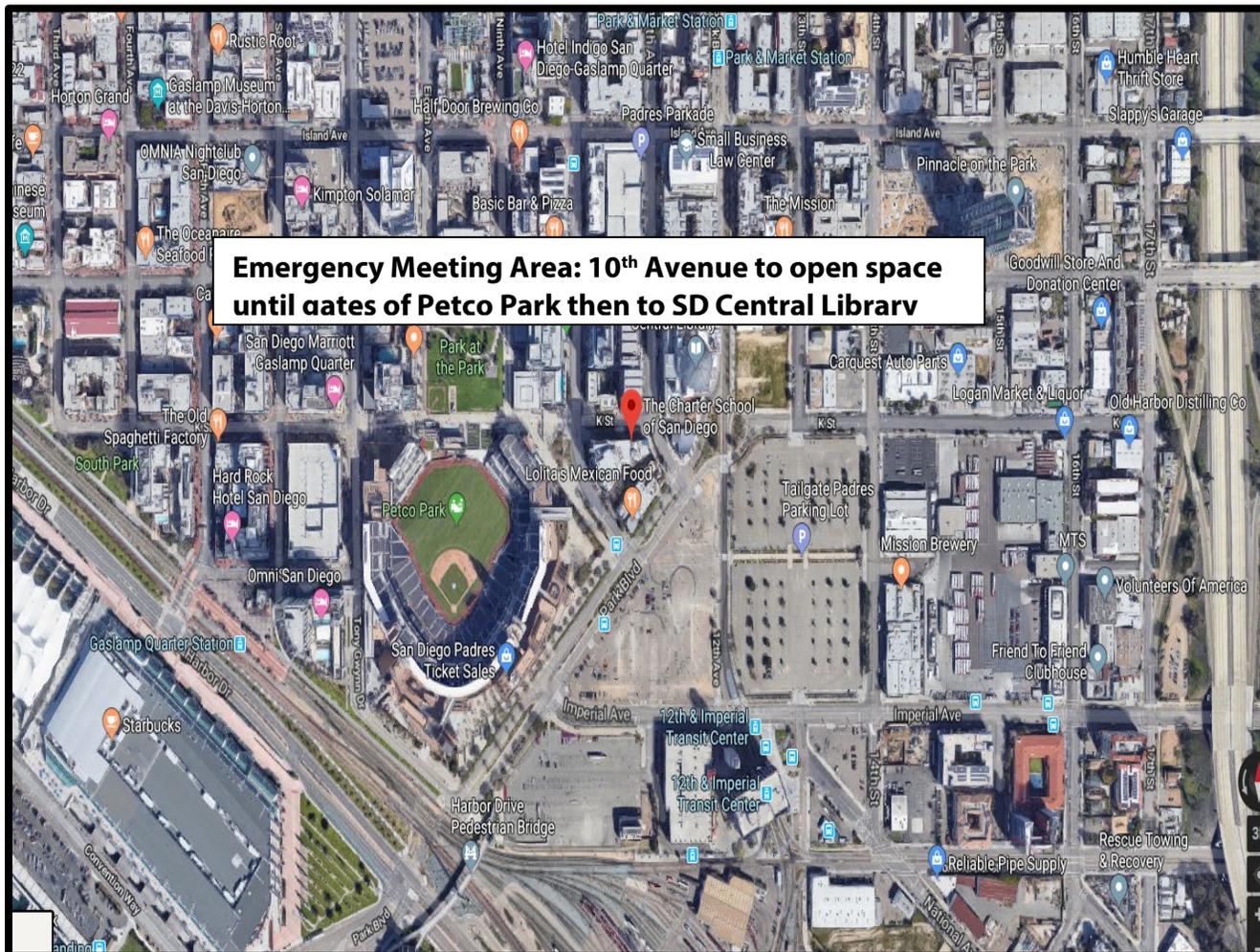
Emergency Meeting Area: Rear Door to Lawn then to Front of Vons



College Avenue Resource Center Plan



Downtown Resource Center: 1095 K Street, Suite A, San Diego, CA 92101
Cross Street: 11th Street
Emergency Meeting Area: 10th Avenue to open space until gates of Petco Park then to the San Diego Central Library



Downtown Resource Center Plan

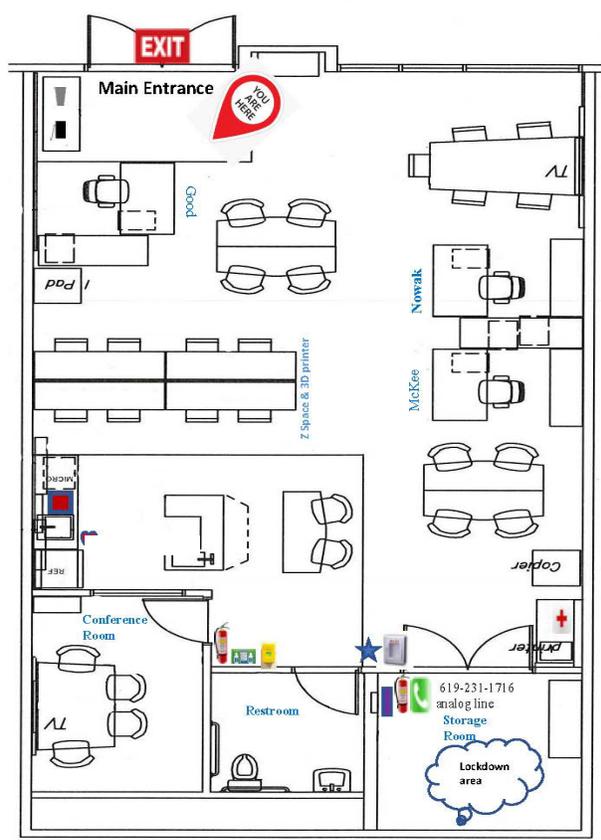
**The Charter School of San Diego
Downtown Resource Center
1095 K Street, Suite A
San Diego, CA 92101
858-678-2020**

-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  ThermoScan
-  Hand sanitizer
-  Hardwire button for constant door lock
-  COVID Caddy
-  AED
-  Lockdown area
-  Analog emergency phone
-  Bloodborne pathogen kit

1st Emergency Meeting Area
Go out the Exit, turn left and follow the sidewalk to 10th Ave. Cross 10th Ave until gates of Petco Park. The open space is the meeting area.

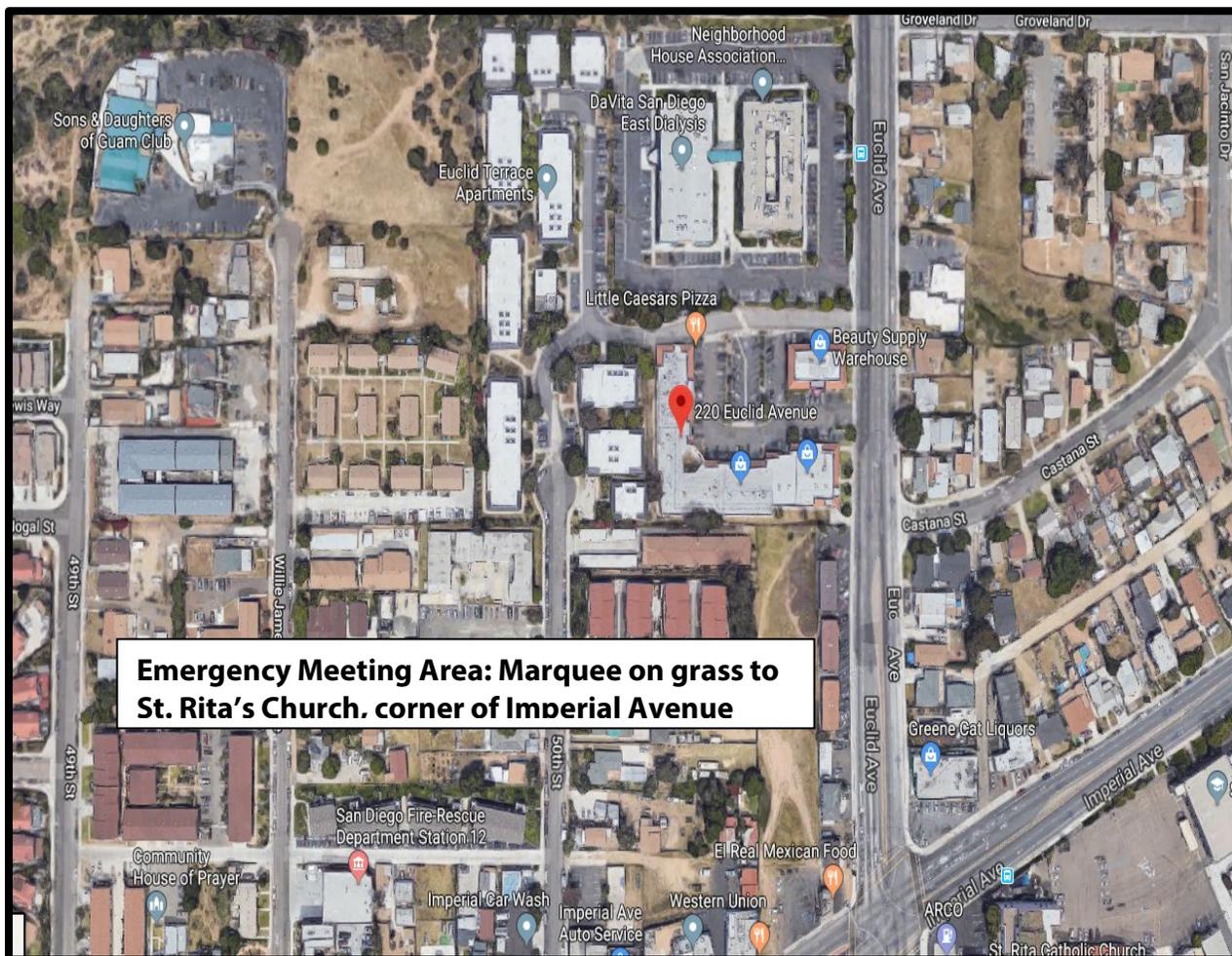
2nd Emergency Meeting Area
Go out the Exit, turn right and follow the sidewalk to 11th Ave. Cross 11th Ave until passing the library gates. Turn left and enter the library.

Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491

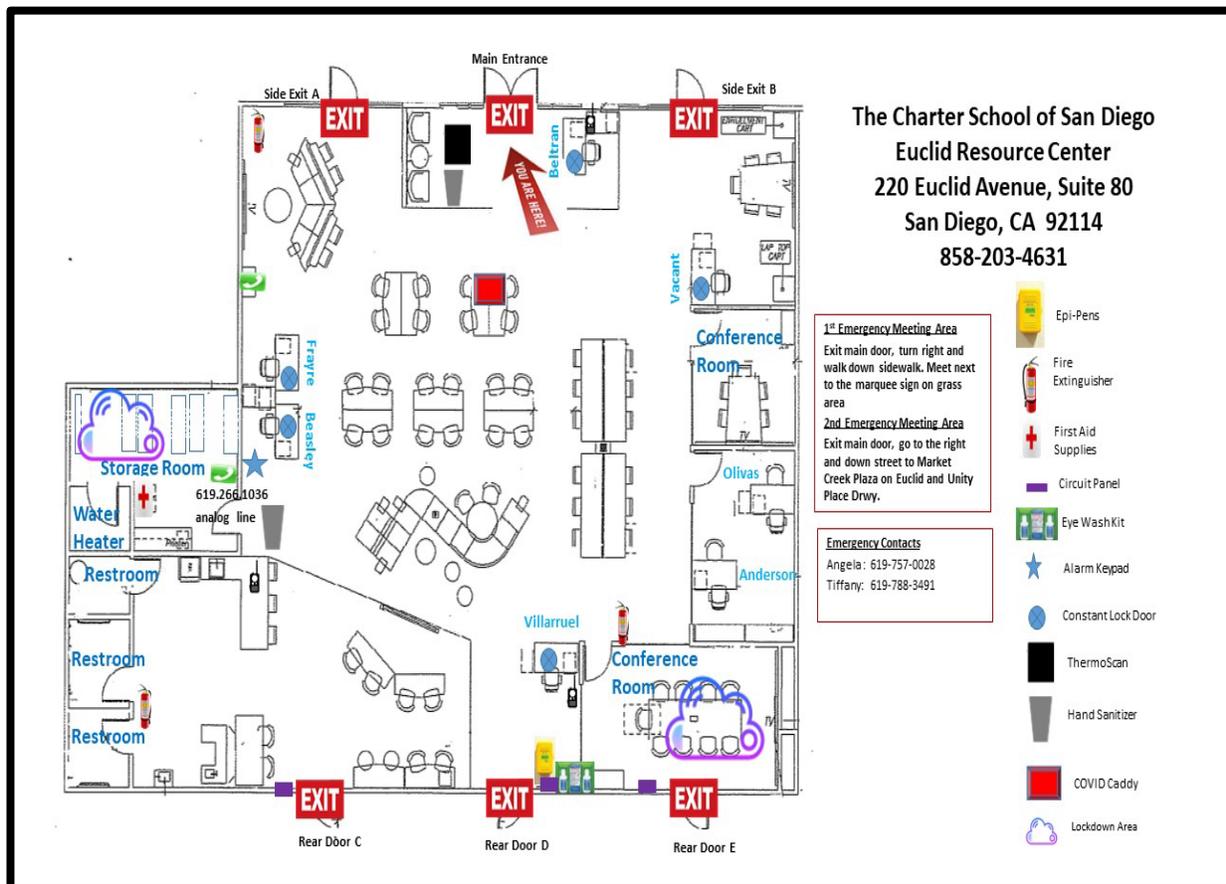


**Euclid Resource Center:
Cross Street:
Emergency Meeting Area:**

**220 Euclid Avenue, Suite 80, San Diego, CA 92114
Imperial Avenue
Meet next to marquee on grass area to St. Rita's
Church, corner of Imperial Avenue**



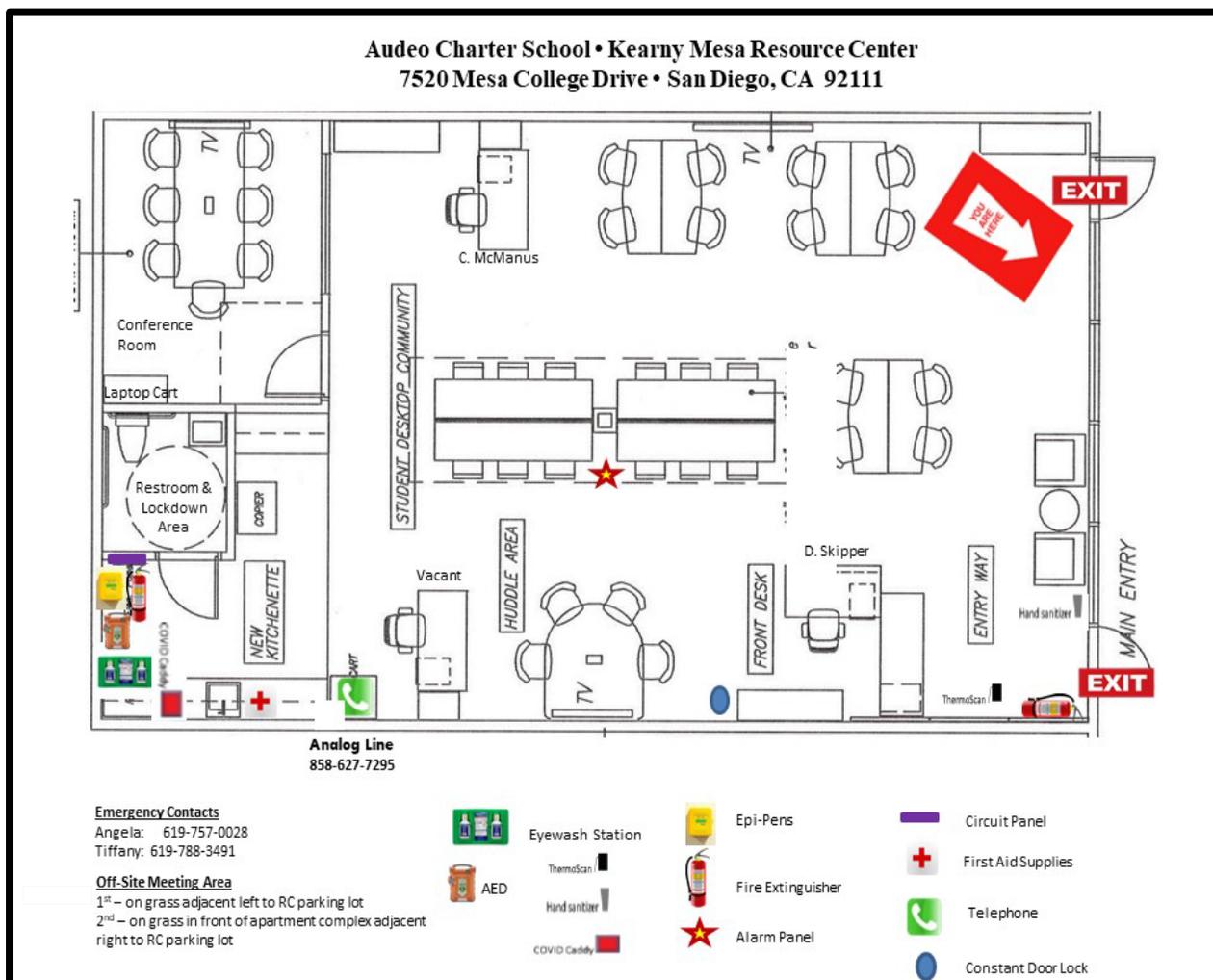
Euclid Resource Center Plan



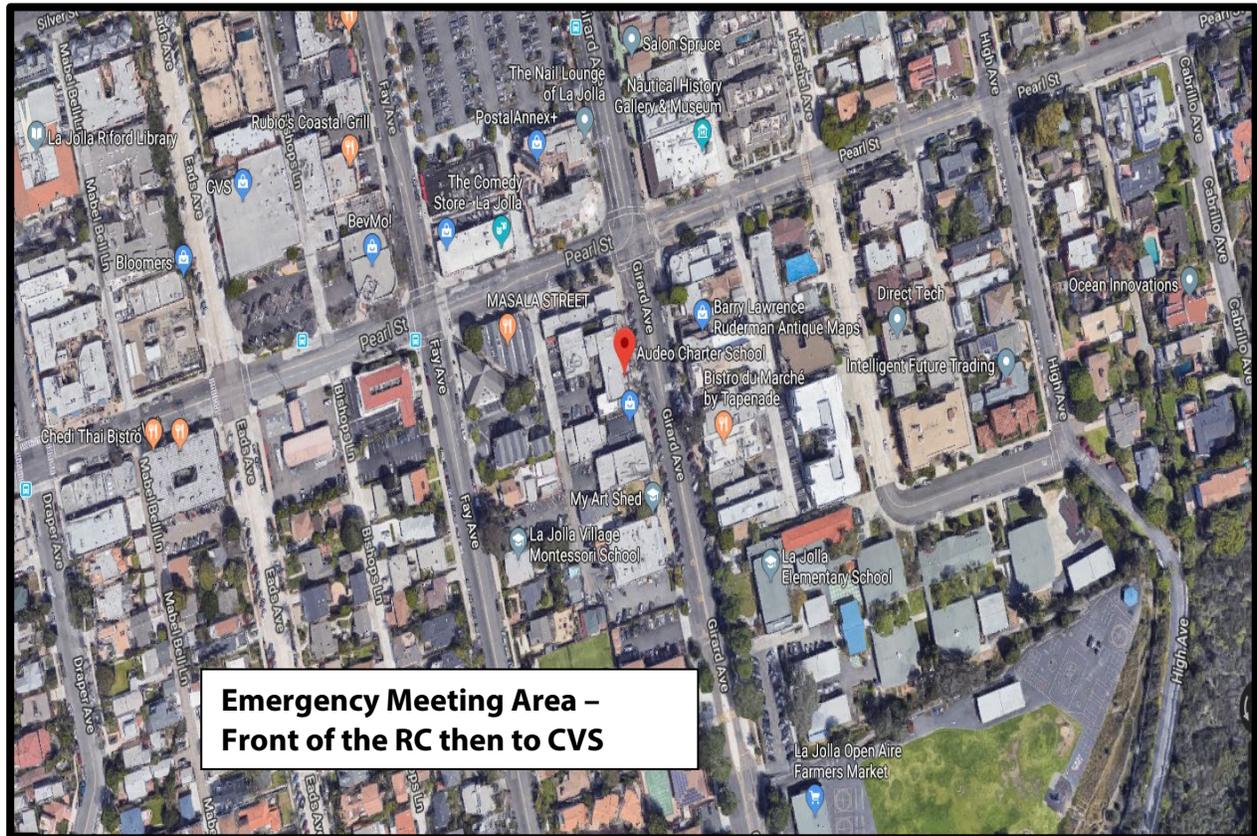
Kearny Mesa Resource Center: 7520 Mesa College Drive, San Diego, CA 92111
Cross Street: Ashford Street
Emergency Meeting Area: Grass adjacent to Parking Lot



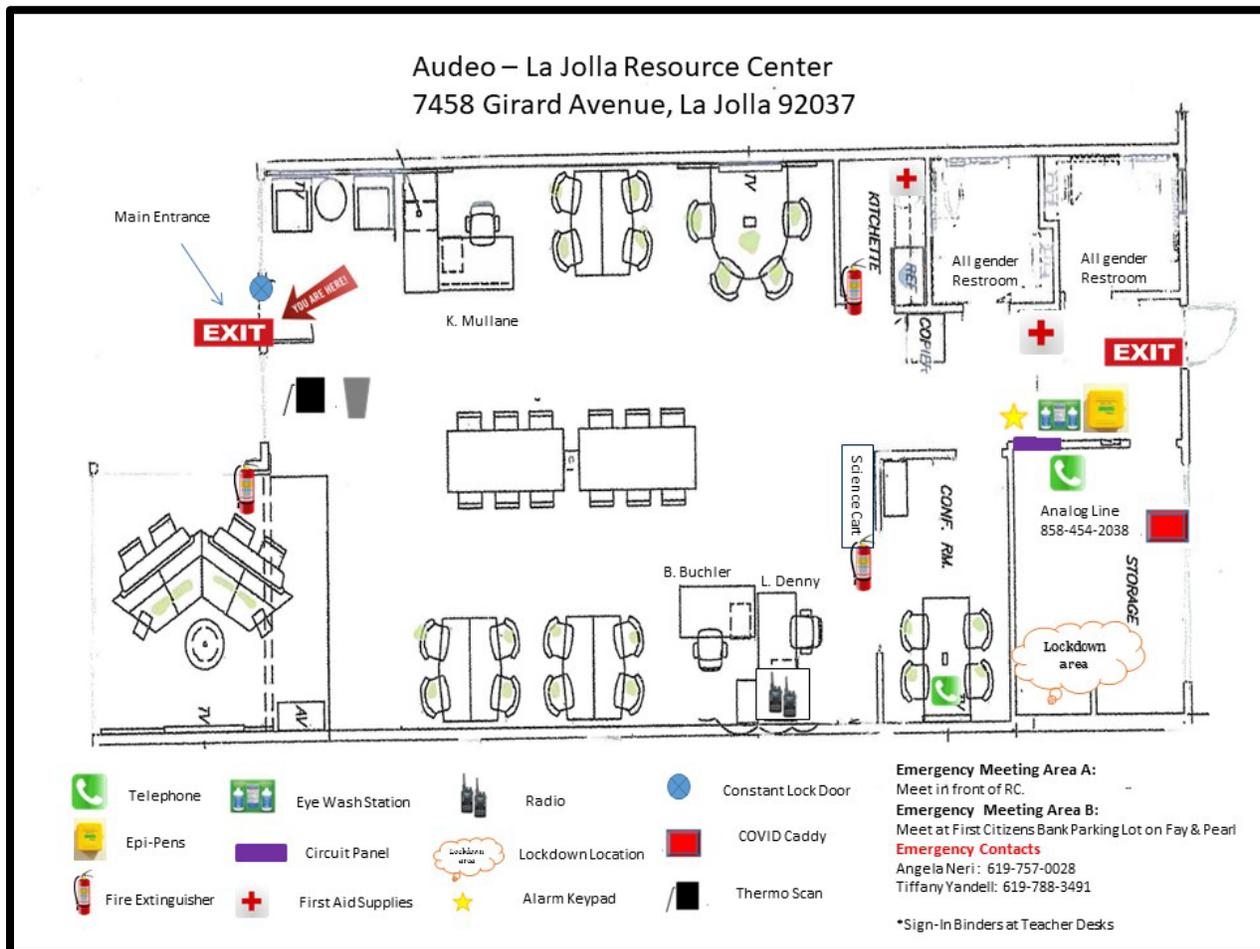
Kearny Mesa Resource Center Plan



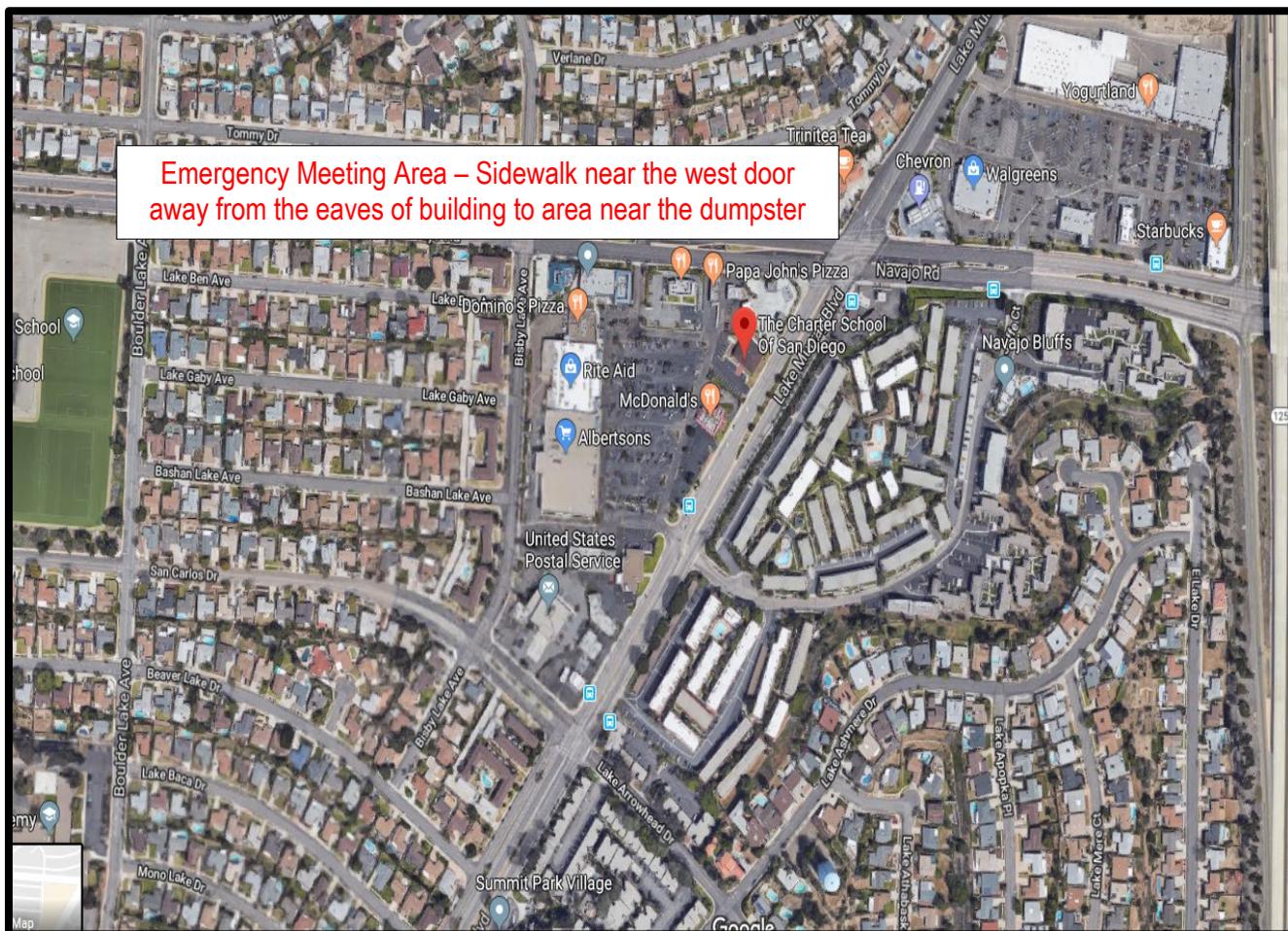
La Jolla Resource Center: 7458 (7456) Girard Avenue, La Jolla, CA 92037
Cross Street: Pearl Street & Drury Lane
Emergency Meeting Area: Front of the RC then to CVS



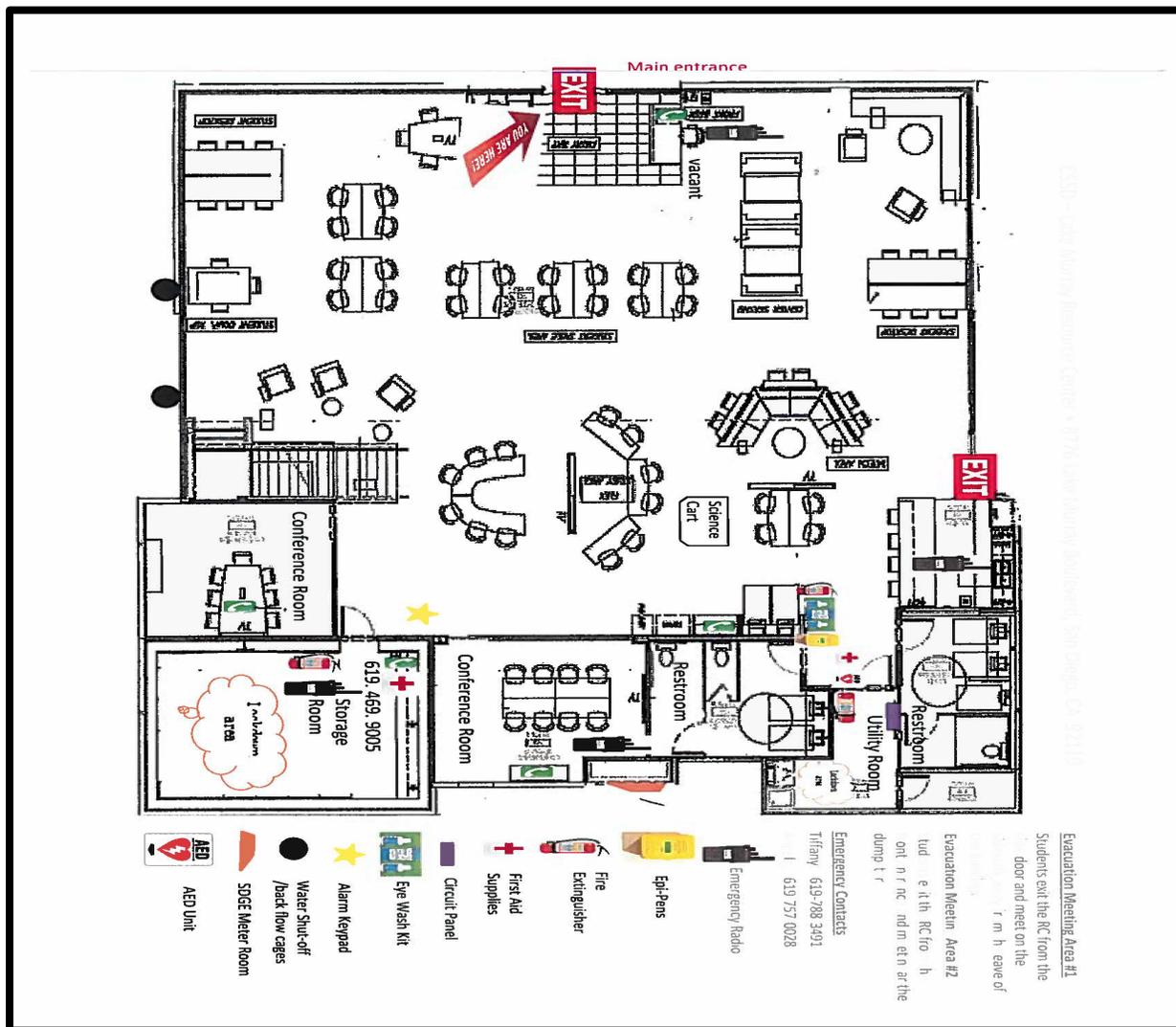
La Jolla Resource Center Plan



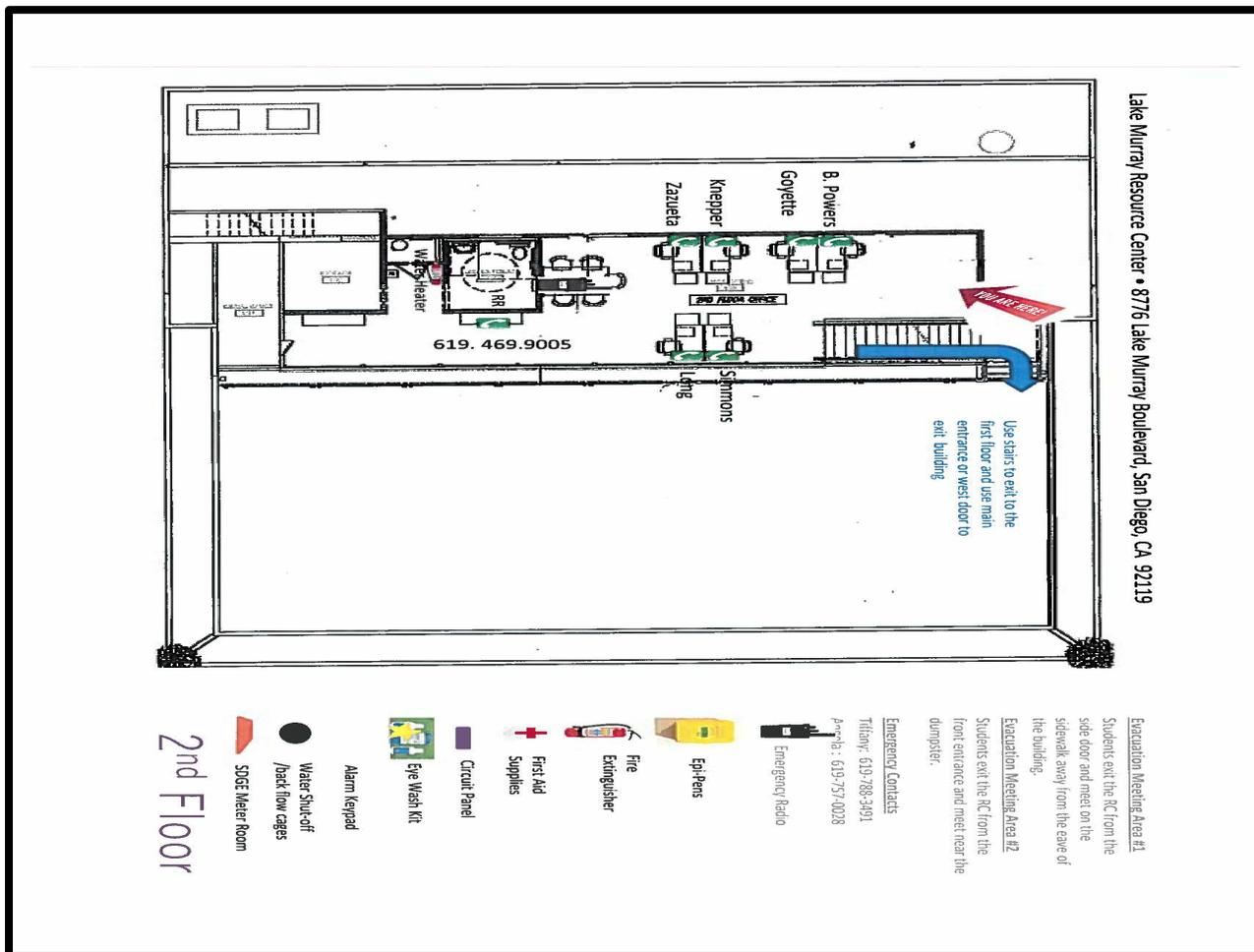
Lake Murray Resource Center: 8776 Lake Murray Blvd., San Diego, CA 92119
Cross Street: Navajo Road
Emergency Meeting Area: Sidewalk near the west door away from the eaves of the building to area near the dumpster



Lake Murray Resource Center Plan—First Floor



Lake Murray Resource Center Plan—Second Floor

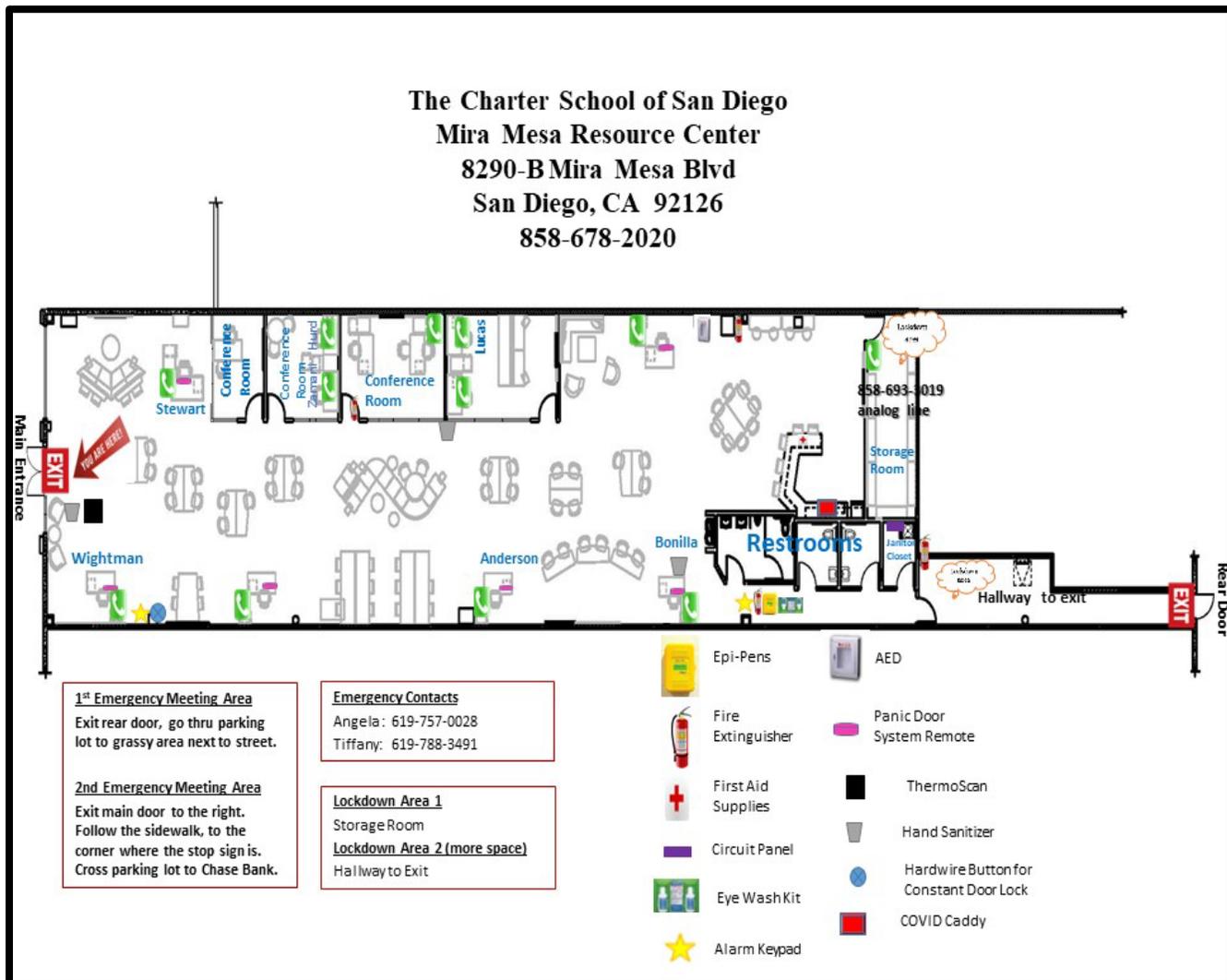


**Mira Mesa Resource Center:
Cross Street:
Emergency Meeting Area:**

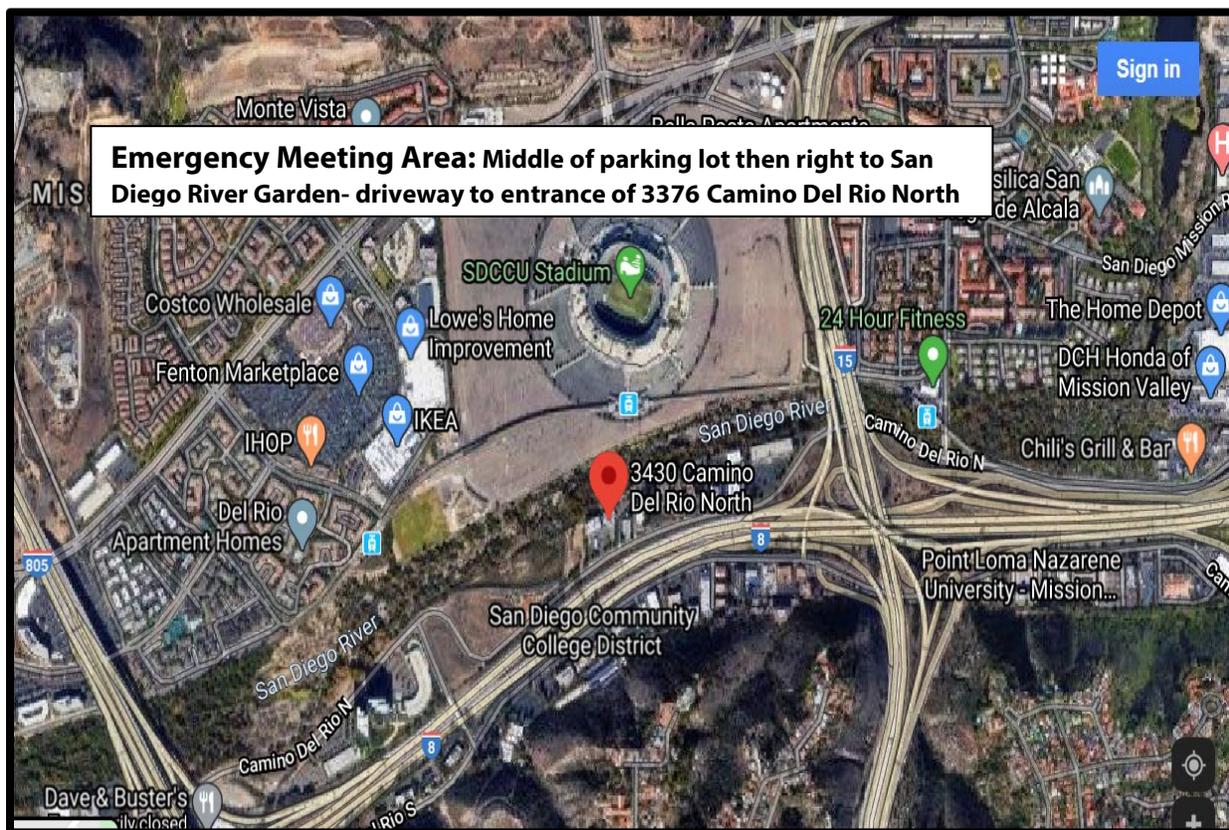
**8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126
In Mira Mesa Mall Across Vons, beside Petco Store
First- Exit rear door to grassy area; Second – Cross
parking lot to Chase Bank**



Mira Mesa Resource Center Plan



Mission Valley Resource Center: 3430 Camino Del Rio North, San Diego, CA 92108
Cross Street: Camino Del Rio North and Mission City Parkway
Emergency Meeting Area: Middle of parking lot then right to San Diego River Garden- driveway to entrance of 3376 Camino Del Rio North



Mission Valley Resource Center Plan

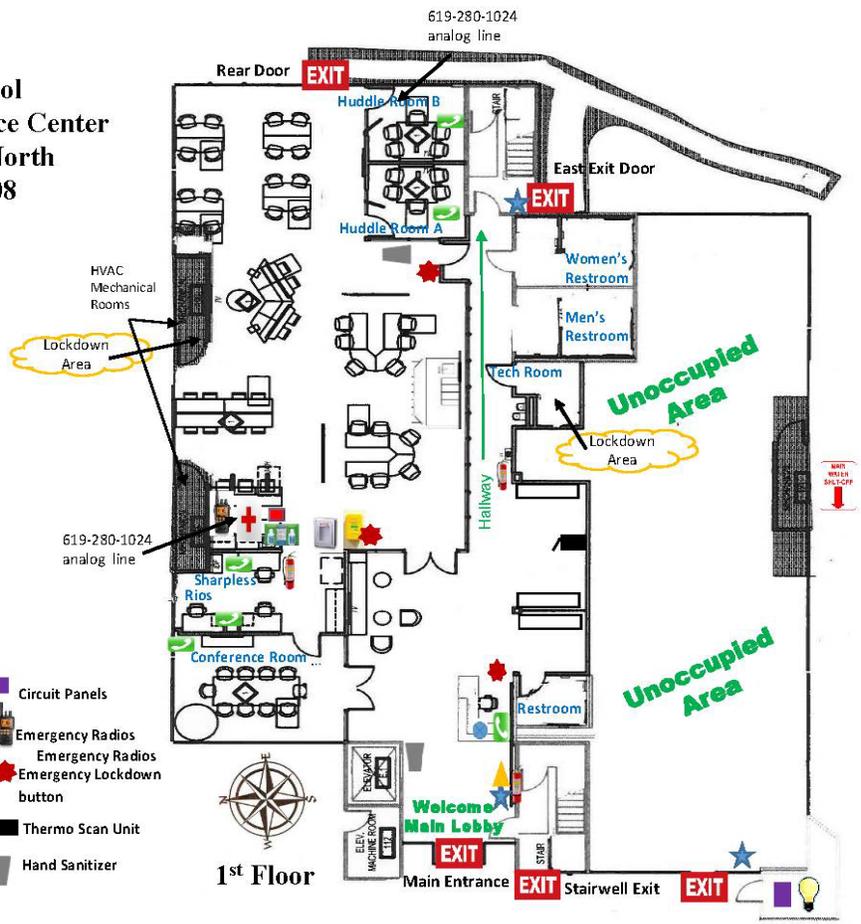
Audeo Charter School
Mission Valley East Resource Center
 3430 Camino Del Rio North
 San Diego, CA 92108
 858-678-2050

1st Emergency Meeting Area
 Middle of Parking lot

2nd Emergency Meeting Area:
 San Diego River Garden
 3376 Camino Del Rio North: Turn right out of parking lot, go down about 1/2 mile. Meet at driveway entrance.

Emergency Contacts
 Angela : 619-757-0028
 Tiffany: 619-788-3491

- | | | |
|--|--|---|
|  Epi-Pen |  Alarm Keypad |  Circuit Panels |
|  First Aid Supplies |  Phones in all Offices |  Emergency Radios |
|  AED |  SDGE Meter Room |  Emergency Radios |
|  Fire Extinguisher |  Water Shut off located in landscape in front of building |  Emergency Lockdown button |
|  Hardwire button for constant door lock |  COVID Caddy |  Thermo Scan Unit |
| | |  Hand Sanitizer |



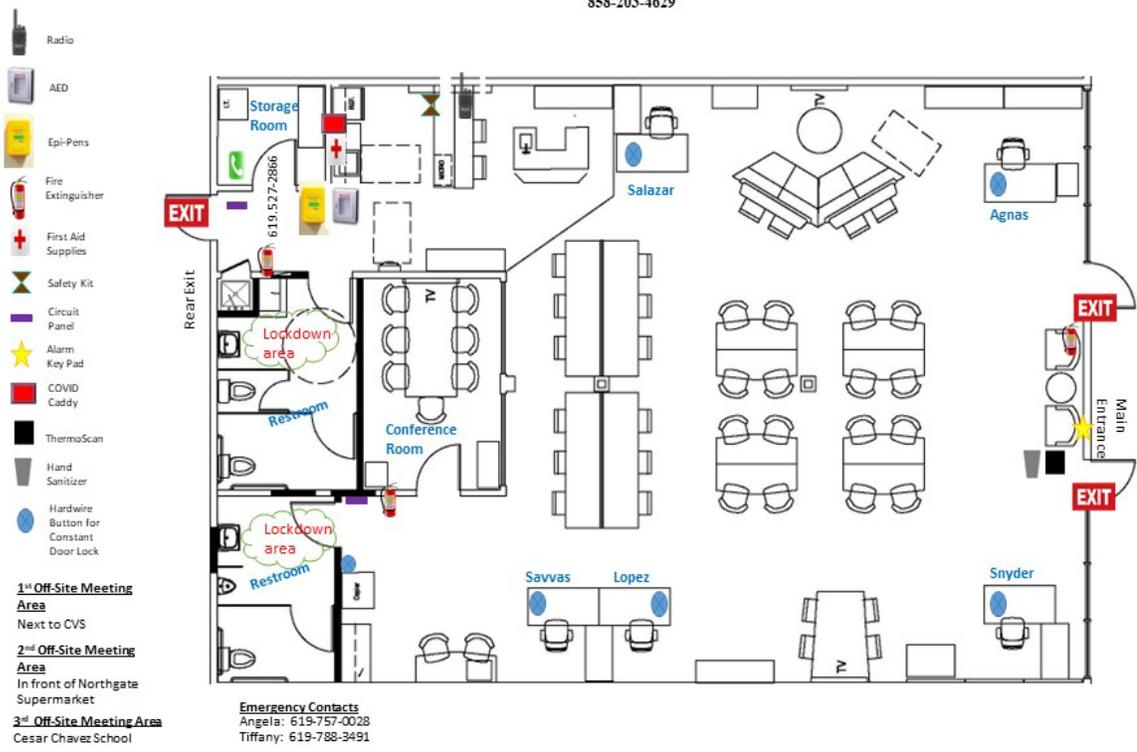
1st Floor

Northgate Resource Center: 4125 Alpha Street, Suite C-D, San Diego, CA 92113
Cross Street: Alpha Street and S 41st Street
Emergency Meeting Area: Next to CVS then in front of Northgate Supermarket then to Cesar Chavez School

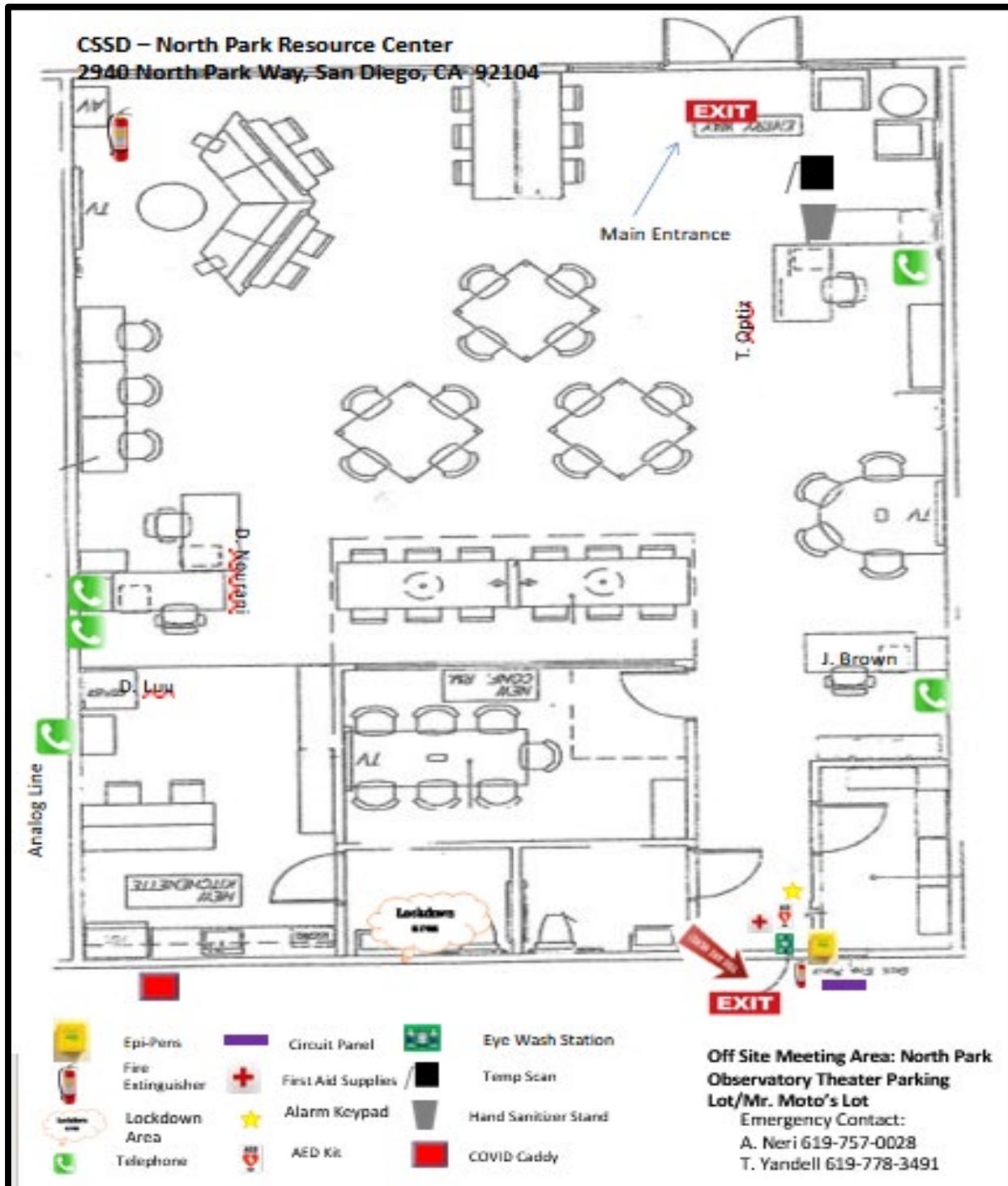


Northgate Resource Center Plan

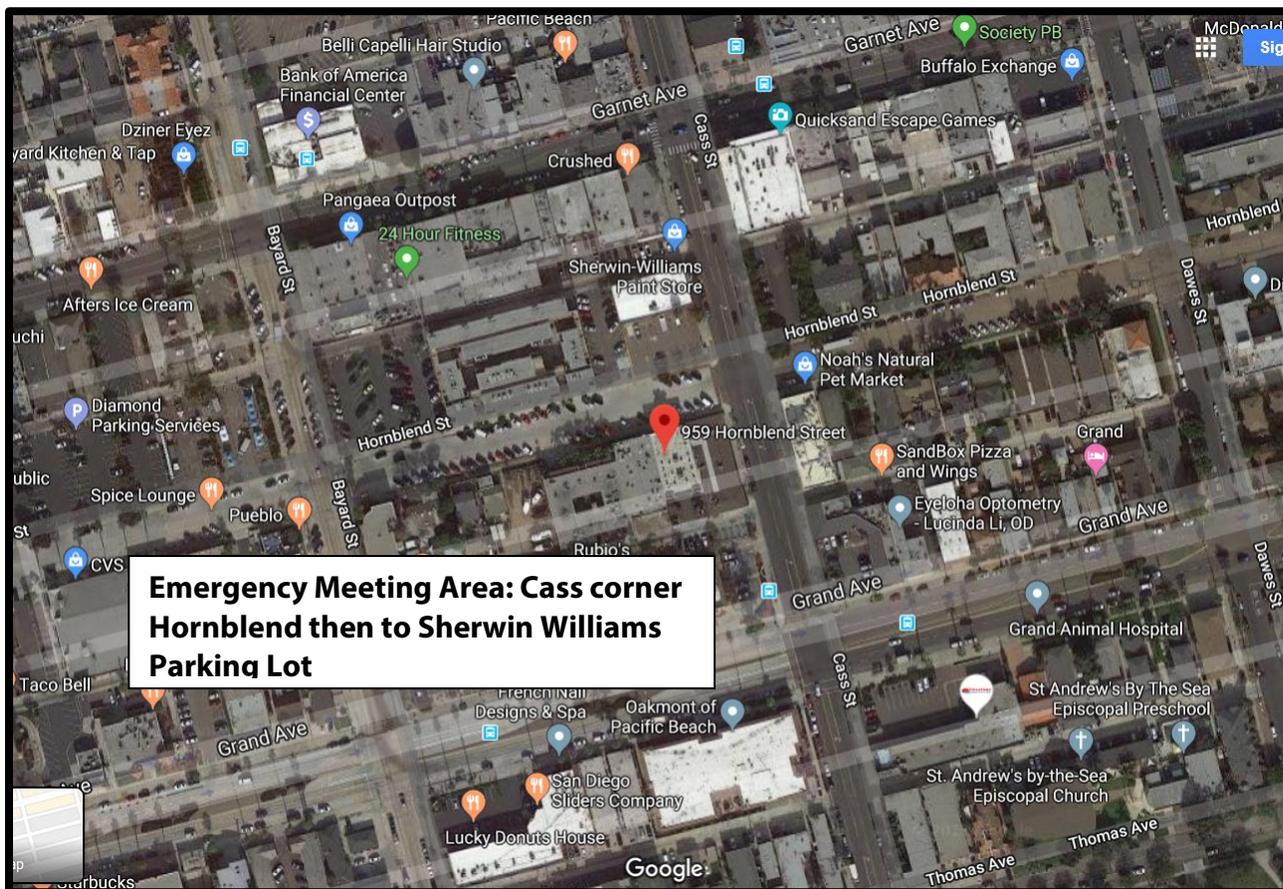
The Charter School of San Diego
 Northgate Resource Center
 44125 Alpha Street, San Diego, 92113
 858-203-4629



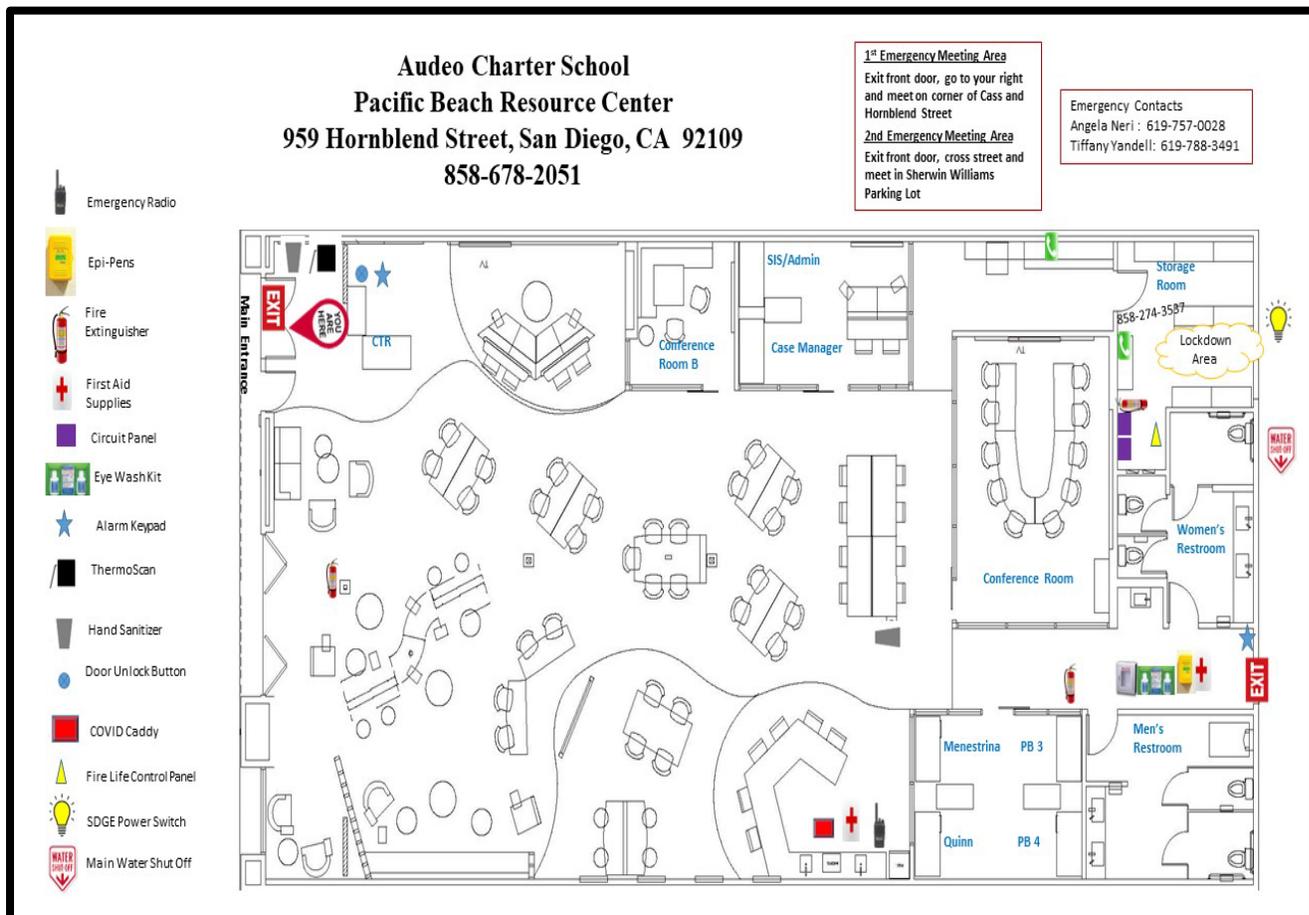
North Park Resource Center Plan



Pacific Beach Resource Center: 959 Hornblend St., San Diego, CA 92109
Cross Street: Cass St.
Emergency Meeting Area: Cass or. Hornblend then to Sherwin Williams Parking Lot

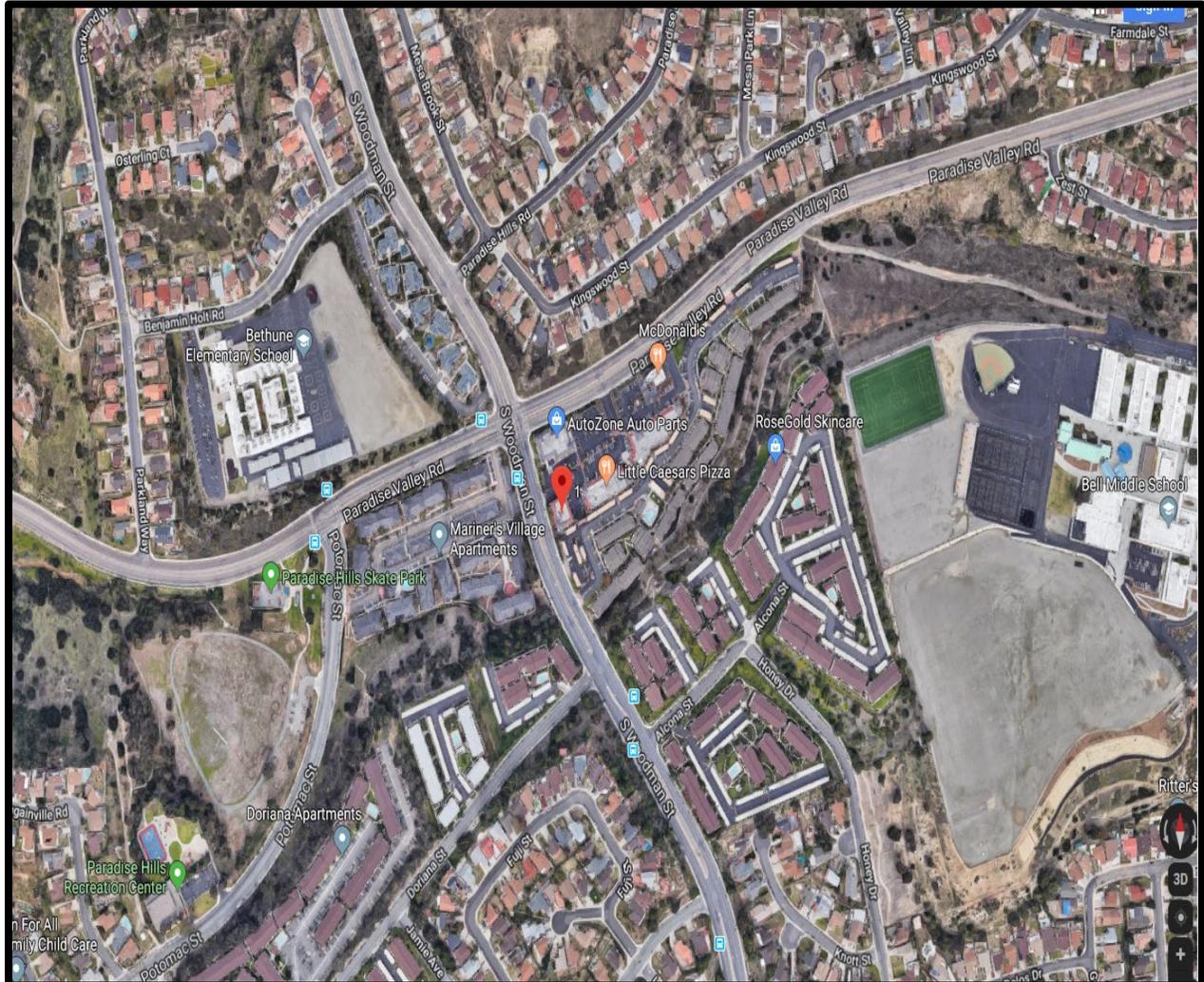


Pacific Beach Resource Center Plan



Paradise Hills Cadet Corp:
Cross Street:
Emergency Meeting Area:
Center

6907 Paradise Valley Rd., Unit #1, SD 92139
S. Woodman St.
First, Parking lot next to Autozone, then to Dialysis



Paradise Hills Cadet Corp Plan

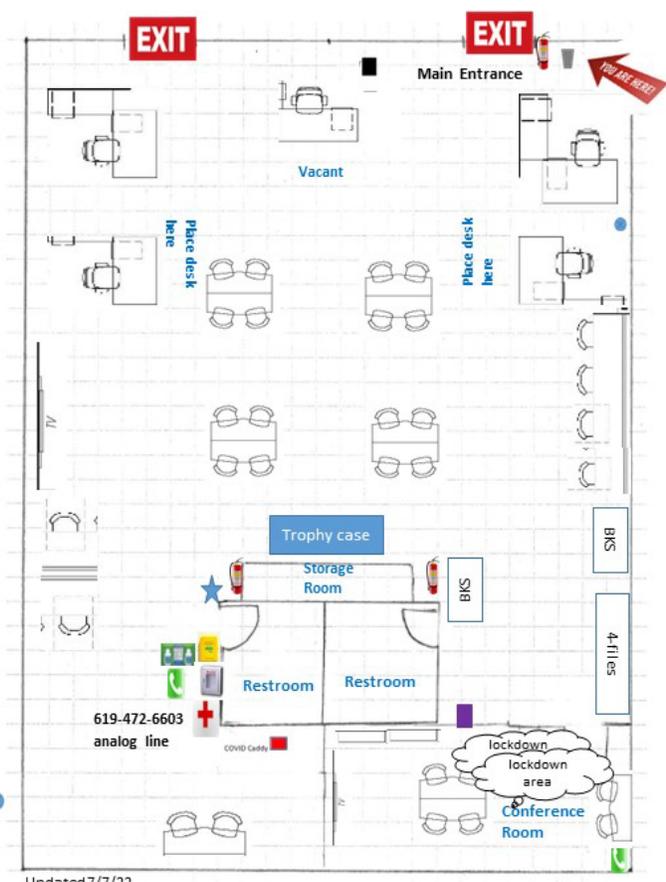
**The Charter School Of San Diego
 Cadet Corp Resource Center
 6907 Paradise Valley Road, Unit 1
 San Diego, CA 92139
 858-678-2020**

1st Emergency Meeting Area
 Exit main door, walk across parking lot and meet in parking lot area next to Auto Zone.

2nd Emergency Meeting Area
 Exit Main Door, head east and go to Dialysis center.

Emergency Contacts
 Angela: 619-757-0028
 Tiffany: 619-788-3491

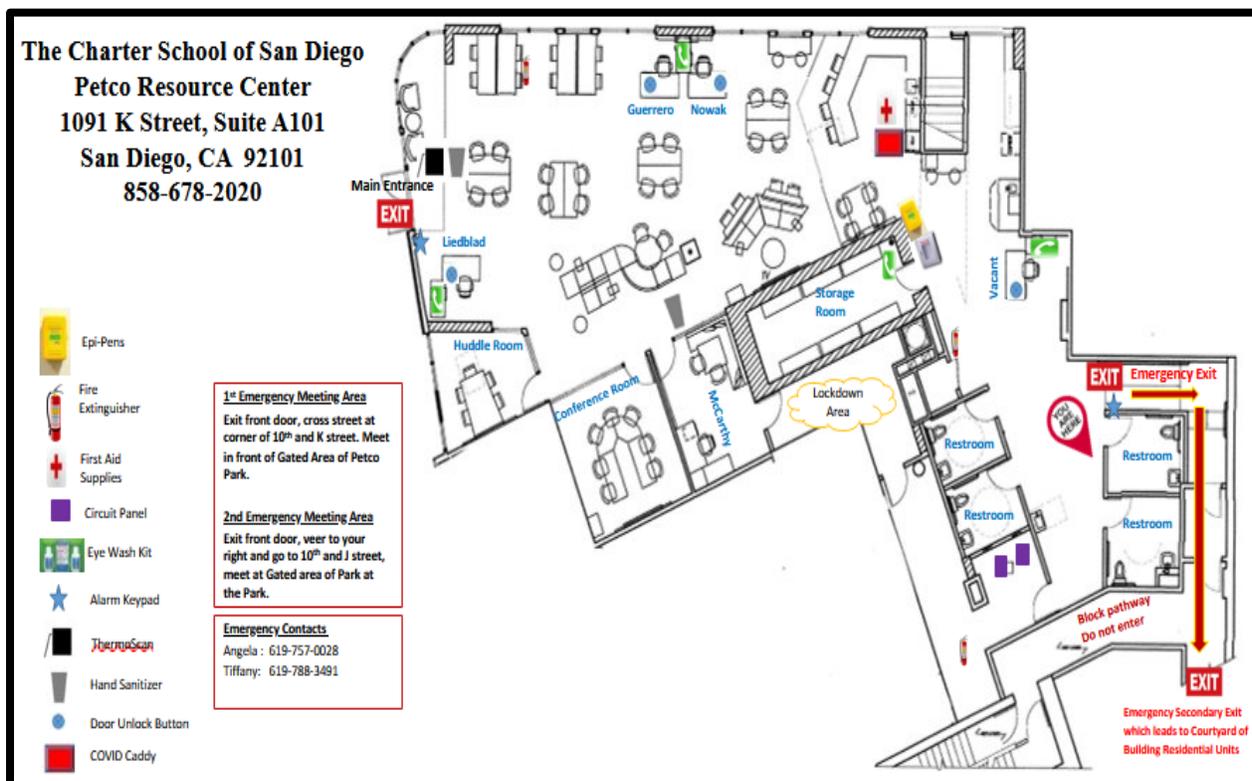
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Lockdown area
-  ThermoScan
-  Hand sanitizer
-  Hardwire button for constant door lock
-  COVID Caddy



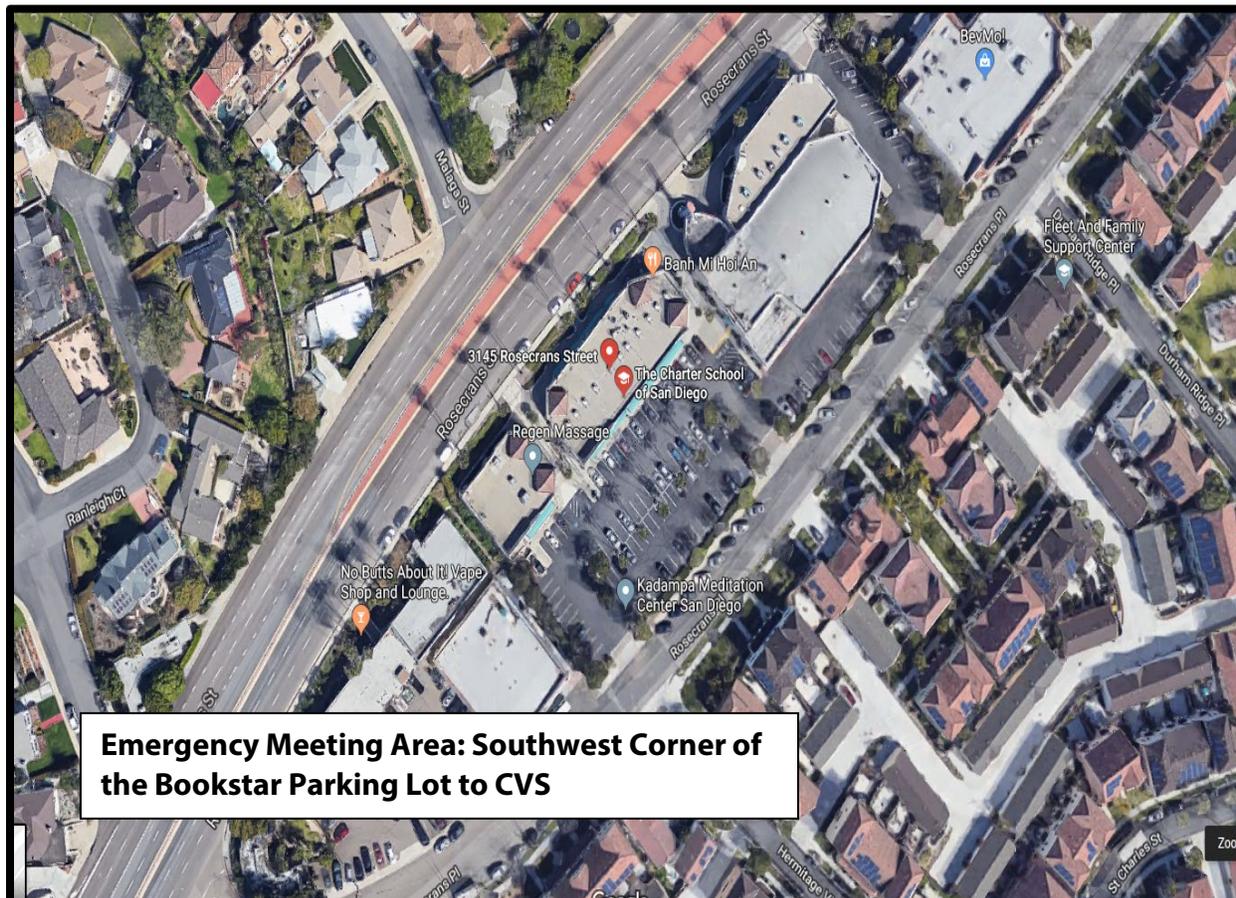
Petco Park Resource Center: 1091 K St., Suite A101, San Diego, CA 92102
Cross Street: 10th Street
Emergency Meeting Area: 10th or. K St. to gated area of Petco; 10th or. J St to gated area of Park at the Park



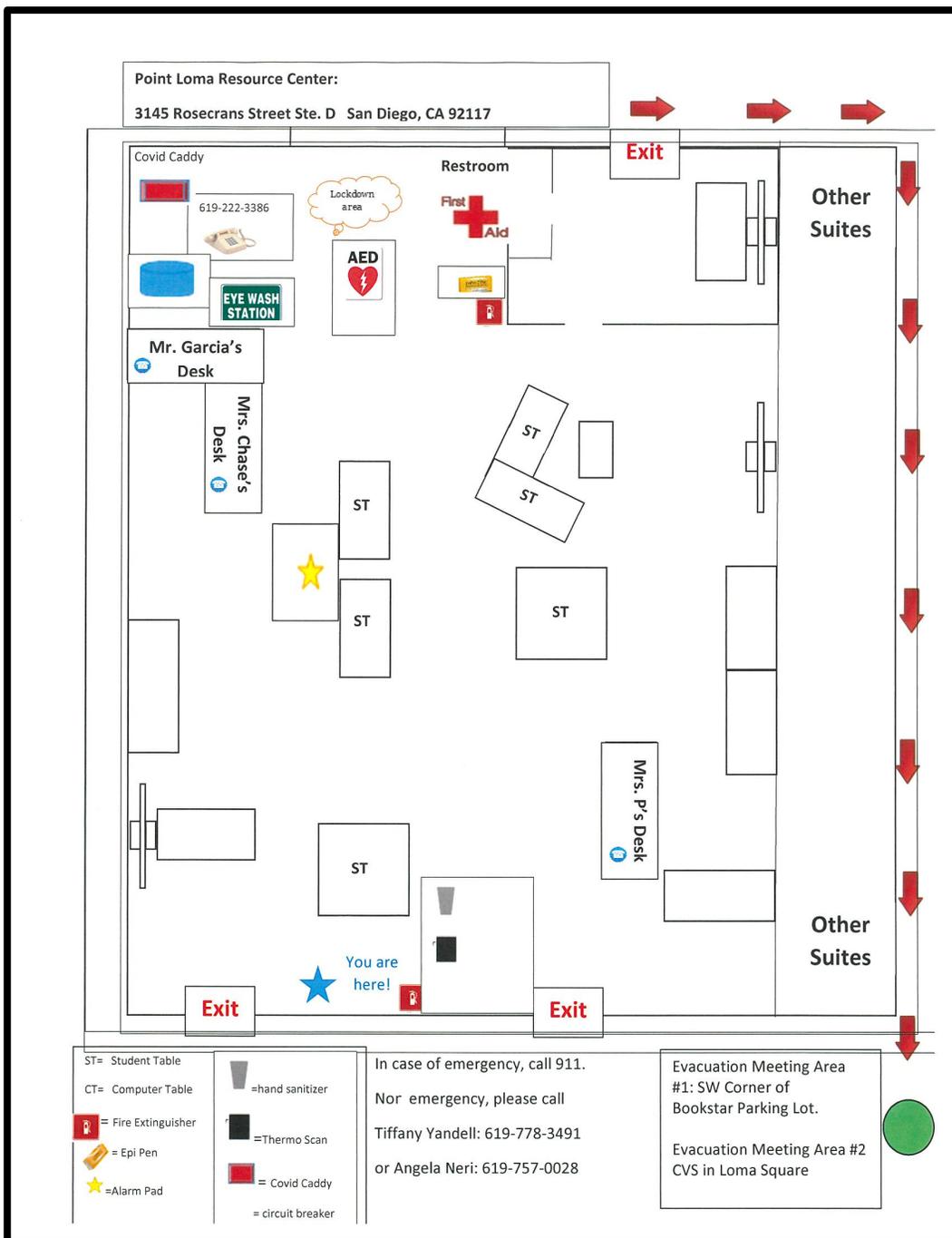
Petco Park Resource Center Plan



Point Loma Resource Center: 3145 Rosecrans Street, Suite D, San Diego, CA 92110
Cross Street: Rosecrans Street and Evergreen Street
Emergency Meeting Area: Southwest Corner of the Bookstar Parking lot to CVS



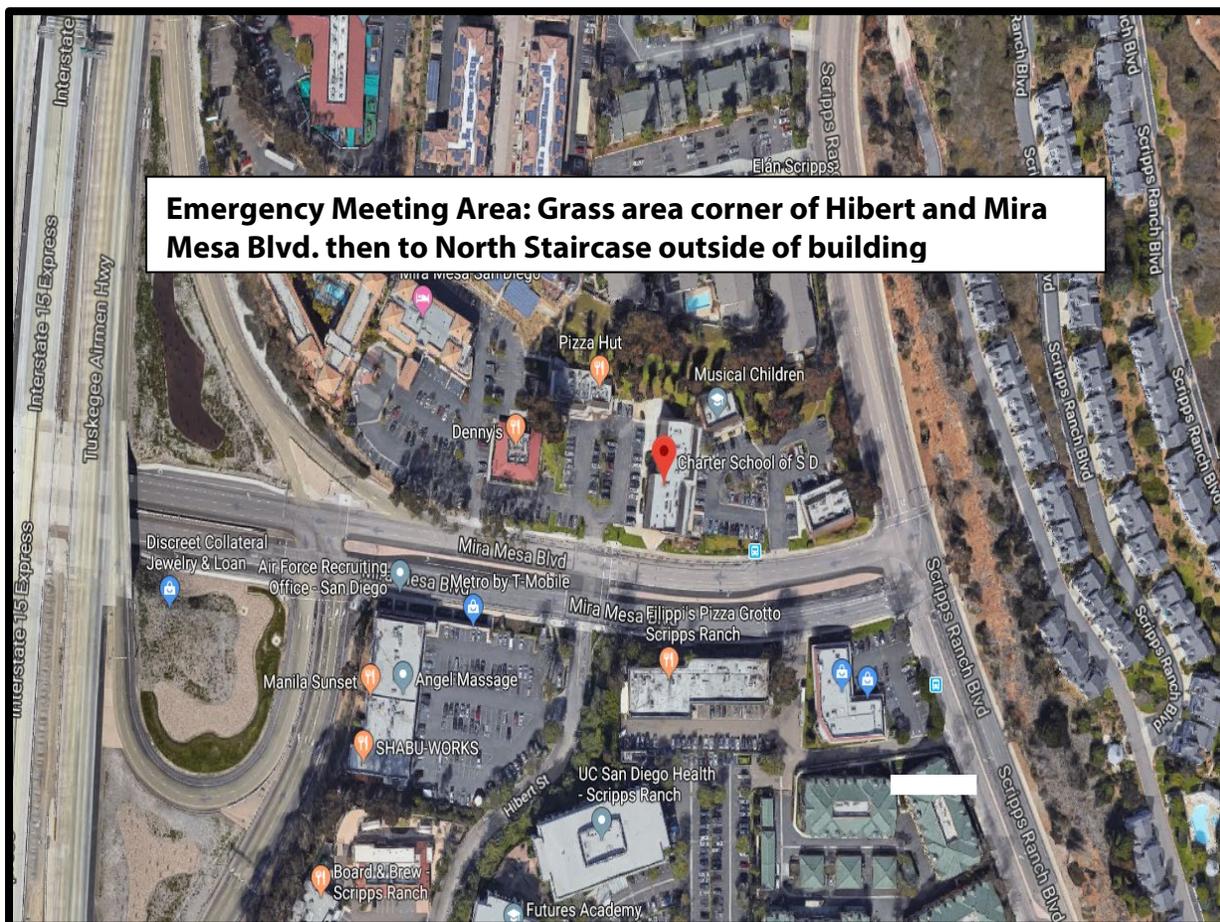
Point Loma Resource Center Plan



Scripps Ranch: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131

Cross Street: Scripps Ranch Blvd.

Emergency Meeting Area: Grass Area Corner of Hibert and Mira Mesa Blvd. then to North Staircase Outside of Building



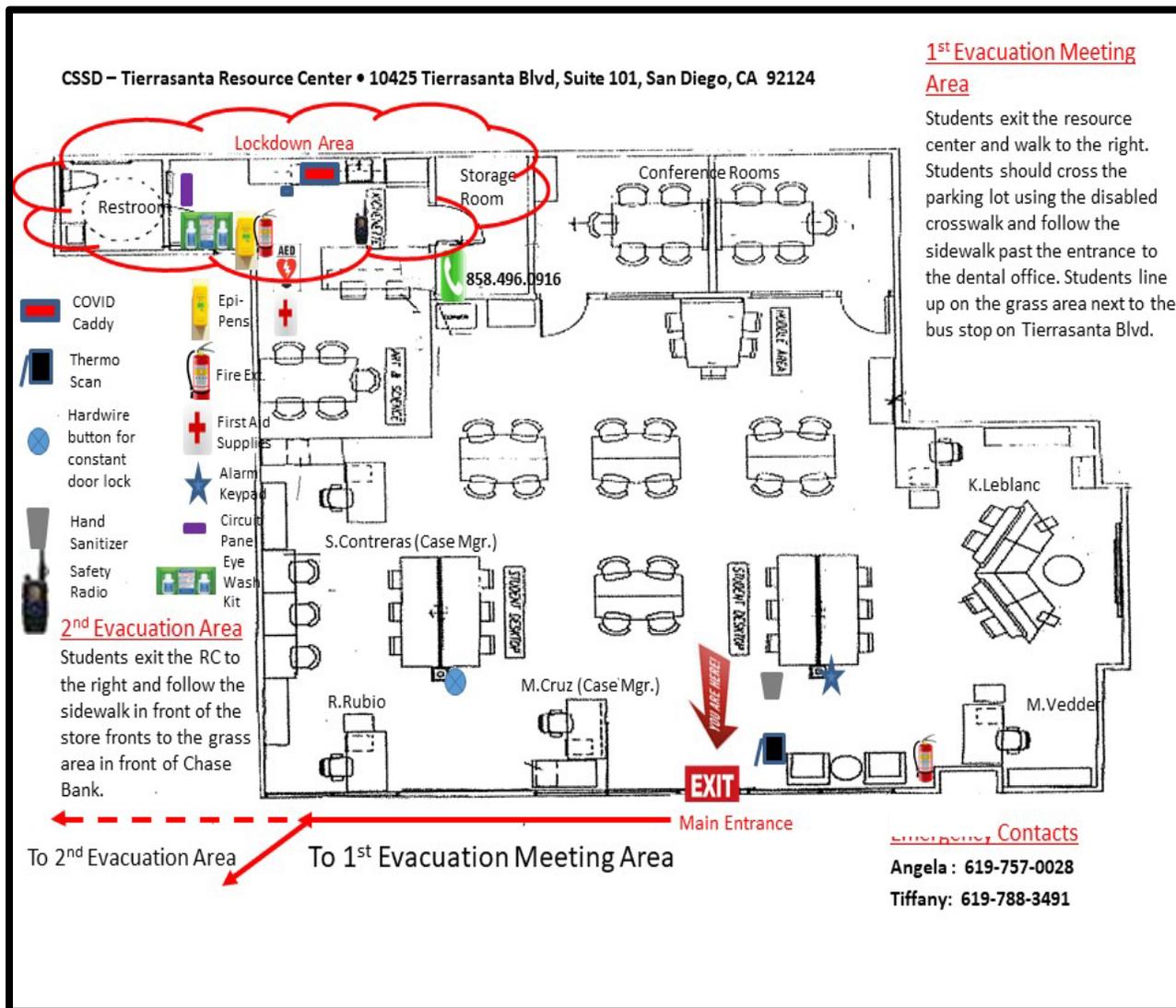
Scripps Ranch Resource Center Plan



Tierrasanta Resource Center: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124
Cross Street: Santo Road
Emergency Meeting Area: Grass Area Behind Bus Stop on Tierrasanta Blvd. to Front of Chase Bank



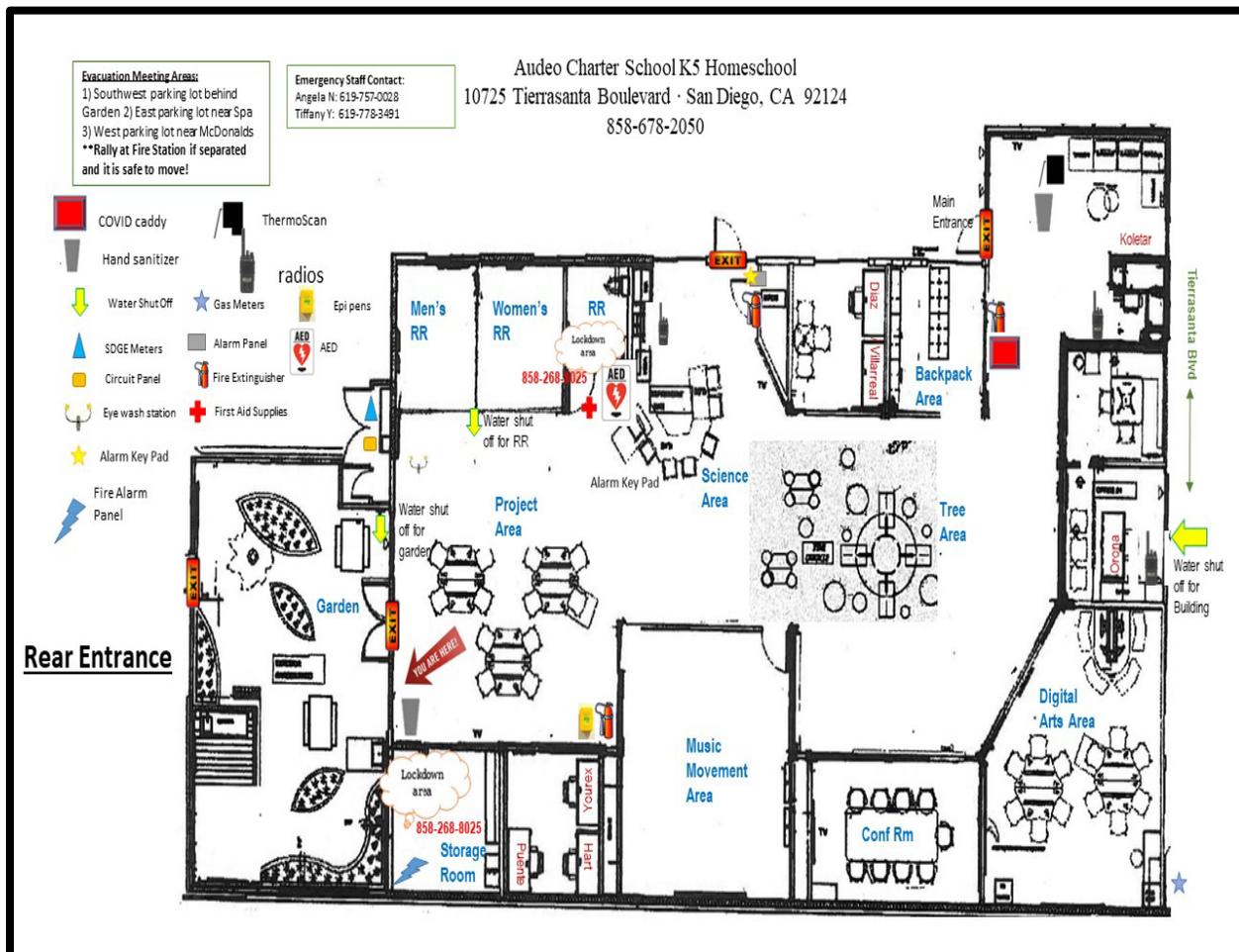
Tierrasanta Resource Center Plan



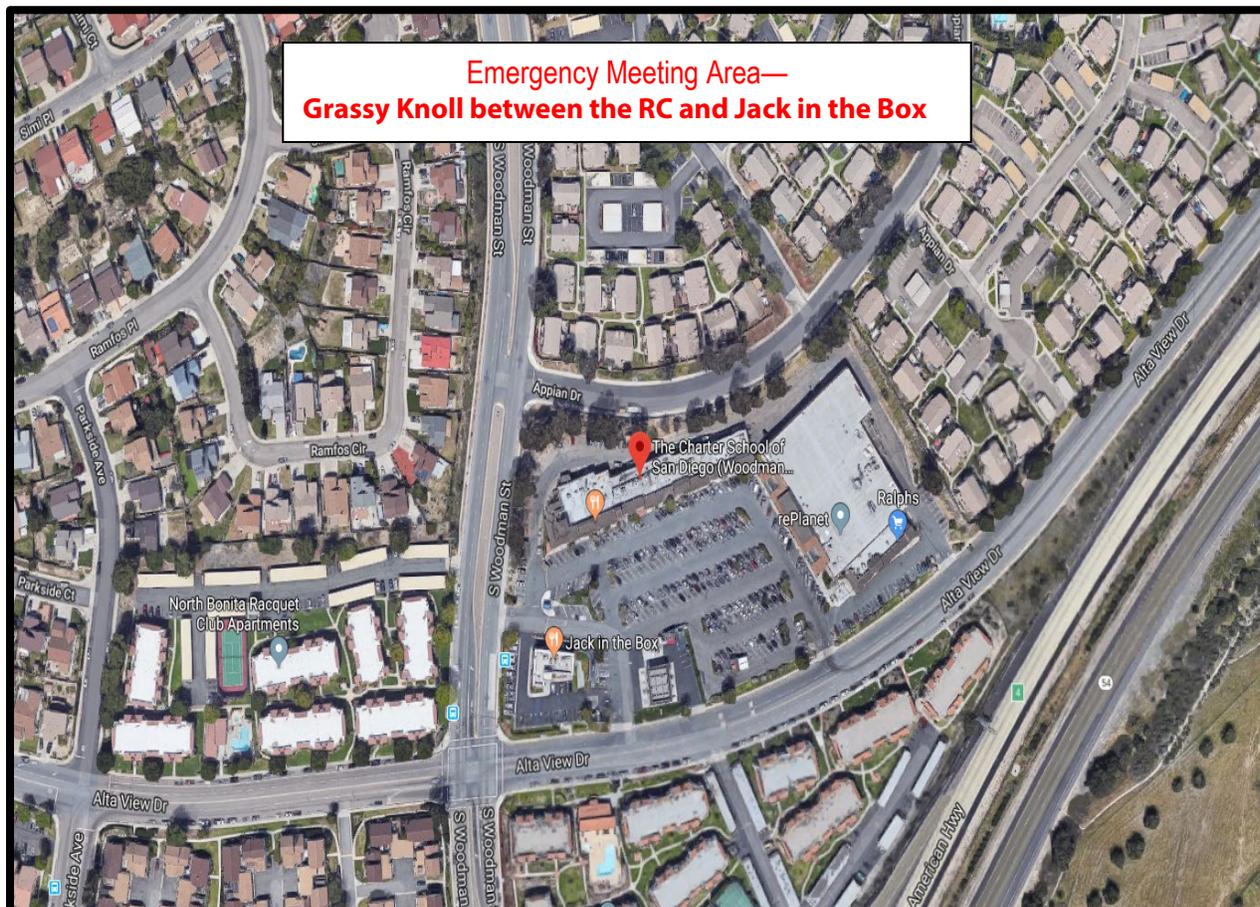
Tierrasanta K-5 Resource Center: 10725 Tierrasanta Blvd., San Diego, CA 92124
Cross Street: Santo Road and La Cuenta Dr.
Emergency Meeting Area: Southwest Area of Parking Lot Behind Garden to Parking Lot Next to Spa



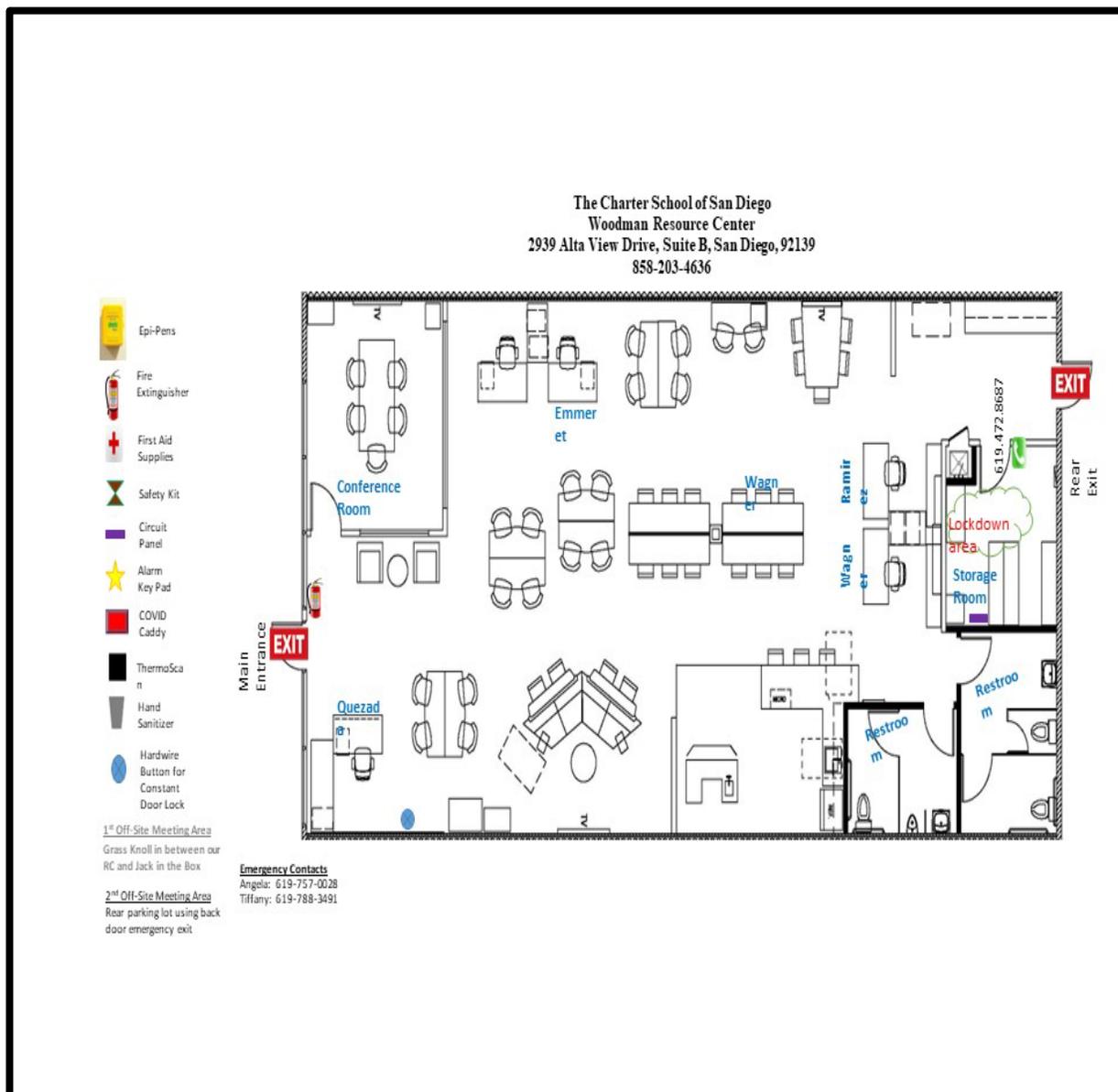
Tierrasanta K-5 Resource Center Plan



Woodman Resource Center: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139
Cross Street: S. Woodman Street
Emergency Meeting Area: Grassy knoll in between the RC and Jack in the Box



Woodman Resource Center Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: Incident Commander

Alternate: Operations Chief

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:

Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the RC is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this RC. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for RC-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone, or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

*If an emergency situation near an RC endangers student or staff safety,
Lockdown the Resource Center/Building.*

FIRST: Follow the below lockdown procedures and notify an Executive Safety Committee Member immediately.

| Executive Safety Committee | Office Number | Cell Number |
|-----------------------------------|----------------------|--------------------|
| Angela Neri | 858-678-2045 | 619-757-0028 |
| Eleanor Pe | 858-678-2036 | |
| Tim Tuter | 858-678-2042 | 619-992-5740 |

During a lockdown, several security measures will take place:

1. A teacher or designee will declare “this is a lockdown” alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Lead or designee in RC will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
 - a. ONE TO ONE COMMUNICATION--NOT EVERYONE NEEDS TO CALL.
11. No one is permitted to leave and no one, including a parent, is allowed in the RC.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lock down.

Persons who may activate an RC lockdown:

- Any member of the RC staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to an RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: Enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as RC and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. RC staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

| | |
|--|---|
| Resource Center/Building: | Duration of Lockdown: Beginning time: _____ End Time: _____ |
| Date of Incident: | Report Prepared by: _____ |
| Name of Executive Safety Lead Notified: _____ | |

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information and resources during your lockdown?**

7. **Are there any recommendations:**

**Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

A.

Signature: _____ **Date:** _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in)
When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

| | | |
|-------------------------------|---------------------|--------------------------------------|
| Date/Time of lockdown: | RC/Building: | Name of Safety Lead Notified: |
|-------------------------------|---------------------|--------------------------------------|

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

| | Last Name | First Name | Position/Role | Signature |
|----|-----------|------------|---------------|-----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
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| 20 | | | | |
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| 23 | | | | |
| 24 | | | | |

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of __**

| | | |
|---------------------|------------------------------|--------------------------------------|
| Date: | Time of lockdown: | Safety Lead lifted lockdown: |
| RC/Building: | Time lockdown lifted: | Location of students at Lift: |

PLEASE PRINT

| | | | |
|-----------|--------------------------------------|---------------------------------|----------------------------|
| 1. | Student Last Name: | Student First Name: | Student Signature: |
| | Released To: | Relationship to Student: | Date/Time Released: |
| | Signature of Parent/Guardian: | Form of ID: | Checked By: |

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Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following RC procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the Administrator of Instructional Services determines students are to be released from the RC, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use RC attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this RC belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your RC evacuation procedures after confirming the path and destination are safe.

Monitor your RC emergency radio for possible updates and instructions from the School’s Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.

Advise your Administrator of Instructional Services of the situation. Contact the Director of Operations & Technology at (619) 778-3491 or by using your emergency radio.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the RC and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify the Director of Operations & Technology by calling 619-778-3491. If phone service is unavailable, use your emergency radio (Channel 1). The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your RC emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the RC assembly area until the situation is under control.

Have some staff standing by at the RC entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. **Response to armed assailants has focused on implementing an RC lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.**
- B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
 - **Armed assailants in RC’s account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
 - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
 - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

- A) **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
 - B) **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
 - C) **Schools should keep simulation techniques appropriate to the participants’ developmental maturity.**
 - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
 - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
- B. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in**

- students.**
- B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
 - C. **School-employed mental health professionals should be involved in every stage of preparation.**
- **Prior to the drill, staff should be trained to recognize common trauma reactions.**
 - **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
 - **After completion, staff and students should have access to mental health support, if needed.**
 - D. **Participation should never be mandatory, and parental consent should be required for all students.**
 - E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**
6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**
8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

Introduction

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and

populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on RC grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation

activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the RC (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill,

taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

D. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

E. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or

emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff.

Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school's policies are in compliance with state laws and school board policies.
2. **Conduct an assessment of the school community to:**
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety

- teams, and
 - **Identify any related policies that should be considered in the planning of drills.**
3. **Implement a cost–benefit analysis that:**
 - **Considers financial costs in relation to the likelihood of a particular crisis;**
 - **Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;**
 - **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
 - **Considers the current knowledge and identified needs of the staff; and**
 - **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**
 4. **Tailor drills to the context of the school environment, taking into consideration:**
 - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
 - **Age, cognitive, and developmental levels of awareness of students;**
 - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
 - **The capacity, comfort level, and trust among staff;**
 - **Administrative support;**
 - **Optimal timing, including time of year, day of the week, and time of the day;**
 - **Relationships with external partners, law enforcement, and other first responders; and**
 - **The layout of the RC.**
 5. **Create a plan of progression that:**
 - **Considers whether any previous activities have been conducted in the school;**
 - **Starts with simple, low-cost, discussion-based exercises;**
 - **Considers all available types of drills;**
 - **Identifies specific objectives and goals for the drills; and**
 - **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**
 6. **Prepare for logistics of the drill to ensure that:**
 - **Previous traumatic experiences of those involved are considered;**
 - **School staff learn to recognize stressful reactions to drills;**
 - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**

- **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
- **Adequate follow up is available for students or staff with questions; and**
- **Appropriate methods to evaluate outcomes are implemented.**

7. Develop a communications plan that:

- **Informs members of the school community of planned drills and what will be entailed;**
- **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
- **Provides opt-out options for staff and students; and**
- **Encourages feedback and evaluation by participants after the fact.**

8. Establish a long-term follow up plan to support sustainability that considers:

- **What additional training is required;**
 - **How the drill integrates with other school safety and crisis prevention efforts;**
 - **How current and previous training and knowledge can be maintained and built upon; and**
- **When follow-up should be conducted and how often.**

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Suspension and Expulsion Policy for Audeo Charter School

Board Policy 3300

Adopted: May 11, 1998

Amended: May 13, 2009; September 22, 2020

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Audeo Charter School ("Audeo" or "Charter School"). In creating this policy, Audeo Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Audeo Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Audeo Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Audeo Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Audeo Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the Administrator of Instructional Services's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Audeo has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same

grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Audeo Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Audeo Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses**: Students may be suspended for any of the following acts when it is determined the pupil:

- a) **Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) **Willfully used force or violence upon the person of another, except self-defense.**
- c) **Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.**
- d) **Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.**
- e) **Committed or attempted to commit robbery or extortion.**
- f) **Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.**
- g) **Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.**
- h) **Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.**
- i) **Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) **Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.**

This section shall only apply to students in any of grades 9-12, inclusive.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.**
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.**
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.**
- r) Committed sexual harassment, as defined in Education Code Section**

212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.**
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.**
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.**
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.**
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit**

from the services, activities, or privileges provided by the Charter School.

- 2) **“Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
- i. A message, text, sound, video, or image.**
 - ii. A post on a social network Internet Web site including, but not limited to:**
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.**
 - (1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.**
 - (2) “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.**
 - (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.**
 - iii. An act of cyber sexual bullying.**
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.**

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for

expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.**
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.**
- e) Committed or attempted to commit robbery or extortion.**
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.**
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.**
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.**

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.**
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.**
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating,**

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.**
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.**
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.**
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.**
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

- 2) **“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
- i. A message, text, sound, video, or image.**
 - ii. A post on a social network Internet Web site including, but not limited to:**
 - (a) Posting to or creating a burn page. A “burn page” means an InternetWeb site created for the purpose of having one or more of the effectsas listed in subparagraph (1) above.**
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.**
 - (1) “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.**
 - (c) Creating a false profile for the purpose of having one or more of theeffects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributesof an actual pupil other than the pupil who created the false profile.**
 - iii. An act of cyber sexual bullying.**
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other**

electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288,

or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

5. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator of Instructional Services or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Audeo Charter School employee who referred the student to the Administrator of Instructional Services or designee.

The conference may be omitted if the Administrator of Instructional Services or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Audeo Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Audeo Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or /guardian at the conference.

6. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Audeo Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

7. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Administrator of Instructional Services or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Administrator of Instructional Services or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

8. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter school Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator of Instructional Services or

designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

9. The date and place of the expulsion hearing.
10. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
11. A copy of Audeo Charter School's disciplinary rules which relate to the alleged violation.
12. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Audeo Charter School to any other school district or school to which the student seeks enrollment.
13. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
14. The right to inspect and obtain copies of all documents to be used at the hearing.
15. The opportunity to confront and question all witnesses who testify at the hearing.
16. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Audeo Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Audeo or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

17. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) calendar days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of

his/her choosing present in the hearing at the time he/she testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

18. Audeo Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
19. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
20. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
21. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
22. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
23. If one or both of the support persons is also a witness, Audeo must present evidence that the witness' presence is both desired by the witness and will be helpful to Audeo Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
24. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall

be excluded from the courtroom during that testimony.

25. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
26. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, who will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Administrator of Instructional Services or designee, following a decision of the Board of to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Audeo. The Administrator of Instructional Services or designee shall send a copy of the written

notice of the decision to expel to the authorizer. This notice shall include the following:
a) The student's name b) The specific expellable offense committed by the student.

K. Disciplinary Records

Audeo Charter School shall maintain records of all student suspensions and expulsions at Audeo Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Audeo Charter School as the Student Success Programs Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Audeo Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from Audeo shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Audeo Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or Audeo who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Administrator of Instructional Services or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Administrator of Instructional Services or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall

then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Audeo Charter School capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

27. Notification of SELPA

Audeo Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Audeo Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

28. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

29. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Audeo Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. **If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or**
- b. **If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.**

If Audeo Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Audeo Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. **Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Audeo Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;**
- b. **If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and**
- c. **Return the child to the placement from which the child was removed, unless the parent/guardian and Audeo Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.**

If Audeo Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Audeo Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

30. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Audeo Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the

Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Audeo Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and Audeo Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

31. Special Circumstances

Audeo Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Administrator of Instructional Services or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;**
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or**
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D),**

upon a person while at school, on school premises, or at a school function.

32. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

33. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Audeo disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Audeo had knowledge that the student was disabled before the behavior occurred.

Audeo Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Audeo Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Audeo Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Audeo supervisory personnel.

If Audeo Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Audeo Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Audeo shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Audeo pending the results of the evaluation.

Audeo Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Suspension and Expulsion Policy for Charter School of San Diego

Approved: May 11, 1998

Amended: May 13, 2009, September 14, 2017, February 17, 2021

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School of San Diego ("CSSD" or "Charter School"). In creating this policy, CSSD has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CSSD is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CSSD's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. CSSD staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The CSSD administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CSSD has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same

grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. CSSD will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CSSD has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:**

- a) **Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) **Willfully used force or violence upon the person of another, except self-defense.**
- c) **Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.**
- d) **Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.**
- e) **Committed or attempted to commit robbery or extortion.**
- f) **Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.**
- g) **Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.**
- h) **Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.**
- i) **Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) **Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.**
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.**
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.**

- r) **Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- s) **Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- t) **Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- u) **Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.**

C.

- 1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**
 - i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.**
 - ii. **Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.**
 - iii. **Causing a reasonable student to experience substantial interference with his or her academic performance.**

- iv. **Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**
- 2) **“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
- i. **A message, text, sound, video, or image.**
 - ii. **A post on a social network Internet Web site including, but not limited to:**
 - (a) **Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.**
 - (b) **Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.**
 - (c) **Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.**
 - iii. **An act of cyber sexual bullying.**
 - (a) **For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable**

from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

D.

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289

of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:**
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
 - b) Willfully used force or violence upon the person of another, except self-defense.**
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.**
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.**
 - e) Committed or attempted to commit robbery or extortion.**
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.**
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.**
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.**
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.**
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.**
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.**

- q) **Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**

- r) **Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.**

- s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**

- t) **Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.**
 - 1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**
 - i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.**

 - ii. **Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.**

 - iii. **Causing a reasonable student to experience substantial interference with their academic performance.**

- iv. **Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**
- 2) **“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
- i. **A message, text, sound, video, or image.**
 - ii. **A post on a social network Internet Web site including, but not limited to:**
 - (a) **Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.**
 - (b) **Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.**
 - (c) **Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.**
 - iii. **An act of cyber sexual bullying.**
 - (a) **For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the**

minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

F.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289

of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or CSSD employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present

danger to the lives, safety or health of students or CSSD personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with CSSD officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If CSSD officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of CSSD's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CSSD to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CSSD may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CSSD or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CSSD must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-

examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CSSD must present evidence that the witness' presence is both desired by the witness and will be helpful to CSSD. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring

the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CSSD.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

CSSD shall maintain records of all student suspensions and expulsions at CSSD. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from CSSD as the Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CSSD shall work cooperatively with parents/guardians as

requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from CSSD shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CSSD for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or CSSD who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CSSD's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

CSSD shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CSSD or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate

in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CSSD, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CSSD, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CSSD, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the CSSD had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CSSD agree to a change of placement as part of the modification of the behavioral intervention plan.

If CSSD, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CSSD may apply the relevant disciplinary procedures to

children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CSSD believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CSSD, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSSD agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CSSD personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. **Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.**

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CSSD's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CSSD had knowledge that the student was disabled before the behavior occurred.

CSSD shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. **The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CSSD supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.**
- b. **The parent/guardian has requested an evaluation of the child.**
- c. **The child's teacher, or other CSSD personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CSSD supervisory personnel.**

If CSSD knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CSSD had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CSSD shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by CSSD pending the results of the evaluation.

CSSD shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures

Crisis Response Team

RC Safety

Emergency Procedures

Homeland Security Threat Levels

Fire

Environmental Emergencies

Shelter-in-Place

Earthquake

Weapons

Injury/Illness/Accidental Death

Disturbances and Demonstrations

Lockdown

Threats and Violence

Bombs and Explosions

Shootings

Terrorism

Communications

Emergency Plans & Drills

Evacuation and Reunification

Biological Emergency

Flooding

Utility Emergency

EMERGENCY RESPONSE: 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. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify the Administrator of Instructional Services.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify nurse/parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

Staff Actions:

- Notify Administrator of Instructional Services.**
- Move students away from immediate vicinity of danger (if outside, implement Take Cover).**
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.**
- Follow standard student assembly, accounting and reporting procedures.**

Administrator of Instructional Services/Safety Ambassador Actions:

- Initiate SHELTER IN PLACE.**
- Shut off HVAC units.**
- Move to central location where windows and doors can be sealed with duct tape.**
- Call 911. Provide location and nature of the emergency and school actions taken.**
- Notify Director of Operations and Technology of the situation.**
- Turn on a battery-powered commercial radio and listen for instructions.**
- Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.**

- ☑ Arrange for psychological counseling for students and staff.

Inside the Resource Center

Staff Actions:

- ☑ Notify Administrator of Instructional Services or Safety Ambassador.
- ☑ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☑ Implement EVACUATION or EMERGENCY MEETING AREA EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ☑ Follow standard student assembly, accounting and reporting procedures.
- ☑ Prepare a list of those who are in the affected area to provide to emergency response personnel.

Administrator of Instructional Services/Safety Ambassador Actions:

- ☑ Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.
- ☑ Move up-wind from the potential danger.
- ☑ Call 911. Provide exact location and nature of emergency.
- ☑ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☑ Wait for instructions from emergency responders-- Health or Fire Department.
- ☑ Notify Director of Operations and Technology of the situation.
- ☑ Arrange for immediate psychological counseling for students and staff.
- ☑ Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

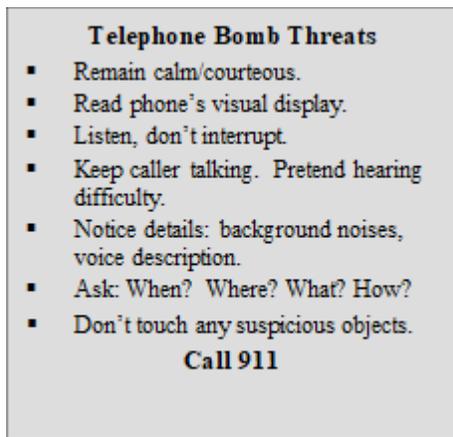
Those Who Have Direct Contact With Biological Agent:

- ☑ Wash affected areas with soap and water.
- ☑ Immediately remove and contain contaminated clothing
- ☑ Do not use bleach on potentially exposed skins.
- ☑ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the

caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.



Person Receiving Threat By Telephone:

- Listen. Do not interrupt caller.**
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"***
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.**
- Notify Safety Ambassador immediately after completing the call.**
- Complete the Bomb Threat Checklist.**

Person Receiving Threat By Mail:

- Note the manner in which the threat was delivered, where it was found and who found it.**
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.**
- Caution students against picking up or touching any strange objects or packages.**
- Notify Administrator of Instructional Services or Safety Ambassador.**

Administrator of Instructional Services/Safety Ambassador Actions:

- Call 911.**
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.**
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.**

- ☑ **Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.**
- ☑ **Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- ☑ **If it is necessary to evacuate the entire school, use the fire alarm.**
- ☑ **Notify the Director of Operations and Technology of the situation.**
- ☑ **Direct a search team to look for suspicious packages, boxes or foreign objects.**
- ☑ **Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- ☑ **Avoid publicizing the threat any more than necessary.**

Search Team Actions:

- ☑ **Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.**
- ☑ **Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).**
- ☑ **If suspicious item is found, make no attempt to investigate or examine object.**

Staff Actions:

- ☑ **Evacuate students as quickly as possible, using primary or alternate routes.**
- ☑ **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.**
- ☑ **Do not return to the resource center until emergency response officials determine it is safe.**

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evaluation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@dca.dhs.gov



BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALLED: _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

| Caller's Voice | Background Sounds | Threat Language |
|--|--|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Male | <input type="checkbox"/> House noises | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Accent | <input type="checkbox"/> Kitchen noises | <input type="checkbox"/> Taped message |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Street noises | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Booth | <input type="checkbox"/> Preface |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> PA system | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Conversation | |
| <input type="checkbox"/> Cracking Voice | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Motor | |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Chair | |
| <input type="checkbox"/> Deep breaths | <input type="checkbox"/> Stalk | |
| <input type="checkbox"/> Disoriented | <input type="checkbox"/> Office machinery | |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Factory machinery | |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Local | |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Long distance | |
| <input type="checkbox"/> Upp | | |
| <input type="checkbox"/> Loud | Other Information: | |
| <input type="checkbox"/> Nasal | _____ | |
| <input type="checkbox"/> Humid | _____ | |
| <input type="checkbox"/> Haggard | _____ | |
| <input type="checkbox"/> Rapid | _____ | |
| <input type="checkbox"/> Raspy | _____ | |
| <input type="checkbox"/> Slow | _____ | |
| <input type="checkbox"/> Slurred | _____ | |
| <input type="checkbox"/> Soft | _____ | |
| <input type="checkbox"/> Stutter | _____ | |

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

Administrator of Instructional Services/Safety Ambassador Actions:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- Delegate a search team to assure that all students have been evacuated.
- Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- q Monitor local AM radio weather station for flood information.
- q Notify the Director of Operations and Technology of school status and action taken.
- q Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

Staff Actions:

- If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- Remain with students throughout the evacuation process.
- Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

Staff Actions:

- Notify Administrator of Instructional Services.**
- Move students from immediate vicinity of danger.**
- Do not turn on any electrical devices such as lights, computers, fans, etc.**
- If odor is severe, leave the area immediately.**
- If the resource center is evacuated, take student attendance and report any missing students to Administrator of Instructional Services/Safety Ambassador.**

Administrator of Instructional Services/Safety Ambassador Actions:

- If gas leak is internal, evacuate the resource center immediately.**
- Call 911.**
- Notify utility company.**
- Determine whether to move to alternate location.**
- If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.**
- Do not return to the resource center until it has been inspected and determined safe by proper authorities.**

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Administrator of Instructional Services/Safety Ambassador Actions:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate EVACUATION. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate Emergency Meeting Area Evacuation. Move students and staff away from the path of the hazardous materials.
- Notify Director of Operations and Technology.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all resource centers are adequately aired.

Teacher Actions:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

Administrator of Instructional Services/Safety Ambassador Actions

- Call 911. Provide all known essential details of the situation:**
- Number of hostage takers and description**
- Type of weapons being used**
- Number and names of hostages**
- Any demands or instructions the hostage taker has given**
- Description of the area**
 - **Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.**
 - **Protect resource center occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both).**
 - **Secure exterior doors from outside access.**
 - **When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.**
 - **Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.**
 - **Identify media staging area, if appropriate. Implement a hotline for parents.**
 - **Account for students as they are evacuated.**
 - **Provide recovery counseling for students and staff.**

Staff Actions:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- Alert the Administrator of Instructional Services/Safety Ambassador.**
- Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

Administrator of Instructional Services/Safety Ambassador Actions:

- Initiate LOCKDOWN.
- Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - *"What can we do to make this better?"*
 - *"I understand the problem, and I am concerned."*
 - *"We need to work together on this problem."*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and the resource center.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep the resource center clear of visitors.

Staff Actions:

- Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

Administrator of Instructional Services/Safety Ambassador:

- Notify utility company. Provide the following information:
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

Other: _____

B. Plan for Loss of Electricity

Ventilation: _____

Emergency Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas

Heat: _____

Food Service: _____

Other: _____

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

Staff Actions:

- If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.
- Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until ALL CLEAR is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

Administrator of Instructional Services/Safety Ambassador Actions:

- Keep the individual under continuous adult supervision.
- Keep the individual in the resource center until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

Staff Actions:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify Administrator of Instructional Services/Safety Ambassador.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

Administrator of Instructional Services/Safety Ambassador:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the resource center. EVACUATION may be warranted in some resource centers but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

Staff Actions:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the resource center, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.

- Render first aid as necessary.**
- Do not return to the resource center until the emergency response personnel determine it is safe to do so.**
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.**

EMERGENCY RESPONSE – PANDEMIC INFLUENZA

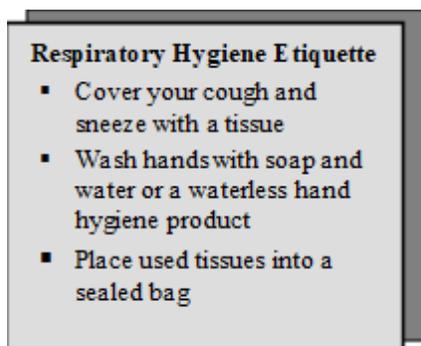
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

Principal/Site Administrator Actions:

- ☑ Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- ☑ Insure that students and staff members who are ill stay home.
- ☑ Send sick students and staff home from school immediately.
- ☑ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ☑ Monitor bulletins and alerts from the Department of Health and Human Services.
- ☑ Keep staff informed of developing issues.
- ☑ Assist the Department of Health and Human Services in monitoring outbreaks.
- ☑ Respond to media inquiries regarding school attendance status.
- ☑ Implement online education, if necessary, so that students can stay home.
- ☑ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.



Staff and Student Actions:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- Practice “respiratory hygiene etiquette”.**
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- Implement online homework assignments so that students can stay home.**

EMERGENCY RESPONSE -Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” ***Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.***

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that **might be** gunfire.
 - see something that **looks like** a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
 - c. Be decisive. Communicate your plan to your students and act quickly.
 - d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*
 - a. Run: If you can get yourself and your students safely away from danger, do so immediately.
 - Do **not** evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.

- If you encounter people along the way...
 - **Adults:** Warn them and take them with if you can but don't stop if they refuse to come.
 - **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and **LOCKDOWN**.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT:** Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:
 - b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - **Hide** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If you’re intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. **Law Enforcement:** If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don’t run up to officers or attempt to hug or talk to them.

- Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- Emergency Operations Center (EOC)
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.
- Emergency Area Reunification
 - The Operations Section should prepare an emergency evacuation area for reunification.

- **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
 - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
 - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
 - **Vans should be placed on standby for evacuation.**
 - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**
- **Crisis Intervention**
 - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**
 - **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
 - **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
 - **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

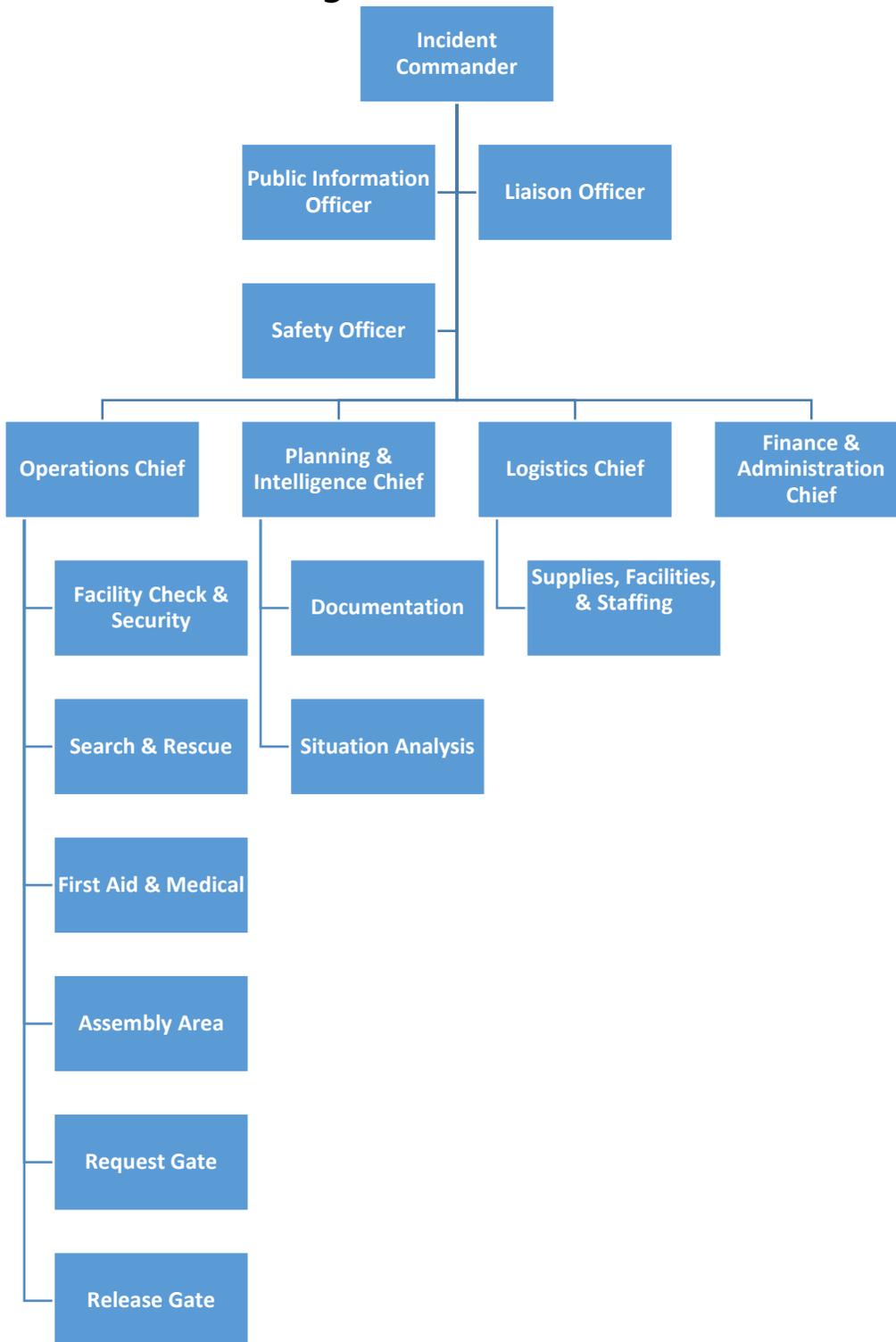
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SECTION FOUR

Emergency Plan Roles & Responsibilities

INCIDENT COMMAND TEAM

Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

| Primary | Position | Alternate |
|---|----------------------------------|---|
| Mary Bixby | Incident Commander | Tim Tuter |
| Tim Tuter | Safety Officer | Angela Neri |
| Amanda Akle | Public Information Officer (PIO) | Eleanor Pe |
| Eleanor Pe | Liaison Officer | Amanda Akle |
| Tim Tuter | Operations Chief | Angela, Neri, Eleanor Pe |
| Angela Neri | Facility Check/Security | V. Vallon, H. Beaupre, D. Hurd, Lori Anderson |
| RC Safety Lead by Location | Search & Rescue Team Leader | V. Vallon, H. Beaupre, D. Hurd, Lori Anderson |
| Eleanor Pe | First Aid & Medical Team Leader | Designated per location |
| Administrator of Instructional Services | Assembly Area | J. Garrity, H. Beaupre |
| Safety Ambassadors (per location) | Request Gate | V. Vallon, H. Beaupre, D. Hurd, Lori Anderson |
| Safety Ambassadors (per location) | Release Gate | V. Vallon, H. Beaupre, D. Hurd, Lori Anderson |
| Tim Tuter | Planning Chief / Logistics Chief | Angela Neri, Eleanor Pe |
| Angela Neri | Documentation | Aida Garcia |
| Tim Tuter | Situation Analysis | Angela Neri, Eleanor Pe |
| Angela Neri | Supplies/Facilities/Staffing | Aida Garcia |
| Lynne Alipio | Finance & Administration Chief | Mary Bixby |

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way RC radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

- a. Messages received
- b. Actions taken
- c. Decision justifications and documentation
- d. Requests filled
- e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Primary: Mary Searcy Bixby

Alternate: Tim Tuter

Reports to: Superintendent (or designee)

Staffing Characteristics: Principal or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the RC.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- RC map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and School Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.

- Fill in Incident Command Team Assignment Form as positions are staffed.**
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- Continue to monitor and assess total RC situation:**
- View RC map periodically for Search & Rescue progress and damage assessment information.**
- Check with chiefs for periodic updates.**
- Reassign personnel as needed.**
- Report through Communications to corporate office on status of staff, RC as needed. (RC Status Report)**
- Develop and communicate revised incident action plans as needed.**
- Authorize release of information.**
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."**
- Remain on and in charge of your RC until redirected or released by the Office of the President.**

After:

- Authorize deactivation of sections or units when they are no longer required.**
- At the direction of the Office of the President, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the corporate office before taking any further action.**
- Ensure that any open actions not yet completed will be taken care of after deactivation.**
- Ensure the return of all equipment and reusable supplies to Logistics.**
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command

Position: Safety Officer

Primary: Tim Tuter

Alternate: Angela Neri

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Primary: Amanda Akle

Alternate: Eleanor Pe

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander or the School's Communications Office to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the RC *as soon as it is available*.

The Public Information Officer acts as the official spokesperson for the RC in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. An RC-based Public Information Officer should only be used if the media is in the RC and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- RC map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- Consult with School’s Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the RC is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going to Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of RC, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to RC if known and appropriate.
 - Any information school wishes to be released to the public.
 - Read statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind RC staff volunteers to refer *all* questions from media or waiting parents to the PIO.
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Primary: Eleanor Pe

Alternate: Amanda Akle

Reports to: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Primary: Tim Tuter

Alternate: Angela Neri, Eleanor Pe

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the RC and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include RC Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Primary: Angela Neri

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Jay Garrity, Hayley Beaupre, Vanessa Vallon)

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the RC's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the RC and report any damage by radio to the Command Post*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, *if gas is leaking*, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.

- Post yellow caution tape around damaged or hazardous areas.**
- Verify that RC is “locked down” and report same to Incident Command Post.**
- Advise Incident Command Post of all actions taken for information and proper logging.**
- Be sure that the entire RC has been checked for safety hazards and damage.**
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.**
- Direct traffic of vehicles of parents, public safety, and media on and outside the RC as appropriate.**

Section: Operations

Position: Search & Rescue Team Leader

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre)

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports RC situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams

During Event:

- Buddy system: Minimum of 2 persons per team.
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - Follow all operational and safety procedures.
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")***
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.**
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.**
- Keep radio communication brief and simple. No codes.**

Section: Operations

Position: Search & Rescue Team

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre)

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports RC situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams

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- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash**
- on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")***
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.**
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.**
- Keep radio communication brief and simple. No codes.**

Section: Operations

Position: First Aid & Medical Team Leader

Primary: Eleanor Pe – School Nurse

Alternate: School Counselors

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- The recommendation is for the following number of medical teams with each team consisting of two members: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; Senior High School and Administrative Facilities with >1000 = 6 Teams

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the School Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
 - If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - After pronouncement or determination of death:
 - *Do not* move the body until directed by Command Post.
 - *Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times*.

- **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
 - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
 - **Write the following information on two tags:**
 - **Date and time found.**
 - **Exact location where found.**
 - **Name of decedent, if known.**
 - **If identified—how, when, by whom.**
 - **Name of person filling out tag.**
 - **Attach one tag to body.**
 - **If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**
 - Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**
 - Keep Operations Chief informed of overall status.**
 - Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**
 - Stay alert for communicable diseases and isolate appropriately.**
- After:**
- Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations

Position: First Aid & Medical Team

Primary: Eleanor Pe – School Nurse

Alternate: Designated Per Location

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- Student's Emergency Card must accompany student removed from RC to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”):

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and RC treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Position: Assembly Area

Primary: Administrator of Instructional Services

Alternate: Learning Leads (Lori Anderson, David Hurd, Vanessa Vallon)

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in RC (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If RC is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the RC as they exit, to make sure that all evacuates.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.

- Arrange activities and keep students reassured.**
- Update records of the number of students and staff in the assembly area (or in the buildings).**
- Direct all requests for information to the Public Information Officer.**

Section: Operations

Position: Request Gate

Primary: Safety Ambassadors (Per Location)

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre)

Reports to: Operations Chief

Staffing Characteristics: RC staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit.

If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated RC.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "*Sent with Runner.*"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in the RC that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in the RC but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "*Missing*" forms to the Command Post for verification.

Section: Operations

Position: Release Gate

Primary: Designated Per Location

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Lori Anderson, Vanessa Vallon, Jay Garrity, Hayley Beaupre)

Reports to: Operations Chief

Staffing

Characteristics: RC staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "*Sent with Runner.*"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:**
- "Absent"* if student was never in the RC that day.**
- "First Aid"* if student is in First Aid & Medical Treatment Area.**
- "Missing"* if student was in the RC but now cannot be located.**
- Runner takes Student Release Form to Incident Command Post.**
- Incident Command Post verifies student location if known and directs runner accordingly.**
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning *"Missing"* forms to Incident Command Post for verification.**
- Parent should be notified of missing student status and escorted to crisis counselor.**
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence**Position: Planning & Intelligence Chief/Logistic Chief**

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Incident Commander

Staffing

Characteristics: Vice Principal or someone familiar with RC and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large map of RC, laminated or covered with Plexiglas
- Forms:
 - Position Log

During:

- Assume the duties of all Planning Section positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence

Position: Documentation

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with School Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
 - *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others in the RC for Situation Analysis. Update periodically.
- Report missing persons and RC damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.

- File forms for reference.**
- Track regular and overtime of all staff.**

After:

- Collect and file all paperwork and documentation from deactivating sections.**
- Securely package and store these documents for future use.**

Section: Planning & Intelligence

Position: Situation Analysis

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the RC to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Large map of RC, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark RC map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of RC.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.

- Think ahead and anticipate situations and problems before they occur.**
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- Cargo container or other storage facility with all emergency supplies stored in the RC.
- Forms:
 - RC Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored in the RC

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Primary: Lynne Alipio

Alternate: Mary Bixby

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for RCs to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If School personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.

- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.**
- Support Logistics in making any purchases which have been approved by the Incident Commander.**

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.**

**RC/Facility Planning Teams
Safety Ambassadors*
2022-2023**

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye Wash Stations

Audeo Charter School

| Resource Center | Safety Ambassador |
|----------------------------|--------------------------|
| Kearny Mesa | Courtney McManus |
| K5 Home School | Tiffany Hart |
| La Jolla | Kasey Mullane |
| Mission Valley-East | Vi Sharpless |
| Mission Valley-West | Rosan Duenas |
| Pacific Beach | Chad Menestrina |

The Charter School of San Diego

| Resource Center | Safety Ambassador |
|-----------------------------|--|
| Clairemont | Colin Miller |
| College Avenue | Jeanette Perez |
| Downtown | Shoshana Good |
| Euclid | Eddie Beltran |
| Lake Murray | David Goyette |
| Mira Mesa | Amber Stewart |
| North Park | Jeanette Brown |
| Northgate | Bridget Snyder |
| Old Town | Esli Algandar/Alaura Dorociak |
| Paradise Hills Annex | Constance Bautista |
| Paradise Hills Cadet | Dan Leavell/Michael Fagan |
| Petco Park | Julee Guerrero |
| Point Loma | Denise Piatchuk |
| Scripps Ranch | Ryan Low |
| Sorrento Mesa | 1st Floor – Rose Mooney/ Natasha Dunnells 2nd Floor – Tiffany Yandell/Aida Garcia |
| Tierrasanta | Roman Rubio |
| Woodman | Michelle Ramirez |

Updated August 2022



1800 LEA Uniform Complaint Policy and Procedures

Approved: May 13, 2009

Amended: June 29, 2015, March 10, 2016, **August 26, 2020**, **December 7, 2022**

Audeo Charter School, and The Charter School of San Diego (“SSP”, “Charter School” or “Charter”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migrant Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;

- Regional Occupational Centers and Programs, and
 - School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
 - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff and Compliance Officer (“COSCO”) or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Deleted: Business Officer

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Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Amanda Akle
Chief of Staff and Compliance Officer
 10170 Huennekens Street
 San Diego, CA 92121
 (858) 678-4811

Deleted: Lynne H. Alipio

Deleted: Chief Business Officer and CFO

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The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

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Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

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Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School’s website. The Charter School shall annually provide written notification of the Charter School’s uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

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The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Charter is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter is operating pursuant to Title 22 licensing requirements.
3. A statement that Charter is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer

shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• **Step 1: Filing of Complaint**

Any individual, including a person’s duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

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All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Student Success Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

• **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

The Charter School shall issue an investigation report (the "Decision") based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

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If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

[INSERT CHARTER SCHOOL LETTERHEAD]

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Audeo personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Amanda Akle
Chief of Staff and Compliance Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-4811

- Deleted: Lynne H. Alipio
- Deleted: Business Officer
- Deleted: 2048



Access To Public Records Policy 1958

Approved: November 30, 2020, December 7, 2022

The Board of Directors of Student Success Programs, a nonprofit public benefit corporation, hereby adopts the Board Policy Access to Public Records to apply to Audeo Charter School, and The Charter School of San Diego all hereafter collectively referred to as (“Charter School”). Charter School adopts this policy regarding public records requests pursuant to the Public Records Act (Government Code Section 6250) to ensure compliance. This policy may be updated from time to time as required, to be in compliance with state law, regulation, or administrative directive.

Requests for public records shall be made to the office of the Chief ~~Business Officer~~ of Staff and Compliance Officer (“~~COSTCO~~~~EBO~~”). The ~~EBO~~ COSTCO or designee may then determine the most appropriate employee of the Charter School to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the ~~EBO~~ COSCO or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Provisions of the California Public Records Act (Government Code Section 6250 *et seq.*) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

Charter School may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at .10 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the ~~EBO's~~ COSCO's Office.

In response to a request for public records sent or received on an employee’s personal devices or accounts, Charter School shall disclose all public records that can be located with reasonable effort

and that are otherwise subject to disclosure under the California Public Records Act. Charter School's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of the Charter School may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the ~~CBO-COSCO~~ or designee shall determine whether the request seeks copies of disclosable public records in the possession of the Charter School, shall promptly inform the person making the request of the Charter School's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the ~~CBO-COSCO~~ may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of the Charter School having substantial subject matter interest therein;
4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of the Charter School within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then Charter School must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.



Student Success Programs Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy 3300

Adopted: May 11, 1998

Amended: May 13, 2009; September 22, 2020, December 7, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Students Success Programs, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo Charter School, and The Charter School of San Diego (hereinafter collectively referred to as “Charter School”). (“Audeo” or “Charter School”).

In ~~creating-adopting~~ this policy, ~~Audeo~~ Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* ~~Audeo~~ Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

~~Consistent with this Policy~~ When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ~~Audeo~~ Charter School’s policy and procedures for student suspension, expulsion, ~~and involuntary removal~~, and it may be amended from time to time without the need to ~~amend seek a material revision of~~ the charter so long as the amendments comport with legal requirements. ~~Audeo~~ Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This ~~p~~Policy and its ~~p~~Procedures will be printed and distributed ~~annually~~ as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The ~~Audeo~~ Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom ~~Audeo~~ Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. ~~Audeo~~ Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom ~~Audeo~~ Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent, guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses:** Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

- 2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student/pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this ~~policy~~clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a ~~student~~pupil to another ~~student~~pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider

and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or **destructive dangerous device** on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

~~The Charter School will use the following definitions:~~

• The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

• The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an

explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or ~~Audeo~~-Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or ~~Audeo~~-Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with ~~Audeo~~-Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or /guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If ~~Audeo~~-Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter school Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the SSP Charter Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act “FERPA”) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of ~~Audeo~~ Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at ~~Audeo~~ Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

~~Audeo~~ Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by ~~Audeo~~ Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) calendar days’ notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. ~~Audeo~~-Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Audeo-Charter School must present evidencethat the witness' presence is both desired by the witness and will be helpful to ~~Audeo~~-Charter School. The ~~entity-person~~ presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room

by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the ~~entity~~ person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ~~make the final determination regarding the expulsion within~~ ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the ~~student~~-pupil shall immediately be returned to his/her educational

program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee, following a decision of the Board of to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ~~Audeo~~Charter School. The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

K. Disciplinary Records

~~Audeo~~ Charter School shall maintain records of all student suspensions and expulsions at ~~Audeo~~ Charter School Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from ~~Audeo~~ Charter School as the Student Success Programs Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ~~Audeo~~ Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from ~~Audeo-Charter School~~ shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ~~Audeo-Charter School~~ for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil ~~after the end of the student's expulsion term~~ or to admit a previously expelled pupil from another school district or ~~Audeo-charter school~~ who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon ~~Audeo-Charter School~~ capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

Q. R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

~~Audeo-Charter School~~ shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that ~~Audeo-Charter School~~ or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are

designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ~~Audeo~~-Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ~~Audeo~~-Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If ~~Audeo~~-Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the ~~Audeo~~-Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and ~~Audeo~~-Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If ~~Audeo~~-Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then ~~Audeo~~-Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ~~Audeo~~ Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or ~~Audeo~~ Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and ~~Audeo~~ Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

~~Audeo~~ Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated ~~Audeo-Charter School's~~ disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ~~Audeo-Charter School~~ had knowledge that the student was disabled before the behavior occurred.

~~Audeo-Charter School~~ shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ~~Audeo-Charter School~~ supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other ~~Audeo-Charter School~~ personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ~~Audeo-Charter School~~ supervisory personnel.

If ~~Audeo-Charter School~~ knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If ~~Audeo-Charter School~~ had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ~~Charter SchoolAudeo~~ shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ~~Charter SchoolAudeo~~ pending the results of the evaluation.

~~Audeo-Charter School~~ shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | Audeo Charter School |
| CDS #: | 37-68338-3731395 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 406 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A + C) E | (B + D) F | (E + H) G | (G - E) H |
|--|-------------|---------------------|---------------------------------------|-------------------|-------------------------------------|------------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| A. REVENUES (8000-8799) | | | | | | | | | |
| 1. Local Control Funding Formula (LCFF) Sources - (8011-8097) | | | | | | | | | |
| LCFF State Aid - Current Year (CY) (Res 0000) | 8011 | 1,824,617 | 518,996 | | | 1,824,617 | 518,996 | 1,824,617 | - |
| Education Protection Account State Aid (EPA) - CY (Res 1400) | 8012 | 80,000 | 20,635 | | | 80,000 | 20,635 | 80,000 | - |
| State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400) | 8019 | - | - | | | - | - | - | - |
| Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000) | 8096 | 2,948,736 | 791,013 | | | 2,948,736 | 791,013 | 2,948,736 | - |
| Other LCFF Transfers | 8091, 8097 | - | - | | | - | - | - | - |
| Total, LCFF Sources | | 4,853,353 | 1,330,644 | - | - | 4,853,353 | 1,330,644 | 4,853,353 | - |
| 2. Federal Revenues (8100-8299) | | | | | | | | | |
| ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010) | 8290 | | | 142,541 | - | 142,541 | - | 142,541 | - |
| ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035) | 8290 | | | 10,061 | - | 10,061 | - | 10,061 | - |
| ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203) | 8290 | | | 3,503 | - | 3,503 | - | 3,503 | - |
| ESEA (ESSA): Title III, Immigrant Education Program (Res 4201) | 8290 | | | - | - | - | - | - | - |
| ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124) | 8290 | | | - | - | - | - | - | - |
| ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127) | 8290 | | | 11,225 | - | 11,225 | - | 11,225 | - |
| ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610) | 8290 | | | - | - | - | - | - | - |
| Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310) | 8181 | | | 40,875 | - | 40,875 | - | 40,875 | - |
| Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327) | 8182 | | | - | - | - | - | - | - |
| Child Nutrition - Federal (NSLP) (Res 5310 and others) | 8220 | | | - | - | - | - | - | - |
| Maintenance and Operations (Public Law 81-874) (Res 0000) | 8110 | - | - | | | - | - | - | - |
| Other Federal Revenues (All other resources not reported separately) | 8100-8299 | - | - | 249,875 | 29,329 | 249,875 | 29,329 | 249,875 | - |
| Total - Federal Revenues | | - | - | 458,080 | 29,329 | 458,080 | 29,329 | 458,080 | - |
| 3. Other State Revenues (8300-8599) | | | | | | | | | |
| State Special Education (Res 6500) | 8792 | | | 328,000 | 92,106 | 328,000 | 92,106 | 328,000 | - |
| State Special Education Mental Health Services (Res 6512) | 8590 | | | 20,000 | 5,778 | 20,000 | 5,778 | 20,000 | - |
| Mandate Block Grant (Res 0000) | 8550 | 14,912 | - | | | 14,912 | - | 14,912 | - |
| After School Education and Safety (ASES) (Res 6010) | 8677, 8590 | | | - | - | - | - | - | - |
| Common Core Standards Implementation (Res 7405) | 8590 | | | - | - | - | - | - | - |
| Charter School Facility Grant Program (SB 740) (Res 6030) | 8590 | | | - | - | - | - | - | - |
| COVID-19 LEA Response Funds (SB 117) (Res 7388) | 8590 | | | - | - | - | - | - | - |
| Lottery, Unrestricted (Res 1100) | 8560 | 72,124 | 1,101 | | | 72,124 | 1,101 | 72,124 | - |
| Lottery, Restricted - Prop 20 (Res 6300) | 8560 | | | 29,199 | 1,207 | 29,199 | 1,207 | 29,199 | - |
| Proposition 39 - California Clean Energy Jobs Act (Res 6230) | 8590 | | | - | - | - | - | - | - |
| Other State Revenues (All other resources not reported separately) | 8300-8599 | - | - | 424,408 | 58,048 | 424,408 | 58,048 | 424,408 | - |
| Total - Other State Revenues | | 87,036 | 1,101 | 801,607 | 157,139 | 888,643 | 158,239 | 888,643 | - |
| 4. Local Revenue (8600-8799) | | | | | | | | | |
| All Local Revenues | 8600-8799 | 984,784 | 5,554 | 7,104 | | 991,889 | 5,554 | 991,889 | - |
| Total - Local Revenues | | 984,784 | 5,554 | 7,104 | - | 991,889 | 5,554 | 991,889 | - |
| 5. TOTAL REVENUES | | 5,925,173 | 1,337,299 | 1,266,791 | 186,468 | 7,191,964 | 1,523,767 | 7,191,964 | - |
| B. EXPENDITURES AND OTHER OUTGO (1000-7499) | | | | | | | | | |
| 1. Certificated Salaries | | | | | | | | | |
| Teachers' Salaries | 1100 | 1,688,419 | 529,778 | 442,023 | 147,840 | 2,130,442 | 677,618 | 2,130,442 | - |
| Pupil Support Salaries | 1200 | 177,376 | 45,722 | 56,922 | 25,114 | 234,298 | 70,836 | 234,298 | - |
| Supervisors' and Administrators' Salaries | 1300 | 203,111 | 53,928 | 69,017 | 36,642 | 272,128 | 90,570 | 272,128 | - |
| Other Certificated Salaries | 1900 | 57,444 | - | 80,212 | 22,575 | 137,656 | 22,575 | 137,656 | - |
| Total, Certificated Salaries | | 2,126,350 | 629,427 | 648,174 | 232,171 | 2,774,524 | 861,598 | 2,774,524 | - |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | Audeo Charter School |
| CDS #: | 37-68338-3731395 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 406 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A+C) E | (B+D) F | (E+H) G | (G-E) H |
|--|-------------|---------------------|---------------------------------------|-------------------|-------------------------------------|------------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| 2. Classified Salaries | | | | | | | | | |
| Instructional Salaries | 2100 | - | - | - | - | - | - | - | - |
| Support Salaries | 2200 | 12,451 | 4,057 | 2,052 | 684 | 14,503 | 4,741 | 14,503 | - |
| Supervisors' and Administrators' Salaries | 2300 | 110,968 | 34,277 | 5,505 | 3,996 | 116,473 | 38,273 | 116,473 | - |
| Clerical and Office Salaries | 2400 | 319,043 | 92,513 | 10,678 | 7,098 | 329,721 | 99,611 | 329,721 | - |
| Other Classified Salaries | 2900 | 10,983 | 3,641 | - | - | 10,983 | 3,641 | 10,983 | - |
| Total, Classified Salaries | | 453,446 | 134,488 | 18,234 | 11,778 | 471,680 | 146,266 | 471,680 | - |
| 3. Employee Benefits | | | | | | | | | |
| STRS | 3101-3102 | 409,639 | 121,862 | 123,934 | 44,477 | 533,573 | 166,339 | 533,573 | - |
| PERS | 3201-3202 | 110,232 | 31,789 | 3,612 | 1,974 | 113,844 | 33,763 | 113,844 | - |
| OASDI/Medicare (Social Security) | 3301-3302 | 64,204 | 18,744 | 10,605 | 4,038 | 74,809 | 22,782 | 74,809 | - |
| Health and Welfare Benefits | 3401-3402 | 577,882 | 179,307 | 170,098 | 61,268 | 747,980 | 240,574 | 747,980 | - |
| Unemployment Insurance | 3501-3502 | 12,896 | 3,817 | 3,332 | 1,220 | 16,228 | 5,037 | 16,228 | - |
| Workers' Compensation Insurance | 3601-3602 | 27,879 | 8,297 | 7,242 | 2,650 | 35,121 | 10,947 | 35,121 | - |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | - | - | - | - | - | - | - |
| Total, Employee Benefits | | 1,202,732 | 363,816 | 318,823 | 115,627 | 1,521,555 | 479,444 | 1,521,555 | - |
| 4. Books and Supplies | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 7,504 | - | 19,000 | 364 | 26,504 | 364 | 26,504 | - |
| Books and Other Reference Materials | 4200 | 26,314 | 38 | 6,595 | 1,651 | 32,909 | 1,689 | 32,909 | - |
| Materials and Supplies | 4300 | 39,957 | 33,613 | 68,131 | 7,878 | 108,088 | 41,491 | 108,088 | - |
| Non-capitalized Equipment | 4400 | 19,800 | - | - | - | 19,800 | - | 19,800 | - |
| Food (Food used in food-service activities for which the purpose is nutrition) | 4700 | - | - | 9,376 | 2,713 | 9,376 | 2,713 | 9,376 | - |
| Total, Books and Supplies | | 93,575 | 33,651 | 103,102 | 12,606 | 196,677 | 46,256 | 196,677 | - |
| 5. Services and Other Operating Expenditures | | | | | | | | | |
| Subagreements for Services | 5100 | - | - | - | - | - | - | - | - |
| Travel and Conferences | 5200 | 23,122 | 6,344 | 33,070 | 14,848 | 56,192 | 21,192 | 56,192 | - |
| Dues and Memberships | 5300 | 14,987 | 8,287 | - | - | 14,987 | 8,287 | 14,987 | - |
| Insurance | 5400 | 36,150 | 31,311 | 30 | 30 | 36,180 | 31,341 | 36,180 | - |
| Operations and Housekeeping Services | 5500 | 206,466 | 30,545 | 43,637 | 43,637 | 250,103 | 74,183 | 250,103 | - |
| Rentals,Leases,Repairs,and Noncapitalized Improvements | 5600 | 272,421 | 96,863 | 15,488 | 7,488 | 287,909 | 104,351 | 287,909 | - |
| Transfer of Direct Costs (MUST net to zero) | 5700 | - | - | - | - | - | - | - | - |
| Prof/Consulting Svcs and Operating Expend (Include District Oversight) | 5800 | 405,288 | 172,184 | 660,805 | 129,914 | 1,066,093 | 302,098 | 1,066,093 | - |
| Communications | 5900 | 51,841 | 791 | 6,559 | 5,479 | 58,400 | 6,270 | 58,400 | - |
| Total, Services and Other Operating Expenditures | | 1,010,275 | 346,326 | 759,589 | 201,396 | 1,769,864 | 547,722 | 1,769,864 | - |
| 6. Capital Outlay | | | | | | | | | |
| Depreciation Expense (See Sections G.9 & F.2.a) | 6900 | 239,632 | 82,820 | - | - | 239,632 | 82,820 | 239,632 | - |
| Total, Capital Outlay | | 239,632 | 82,820 | - | - | 239,632 | 82,820 | 239,632 | - |
| 7. Other Outgo | | | | | | | | | |
| Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>) | 7110-7143 | - | - | - | - | - | - | - | - |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec Ed and All Others | 7221-7223 | - | - | - | - | - | - | - | - |
| All Other Transfers | 7280-7299 | - | - | - | - | - | - | - | - |
| Transfers of Indirect Costs (MUST net to zero) | 7300-7399 | - | (702) | - | 702 | - | - | - | - |
| Debt Service - Interest | 7430-7439 | 2,274 | - | - | - | 2,274 | - | 2,274 | - |
| Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY) | 7439 | - | - | - | - | - | - | - | - |
| Total, Other Outgo | | 2,274 | (702) | - | 702 | 2,274 | - | 2,274 | - |
| 8. TOTAL EXPENDITURES | | 5,128,284 | 1,589,826 | 1,847,922 | 574,279 | 6,976,206 | 2,164,105 | 6,976,206 | - |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 796,890 | (252,527) | (581,132) | (387,811) | 215,758 | (640,338) | 215,758 | |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | Audeo Charter School |
| CDS #: | 37-68338-3731395 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 406 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A+C) E | (B+D) F | (E+H) G | (G-E) H |
|--|---------------|---------------------|---------------------------------------|-------------------|-------------------------------------|--------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999) | | | | | | | | | |
| 1. All Other Financing Sources | 8930-8979 | - | - | - | - | - | - | - | - |
| 2. Other Uses | 7630-7699 | - | - | - | - | - | - | - | - |
| 3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) <i>(Include contribution to the unfunded cost of Special Education)</i> | 8980-8999 | (495,481) | - | 495,481 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES/USES | | (495,481) | - | 495,481 | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.) | | 301,408 | (252,527) | (85,650) | (387,811) | 215,758 | (640,338) | 215,758 | |
| F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b) | | | | | | | | | |
| 1. Beginning Fund Balance/Net Position | | | | | | | | | |
| a. July 1 (<i>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</i>) | 9791 | 6,356,759 | 6,356,759 | 212,756 | 212,756 | 6,569,515 | 6,569,515 | 6,569,515 | |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | - | - | - | |
| c. Adjusted Beginning Fund Balance/Net Position | | 6,356,759 | 6,356,759 | 212,756 | 212,756 | 6,569,515 | 6,569,515 | 6,569,515 | |
| 2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.) | See cell M128 | 6,658,167 | 6,104,232 | 127,106 | (175,056) | 6,785,273 | 5,929,177 | 6,785,273 | |
| Components of Ending Net Position | | | | | | | | | |
| a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>) | 9796 | | 3,693,957 | | - | | 3,693,957 | | |
| b. Restricted Net Position | 9797 | | | | (175,056) | | (175,056) | | |
| c. Unrestricted Net Position | 9791 | | 2,410,276 | | - | | 2,410,276 | | |
| G. ASSETS | | | | | | | | | |
| 1. Cash | | | | | | | | | |
| In County Treasury | 9110 | | 994,857 | | 555,733 | | 1,550,591 | | |
| Fair Value Adjustment to Cash in County Treasury | 9111 | | | | | | - | | |
| In Banks | 9120 | | 1,574,696 | | (613,715) | | 960,982 | | |
| In Revolving Fund | 9130 | | | | | | - | | |
| With Fiscal Agent/Trustee | 9135 | | 25,000 | | | | 25,000 | | |
| Collections Awaiting Deposit | 9140 | | | | | | - | | |
| 2. Investments | 9150 | | | | | | - | | |
| 3. Accounts Receivable | 9200 | | 212 | | | | 212 | | |
| 4. Due From Grantor Government | 9290 | | | | 273,724 | | 273,724 | | |
| 5. Due From Other Funds | 9310 | | | | | | - | | |
| 6. Stores | 9320 | | | | | | - | | |
| 7. Prepaid Expenditures (Expenses) | 9330 | | 36,514 | | | | 36,514 | | |
| 8. Other Current Assets | 9340 | | 6,531 | | | | 6,531 | | |
| 9. Capital Assets (<i>See Sections B.6 & F.2.a</i>) | 9400-9489 | | 3,693,957 | | | | 3,693,957 | | |
| 10. Total Assets | | | 6,331,767 | | 215,743 | | 6,547,510 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | | | | | |
| 1. Deferred Outflows of Resources | 9490 | | | | | | - | | |
| 2. Total Deferred Outflows | | | - | | - | | - | | |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department
 Charter Schools Accounting Office
 Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name: Audeo Charter School
 CDS #: 37-68338-3731395
 Charter Approving Entity: San Diego Unified School District
 County: San Diego
 SBE Charter #: 406

Has board approved a revised budget? (check box below)

- No.
- Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A+C) E | (B+D) F | (E+H) G | (G-E) H |
|--|-------------|---------------------|---------------------------------------|-------------------|-------------------------------------|--------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| I. LIABILITIES | | | | | | | | | |
| 1. Accounts Payable | 9500 | | 121,917 | | 13,615 | | 135,532 | | |
| 2. Due to Grantor Government | 9590 | | 8,740 | | 9,196 | | 17,936 | | |
| 3. Due to Other Funds | 9610 | | | | | | - | | |
| 4. Current Loans | 9640 | | 28,402 | | | | 28,402 | | |
| 5. Deferred Revenue | 9650 | | | | 367,987 | | 367,987 | | |
| 6. Long-term Liabilities | 9660-9669 | | 68,476 | | | | 68,476 | | |
| 7. Total Liabilities | | | 227,535 | | 390,799 | | 618,333 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | | | | | |
| 1. Deferred Inflows of Resources | 9690 | | | | | | - | | |
| 2. Total Deferred inflows of Resources | | | - | | - | | - | | |
| K. ENDING FUND BALANCE/NET POSITION, October 31, 2022 | | | | | | | | | |
| 1. Ending Fund Balance/Net Position (G10+H2-I7-J2) | | | 6,104,232 | | (175,056) | | 5,929,177 | | |
| <i>(MUST agree with F.2)</i> | | | | | | | | | |



Assumptions for the Revised Preliminary Operational Budget FY 2022-23

The Audeo Charter School (Audeo) is an independent study program. Audeo takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo is 58.89%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align

with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29,2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo’s Revised Preliminary Operational Budget.

Table 1:

| Description | FY 2022-23 |
|--|------------|
| Grades K-3 Adjusted Base Grant | \$10,119 |
| Grades 4-6 Adjusted Base Grant | \$9,304 |
| Grades 7-8 Adjusted Base Grant | \$9,580 |
| Grades 9-12 Adjusted Base Grant | \$11,391 |
| Statutory Cost of Living Allowance (COLA)* | 13.26% |
| Audeo ’s Unduplicated Pupil Percentage (Rolling Average) | 58.89% |
| District’s Unduplicated Pupil Percentage (SDUSD) | 58.36% |

*Amount represents the 2022-23 statutory COLA of 6.56% plus an augmentation of \$6.70%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

| Description | FY 2022-23 (Projected P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|------------------|-------------------------------|----------------------------|----------------------------|
| Enrollment | 376 | 325 | 756 |
| Students Served | 776 | 794 | 1,262 |
| ADA: | | | |
| Grade K-6 | 151.68 | 156.50 | 92.90 |
| Grade 7-8 | 30.28 | 31.23 | 64.16 |
| Grade 9-12 | 218.04 | 224.97 | 439.31 |
| Total ADA | 400.00 | 412.70 | 596.37 |

REVENUE PROJECTIONS**Table 3:**

| Description | FY 2022-23 |
|---------------------------------|--------------------|
| LCFF Sources | \$4,853,353 |
| Federal Revenues | 458,080 |
| State Revenues Other than LCFF | 888,643 |
| Local Revenues | 53,182 |
| Employee Retention Credit | 938,706 |
| Total Projected Revenues | \$7,191,964 |

- **In Lieu of Property Taxes** of \$7,371.84 per current year (CY) P-2 ADA is based on FY 2021-22 P-2 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo was granted 2020-21 ESSA CSI funds in the amount of \$177,547. The project period for this grant began on February 15, 2021 and ended on September 30, 2022.

Audeo has spent the remaining \$56,259 of its 2020-21 CSI funds as of September 2022.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo's ESSER III revised allocation is \$757,845 and of that amount \$104,885 was spent in FY 2020-21 and \$281,599 in FY 2021-22. Audeo included \$312,551 in its FY 2022-23 Preliminary Budget, but with the increase in local revenues, budgeted amount was lowered to \$178,836. The remaining allocation of \$192,525 will be included in FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth can attend school and participate fully in school activities. Audeo's allocation amount is \$3,930.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and Audeo is a subrecipient for \$10,850. As a subrecipient, Audeo will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
 2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125.00 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **One-Time Discretionary Block Grant** – Included in the Governor's 2022-23 May Revision Budget is a one-time Discretionary Block Grant for LEAs for FY 2022-23 that would be distributed on a per-ADA basis using the FY 2021-22 P-2 ADA at \$1,500 per ADA. Audeo included \$619,050 in its Preliminary Budget.

The 2022-23 Enacted State Budget, however, did not include this One-Time Discretionary Block Grant but instead added two new block grants:

Learning Recovery Emergency Block Grant – Funding is provided to county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the purposes pursuant to EC Section 32526(c)(2). A plan is not required but it is recommended that LEAs utilize the LCAP to communicate their strategic plan for how funds will be used to improve student outcomes. Funds are allocated based on FY 2021-22 P-2 ADA multiplied by the LEA's 2021-22 UPP at \$2,396 per ADA. Total allocation for Audeo is \$575,515. Deadline for obligation of this fund is FY 2027-28.

Arts, Music, and Instructional Materials Discretionary Block Grant – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditures of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo is \$274,890. Deadline for obligation of this fund is FY 2025-26.

Due to increase in Audeo's local revenues, these new block grants were not included in the revised budget. Audeo will use the funds starting next FY through the end of the grant period.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024. Audeo included the \$318,034 in its budget for this fiscal year.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Audeo has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Audeo's allocation total is \$84,698 and of this amount the first 80% apportionment of \$67,758 was recorded in FY 2021-22. The remaining 20% amounting to \$16,940 was included in the Preliminary Budget but is now deferred due to increase in local revenues.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligations of this fund is FY 2025-26.

Audeo's total allocation is \$155,672 and of this amount the first 75% apportionment of \$116,754 was received in FY 2021-22. The remaining 25% amounting to \$38,918 was included in Audeo's Preliminary Budget but is now deferred due to increase in local revenues.

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$493 and Learning Recovery funds of \$53,680 are included in this budget.
- **Universal PreK Planning and Implementation Grant (UPK)** was established in FY 2021-22 as an early learning initiative with the goal of expanding access to prekindergarten programs at local education agencies. This grant program provides \$200 million for the California Department of Education to allocate directly to LEAs based on a statutory formula to support planning an implementation cost associated with expanding prekindergarten options, such as universally-available transitional kindergarten, California State Preschool Program, and Head Start for eligible students, and other local and community-based partnerships. Audeo applied for and was granted the UPK Grant in the amount of \$52,201 in FY 2021-22. Audeo plans on spending these funds this fiscal year.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo's total allocation of \$4,014 was included in the Preliminary Budget but is now deferred due to increase in local revenues.
- **Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students and families and coordinated referral pathways for students needing mental/behavioral health services.

Audeo, Audeo II, and Audeo III will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed \$12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo included \$7,104 in its budget for this FY, which is included under local revenue.

- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. Audeo used the three quarters data in 2021 only. Additionally, all wages paid by Federal funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

Audeo applied for and anticipates receiving ERC in the amount of \$938,706, which is included under local revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

| POSITIONS | OBJECT CODE | FY 22-23 |
|---|-------------|--------------|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 21.80 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead) | 1200 | 1.93 |
| Certificated Supervisor & Administrator | 1300 | 1.54 |
| Other Certificated Teacher Resource (CTR) | 1900 | 2.00 |
| Classified Support (Admin Support) | 2200 | 0.25 |
| Classified Supervisor & Administrator | 2300 | 0.60 |
| Clerical, Technical & Office Staff | 2400 | 5.03 |
| Other Classified (Administrative Support) | 2900 | 0.10 |
| TOTAL FTE POSITIONS BUDGETED | | 33.25 |

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 28%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

| | Object | Certificated | Classified |
|--|---------|--------------|------------|
| STRS (Teachers Retirement) | 3111-12 | 19.10% | |
| PERS (Classified Retirement) | 3211-12 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan <u>Monthly Rates</u> | | | |
| - Medical \$2,200 | | | |
| - Dental \$ 120 | | | |
| - Vision \$ 27 | | | |
| - Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | .50% | .50% |
| Worker Compensation Insurance | 3601-02 | 1.08% | 1.08% |

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo has allocated \$27,400 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the Student Success Programs' mission and purpose

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$1,066,093 representing 14.82% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo has deployed an integrated marketing plan to support organizational growth. To reach Audeo's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, Audeo has allocated \$35,960 for marketing expenses included in the object code 5800 and represents 0.50% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo will pay its authorizing District (San Diego Unified School District) oversight fees of **3 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **3 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo has budgeted \$145,601 for FY 2022-23 for oversight fees.

RESERVES

Audeo has allocated reserves of \$215,758 for FY 2022-23 representing 3% of total revenues of \$7,191,964.

FACILITIES

Audeo carries contractual lease agreements with an annual cost of \$146,963 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru end of the lease term (2024) is \$343,843. Audeo has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the school. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

Audeo

Charter School

Revised Preliminary Operational Budget FY 2022-2023

REVENUES

| DESCRIPTION | Account Codes | REVISED PRELIMINARY BUDGET | PRELIMINARY BUDGET | INCREASE (DECREASE) |
|--|---------------|----------------------------|------------------------|------------------------|
| LOCAL CONTROL FUNDING FORMULA - LCFF | | | | |
| LCFF State Aid | 8011 | \$ 1,824,617.00 | \$ 1,773,515.00 | \$ 51,102.00 |
| Education Protection Account | 8012 | 80,000.00 | 84,928.00 | (4,928.00) |
| In Lieu of Property Tax | 8096 | 2,948,736.00 | 3,092,454.00 | (143,718.00) |
| | | | | - |
| TOTAL, LCFF ENTITLEMENT | | \$ 4,853,353.00 | \$ 4,950,897.00 | \$ (97,544.00) |
| FEDERAL REVENUES | | | | |
| Federal IDEA | 8181 | \$ 40,875.00 | \$ 40,875.00 | \$ - |
| ESSA: School Improvement Funding for LEAS | 8290 | 56,259.00 | 50,376.00 | 5,883.00 |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | 142,541.00 | 144,734.00 | (2,193.00) |
| Title II, Part A - Improving Teacher Quality Program | 8290 | 10,061.00 | 23,299.00 | (13,238.00) |
| Title III - Limited English Proficient Study Program | 8290 | 3,503.00 | 6,669.00 | (3,166.00) |
| Title IV Part A-Student Support & Academic Enrichment | 8290 | 11,225.00 | 10,000.00 | 1,225.00 |
| American Rescue Plan ESSER III | 8290 | 105,000.00 | 238,715.00 | (133,715.00) |
| American Rescue Plan ESSER III Learning Loss | 8290 | 73,836.00 | 73,836.00 | - |
| Homeless Children Youth II | 8290 | 3,930.00 | 3,930.00 | - |
| Project Safe | 8290 | 10,850.00 | 10,850.00 | - |
| | | | | - |
| TOTAL, FEDERAL REVENUES | | \$ 458,080.00 | \$ 603,284.00 | \$ (145,204.00) |
| STATE REVENUES OTHER THAN LCFF | | | | |
| Mandate Block Grant | 8550 | \$ 14,912.00 | \$ 14,912.00 | \$ - |
| Discretionary Block Grant | 8550 | - | 619,050.00 | (619,050.00) |
| Lottery Unrestricted - Non Prop-20 | 8560 | 71,023.00 | 72,294.00 | (1,271.00) |
| Lottery Unrestricted - Non Prop-20 PY | 8560 | 1,101.00 | - | 1,101.00 |
| Lottery Restricted - Prop 20 | 8560 | 27,992.00 | 28,829.00 | (837.00) |
| Lottery Restricted - Prop 20 PY | 8560 | 1,207.00 | - | 1,207.00 |
| UPK Planning & Implementation Grant | 8590 | 52,201.00 | - | 52,201.00 |
| Educator Effectiveness | 8590 | - | 16,940.00 | (16,940.00) |
| CTE - Career Technical Education Incentive Grant Program | 8590 | 318,034.00 | 318,034.00 | - |
| Special Education | 8792 | 328,000.00 | 348,205.00 | (20,205.00) |
| Special Education - Mental Health Services - Level 2 | 8590 | 20,000.00 | 86,400.00 | (66,400.00) |
| Special Education - Dispute Prevention | 8590 | 493.00 | 7,917.00 | (7,424.00) |
| Special Education - Learning Loss | 8590 | 53,680.00 | 54,829.00 | (1,149.00) |
| A-G Access/Success Grant | 8590 | - | 20,168.00 | (20,168.00) |
| A-G Learning Loss Mitigation Grant | 8590 | - | 18,750.00 | (18,750.00) |
| Ethnic Studies Block Grant | 8590 | - | 4,014.00 | (4,014.00) |
| | | | | - |
| TOTAL, STATE REVENUES | | \$ 888,643.00 | \$ 1,610,342.00 | \$ (721,699.00) |
| LOCAL REVENUES | | | | |
| Interest Income | 8660 | \$ 22,578.00 | \$ 13,300.00 | \$ 9,278.00 |
| Creating Opportunities in Preventing & Eliminating Suicide (COPES) | 8689 | 7,104.00 | - | 7,104.00 |
| All Other Local Revenue | 8699 | 23,500.00 | 23,500.00 | - |
| Employee Retention Credit | 8699 | 938,706.00 | - | 938,706.00 |
| | | | | - |
| TOTAL, LOCAL REVENUES | | \$ 991,888.00 | \$ 36,800.00 | \$ 955,088.00 |
| TOTAL, REVENUES | | \$ 7,191,964.00 | \$ 7,201,323.00 | \$ (9,359.00) |



**Revised Preliminary Operational Budget
FY 2022-2023**

EXPENDITURES

| DESCRIPTION | Account Codes | REVISED PRELIMINARY BUDGET | PRELIMINARY BUDGET | INCREASE (DECREASE) |
|--|------------------|----------------------------------|------------------------|------------------------|
| CERTIFICATED SALARIES | | | | |
| Teachers' Salaries | 1100 | \$ 2,130,442.00 | \$ 2,215,422.00 | \$ (84,980.00) |
| Certificated Pupil Support Salaries | 1200 | 234,298.00 | 250,430.00 | (16,132.00) |
| Certificated Supervisor & Adm. Salaries | 1300 | 272,128.00 | 278,427.00 | (6,299.00) |
| Other Certificated Salaries | 1900 | 137,656.00 | 152,441.00 | (14,785.00) |
| TOTAL, CERTIFICATED SALARIES | | \$ 2,774,524.00 | \$ 2,896,720.00 | \$ (122,196.00) |
| CLASSIFIED SALARIES | | | | |
| Classified Support Salaries | 2200 | \$ 14,503.00 | 9,567.00 | \$ 4,936.00 |
| Classified Supervisor and Administrator Salaries | 2300 | 116,473.00 | 112,511.00 | 3,962.00 |
| Clerical, Technical and Office Salaries | 2400 | 329,721.00 | 306,502.00 | 23,219.00 |
| Other Classified Salaries | 2900 | 10,983.00 | 10,771.00 | 212.00 |
| TOTAL, CLASSIFIED SALARIES | | \$ 471,680.00 | \$ 439,351.00 | \$ 32,329.00 |
| EMPLOYEE BENEFITS | | | | |
| STRS Retirement | 3100 | \$ 533,573.00 | \$ 555,101.00 | \$ (21,528.00) |
| PERS Retirement | 3200 | 113,844.00 | 109,036.00 | 4,808.00 |
| Social Security/Medicare | 3300 | 74,809.00 | 75,020.00 | (211.00) |
| Health and Welfare | 3400 | 747,980.00 | 723,800.00 | 24,180.00 |
| Unemployment Insurance | 3500 | 16,228.00 | 16,680.00 | (452.00) |
| Workers Compensation | 3600 | 35,121.00 | 36,030.00 | (909.00) |
| TOTAL EMPLOYEE BENEFITS | | \$ 1,521,555.00 | \$ 1,515,667.00 | \$ 5,888.00 |
| TOTAL PERSONNEL COST | | \$ 4,767,759.00 | \$ 4,851,738.00 | \$ (83,979.00) |

Audeo Charter School

Revised Preliminary Operational Budget FY 2022-2023

EXPENDITURES

| DESCRIPTION | Account Codes | REVISED PRELIMINARY BUDGET | PRELIMINARY BUDGET | INCREASE (DECREASE) |
|---|------------------|----------------------------------|------------------------|------------------------|
| BOOKS AND SUPPLIES | | | | |
| Textbooks | 4100 | \$ 26,504.00 | \$ 29,260.00 | \$ (2,756.00) |
| Books other than Textbooks | 4200 | 32,909.00 | 36,550.00 | (3,641.00) |
| Instructional Materials and Supplies | 4300 | 72,629.00 | 73,200.00 | (571.00) |
| On Line Courses | 4312 | 28,459.00 | 27,608.00 | 851.00 |
| Research & Development | 4313 | 7,000.00 | 7,200.00 | (200.00) |
| Noncapitalized Equipment | 4400 | 19,800.00 | 21,600.00 | (1,800.00) |
| Food | 4700 | 9,376.00 | 8,700.00 | 676.00 |
| TOTAL, BOOKS AND SUPPLIES | | \$ 196,677.00 | \$ 204,118.00 | \$ (7,441.00) |
| SERVICES, OTHER OPERATING EXPENSES | | | | |
| Travel and Conference | 5200 | \$ 35,792.00 | \$ 34,500.00 | \$ 1,292.00 |
| Research & Development - Travel | 5202 | 20,400.00 | 20,400.00 | - |
| Dues and Memberships | 5300 | 14,987.00 | 15,200.00 | (213.00) |
| Liability Insurance | 5400 | 36,180.00 | 40,165.00 | (3,985.00) |
| Operations and Housekeeping Services | 5500 | 250,103.00 | 243,000.00 | 7,103.00 |
| Rental, Leases & Repairs | 5600 | 287,909.00 | 275,000.00 | 12,909.00 |
| Prof/Consulting Services/Oper. Expenses | 5800 | 1,030,133.00 | 936,687.00 | 93,446.00 |
| Marketing | 5812 | 35,960.00 | 57,611.00 | (21,651.00) |
| Communication | 5900 | 58,400.00 | 64,800.00 | (6,400.00) |
| TOTAL, SERVICES AND OTHER OPERATING EXPENSES | | \$ 1,769,864.00 | \$ 1,687,363.00 | \$ 82,501.00 |
| CAPITAL OUTLAY | | | | |
| Depreciation - Buildings | 6900 | \$ 123,191.00 | \$ 123,191.00 | - |
| Depreciation - Leasehold Improvements | 6900 | \$ 14,113.00 | \$ 14,113.00 | - |
| Depreciation - Equipment | 6900 | \$ 102,328.00 | \$ 102,328.00 | - |
| TOTAL, CAPITAL OUTLAY | | \$ 239,632.00 | \$ 239,632.00 | \$ - |
| OTHER OUTGO | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | \$ 2,274.00 | \$ 2,432.00 | \$ (158.00) |
| TOTAL, OTHER OUTGO | | \$ 2,274.00 | \$ 2,432.00 | \$ (158.00) |
| RESERVES | | | | |
| Operation Reserve (Non-Payroll Exp.) | 9780 | \$ 107,879.00 | \$ 108,020.00 | \$ (141.00) |
| Reserve for Economic Uncertainties | 9789 | \$ 107,879.00 | 108,020.00 | (141.00) |
| TOTAL, RESERVES | | \$ 215,758.00 | \$ 216,040.00 | \$ (282.00) |
| % | | 3.00% | 3.00% | |
| TOTAL, EXPENDITURES | | \$ 7,191,964.00 | \$ 7,201,323.00 | \$ (9,359.00) |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | The Charter School of San Diego |
| CDS #: | 37-68338-3730959 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 28 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A + C) | (B + D) | (E + H) | (G - E) |
|--|-------------|---------------------|---------------------------------------|-------------------|-------------------------------------|-------------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| A. REVENUES (8000-8799) | | | | | | | | | |
| 1. Local Control Funding Formula (LCFF) Sources - (8011-8097) | | | | | | | | | |
| LCFF State Aid - Current Year (CY) (Res 0000) | 8011 | 8,473,420 | 2,386,194 | | | 8,473,420 | 2,386,194 | 8,473,420 | - |
| Education Protection Account State Aid (EPA) - CY (Res 1400) | 8012 | 334,620 | 81,297 | | | 334,620 | 81,297 | 334,620 | - |
| State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400) | 8019 | | | | | - | - | - | - |
| Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000) | 8096 | 11,758,822 | 3,116,404 | | | 11,758,822 | 3,116,404 | 11,758,822 | - |
| Other LCFF Transfers | 8091, 8097 | | | | | - | - | - | - |
| Total, LCFF Sources | | 20,566,862 | 5,583,895 | - | - | 20,566,862 | 5,583,895 | 20,566,862 | - |
| 2. Federal Revenues (8100-8299) | | | | | | | | | |
| ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010) | 8290 | | | 380,380 | | 380,380 | - | 380,380 | - |
| ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035) | 8290 | | | 46,640 | | 46,640 | - | 46,640 | - |
| ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203) | 8290 | | | 25,270 | | 25,270 | - | 25,270 | - |
| ESEA (ESSA): Title III, Immigrant Education Program (Res 4201) | 8290 | | | | | - | - | - | - |
| ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124) | 8290 | | | | | - | - | - | - |
| ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127) | 8290 | | | 29,954 | | 29,954 | - | 29,954 | - |
| ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610) | 8290 | | | | | - | - | - | - |
| Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310) | 8181 | | | 176,751 | | 176,751 | - | 176,751 | - |
| Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327) | 8182 | | | 46,023 | | 46,023 | - | 46,023 | - |
| Child Nutrition - Federal (NSLP) (Res 5310 and others) | 8220 | | | | | - | - | - | - |
| Maintenance and Operations (Public Law 81-874) (Res 0000) | 8110 | | | | | - | - | - | - |
| Other Federal Revenues (All other resources not reported separately) | 8100-8299 | | | 1,245,939 | 268,849 | 1,245,939 | 268,849 | 1,245,939 | - |
| Total - Federal Revenues | | - | - | 1,950,957 | 268,849 | 1,950,957 | 268,849 | 1,950,957 | - |
| 3. Other State Revenues (8300-8599) | | | | | | | | | |
| State Special Education (Res 6500) | 8792 | | | 1,307,982 | 352,300 | 1,307,982 | 352,300 | 1,307,982 | - |
| State Special Education Mental Health Services (Res 6512) | 8590 | | | 79,755 | 22,764 | 79,755 | 22,764 | 79,755 | - |
| Mandate Block Grant (Res 0000) | 8550 | 74,308 | | | | 74,308 | | 74,308 | - |
| After School Education and Safety (ASES) (Res 6010) | 8677, 8590 | | | | | - | - | - | - |
| Common Core Standards Implementation (Res 7405) | 8590 | | | | | - | - | - | - |
| Charter School Facility Grant Program (SB 740) (Res 6030) | 8590 | | | | | - | - | - | - |
| COVID-19 LEA Response Funds (SB 117) (Res 7388) | 8590 | | | | | - | - | - | - |
| Lottery, Unrestricted (Res 1100) | 8560 | 288,112 | 4,892 | | | 288,112 | 4,892 | 288,112 | - |
| Lottery, Restricted - Prop 20 (Res 6300) | 8560 | | | 116,985 | 5,363 | 116,985 | 5,363 | 116,985 | - |
| Proposition 39 - California Clean Energy Jobs Act (Res 6230) | 8590 | | | | | - | - | - | - |
| Other State Revenues (All other resources not reported separately) | 8300-8599 | | | 514,810 | 31,089 | 514,810 | 31,089 | 514,810 | - |
| Total - Other State Revenues | | 362,420 | 4,892 | 2,019,532 | 411,516 | 2,381,952 | 416,408 | 2,381,952 | - |
| 4. Local Revenue (8600-8799) | | | | | | | | | |
| All Local Revenues | 8600-8799 | 2,946,932 | 36,150 | | | 2,946,932 | 36,150 | 2,946,932 | - |
| Total - Local Revenues | | 2,946,932 | 36,150 | - | - | 2,946,932 | 36,150 | 2,946,932 | - |
| 5. TOTAL REVENUES | | | | | | | | | |
| | | 23,876,214 | 5,624,937 | 3,970,489 | 680,365 | 27,846,703 | 6,305,302 | 27,846,703 | - |
| B. EXPENDITURES AND OTHER OUTGO (1000-7499) | | | | | | | | | |
| 1. Certificated Salaries | | | | | | | | | |
| Teachers' Salaries | 1100 | 5,089,471 | 1,600,398 | 1,978,945 | 730,414 | 7,068,416 | 2,330,812 | 7,068,416 | - |
| Pupil Support Salaries | 1200 | 378,243 | 121,788 | 128,917 | 37,569 | 507,160 | 159,357 | 507,160 | - |
| Supervisors' and Administrators' Salaries | 1300 | 798,456 | 252,001 | 93,481 | 35,217 | 891,937 | 287,218 | 891,937 | - |
| Other Certificated Salaries | 1900 | 137,865 | 726 | 269,617 | 81,453 | 407,482 | 82,180 | 407,482 | - |
| Total, Certificated Salaries | | 6,404,035 | 1,974,914 | 2,470,960 | 884,653 | 8,874,995 | 2,859,567 | 8,874,995 | - |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | The Charter School of San Diego |
| CDS #: | 37-68338-3730959 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 28 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A + C) | (B + D) | (E + H) | (G - E) |
|--|-------------|---------------------|---------------------------------------|--------------------|-------------------------------------|-------------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| 2. Classified Salaries | | | | | | | | | |
| Instructional Salaries | 2100 | - | - | - | - | - | - | - | - |
| Support Salaries | 2200 | 72,309 | 21,667 | - | - | 72,309 | 21,667 | 72,309 | - |
| Supervisors' and Administrators' Salaries | 2300 | 701,121 | 212,973 | 100 | 100 | 701,221 | 213,073 | 701,221 | - |
| Clerical and Office Salaries | 2400 | 1,216,693 | 347,423 | 2,664 | 1,959 | 1,219,357 | 349,382 | 1,219,357 | - |
| Other Classified Salaries | 2900 | 58,429 | 18,203 | - | - | 58,429 | 18,203 | 58,429 | - |
| Total, Classified Salaries | | 2,048,552 | 600,267 | 2,764 | 2,059 | 2,051,316 | 602,326 | 2,051,316 | - |
| 3. Employee Benefits | | | | | | | | | |
| STRS | 3101-3102 | 1,261,095 | 393,452 | 469,236 | 167,231 | 1,730,331 | 560,683 | 1,730,331 | - |
| PERS | 3201-3202 | 470,594 | 130,481 | 319 | 319 | 470,913 | 130,801 | 470,913 | - |
| OASDI/Medicare (Social Security) | 3301-3302 | 140,391 | 67,779 | 132,494 | 12,981 | 272,885 | 80,760 | 272,885 | - |
| Health and Welfare Benefits | 3401-3402 | 4,781,698 | 904,595 | 760,944 | 292,204 | 5,542,642 | 1,196,799 | 5,542,642 | - |
| Unemployment Insurance | 3501-3502 | 42,292 | 12,876 | 12,340 | 4,434 | 54,632 | 17,310 | 54,632 | - |
| Workers' Compensation Insurance | 3601-3602 | 79,095 | 24,082 | 23,077 | 8,291 | 102,172 | 32,373 | 102,172 | - |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | - | - | - | - | - | - | - |
| Total, Employee Benefits | | 6,775,164 | 1,533,266 | 1,398,411 | 485,460 | 8,173,575 | 2,018,726 | 8,173,575 | - |
| 4. Books and Supplies | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 52,034 | - | 50,134 | 1,568 | 102,168 | 1,568 | 102,168 | - |
| Books and Other Reference Materials | 4200 | 23,346 | 27 | 3,991 | 2,190 | 27,337 | 2,217 | 27,337 | - |
| Materials and Supplies | 4300 | 293,942 | 163,644 | 113,962 | 14,792 | 407,904 | 178,437 | 407,904 | - |
| Non-capitalized Equipment | 4400 | 82,637 | 5,037 | - | - | 82,637 | 5,037 | 82,637 | - |
| Food (Food used in food-service activities for which the purpose is nutrition) | 4700 | - | - | 32,776 | 9,379 | 32,776 | 9,379 | 32,776 | - |
| Total, Books and Supplies | | 451,959 | 168,708 | 200,863 | 27,929 | 652,822 | 196,637 | 652,822 | - |
| 5. Services and Other Operating Expenditures | | | | | | | | | |
| Subagreements for Services | 5100 | - | - | - | - | - | - | - | - |
| Travel and Conferences | 5200 | 181,054 | 35,991 | 63,693 | 34,331 | 244,747 | 70,322 | 244,747 | - |
| Dues and Memberships | 5300 | 69,740 | 35,077 | - | 10,679 | 69,740 | 45,756 | 69,740 | - |
| Insurance | 5400 | 181,642 | 173,643 | 662 | 662 | 182,304 | 174,304 | 182,304 | - |
| Operations and Housekeeping Services | 5500 | 246,375 | 122,479 | 332,022 | 90,992 | 578,397 | 213,471 | 578,397 | - |
| Rentals,Leases,Repairs,and Noncapitalized Improvements | 5600 | 2,036,585 | 760,651 | 39,918 | 13,179 | 2,076,503 | 773,831 | 2,076,503 | - |
| Transfer of Direct Costs (MUST net to zero) | 5700 | - | - | - | - | - | - | - | - |
| Prof/Consulting Svcs and Operating Expend (Include District Oversight) | 5800 | 1,427,045 | 452,774 | 1,172,968 | 266,839 | 2,600,013 | 719,613 | 2,600,013 | - |
| Communications | 5900 | 270,692 | 51,115 | 53,851 | 19,843 | 324,543 | 70,958 | 324,543 | - |
| Total, Services and Other Operating Expenditures | | 4,413,134 | 1,631,730 | 1,663,113 | 436,525 | 6,076,247 | 2,068,254 | 6,076,247 | - |
| 6. Capital Outlay | | | | | | | | | |
| Depreciation Expense (See Sections G.9 & F.2.a) | 6900 | 1,173,347 | 335,013 | - | - | 1,173,347 | 335,013 | 1,173,347 | - |
| Total, Capital Outlay | | 1,173,347 | 335,013 | - | - | 1,173,347 | 335,013 | 1,173,347 | - |
| 7. Other Outgo | | | | | | | | | |
| Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.) | 7110-7143 | - | - | - | - | - | - | - | - |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec Ed and All Others | 7221-7223 | - | - | - | - | - | - | - | - |
| All Other Transfers | 7280-7299 | - | - | - | - | - | - | - | - |
| Transfers of Indirect Costs (MUST net to zero) | 7300-7399 | (24,765) | - | 24,765 | - | - | - | - | - |
| Debt Service - Interest | 7430-7439 | 9,000 | - | - | - | 9,000 | - | 9,000 | - |
| Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY) | 7439 | - | - | - | - | - | - | - | - |
| Total, Other Outgo | | (15,765) | - | 24,765 | - | 9,000 | - | 9,000 | - |
| 8. TOTAL EXPENDITURES | | 21,250,425 | 6,243,897 | 5,760,877 | 1,836,627 | 27,011,302 | 8,080,524 | 27,011,302 | - |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 2,625,789 | (618,960) | (1,790,388) | (1,156,262) | 835,401 | (1,775,222) | 835,401 | - |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department

Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)

Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

| | |
|---------------------------|-----------------------------------|
| Charter School Name: | The Charter School of San Diego |
| CDS #: | 37-68338-3730959 |
| Charter Approving Entity: | San Diego Unified School District |
| County: | San Diego |
| SBE Charter #: | 28 |

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A+C) | (B+D) | (E+H) | (G-E) |
|--|---------------|---------------------|---------------------------------------|-------------------|-------------------------------------|--------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999) | | | | | | | | | |
| 1. All Other Financing Sources | 8930-8979 | | - | | - | - | - | - | - |
| 2. Other Uses | 7630-7699 | | - | | - | - | - | - | - |
| 3. Contributions between unrestricted and restricted accounts (<i>MUST net to zero</i>) (<i>Include contribution to the unfunded cost of Special Education</i>) | 8980-8999 | (1,734,977) | - | 1,734,977 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES/USES | | (1,734,977) | - | 1,734,977 | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.) | | 890,812 | (618,960) | (55,411) | (1,156,262) | 835,401 | (1,775,222) | 835,401 | |
| F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b) | | | | | | | | | |
| 1. Beginning Fund Balance/Net Position | | | | | | | | | |
| a. July 1 (<i>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</i>) | 9791 | 38,479,807 | 38,479,807 | 521,030 | 521,030 | 39,000,837 | 39,000,837 | 39,000,837 | |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | - | - | - | |
| c. Adjusted Beginning Fund Balance/Net Position | | 38,479,807 | 38,479,807 | 521,030 | 521,030 | 39,000,837 | 39,000,837 | 39,000,837 | |
| 2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.) | See cell M128 | 39,370,619 | 37,860,846 | 465,619 | (635,232) | 39,836,238 | 37,225,615 | 39,836,238 | |
| Components of Ending Net Position | | | | | | | | | |
| a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>) | 9796 | | 22,117,133 | | | | 22,117,133 | | |
| b. Restricted Net Position | 9797 | | | | (635,232) | | (635,232) | | |
| c. Unrestricted Net Position | 9791 | | 15,743,713 | | - | | 15,743,713 | | |
| G. ASSETS | | | | | | | | | |
| 1. Cash | | | | | | | | | |
| In County Treasury | 9110 | | 6,340,130 | | 755,760 | | 7,095,890 | | |
| Fair Value Adjustment to Cash in County Treasury | 9111 | | | | | | - | | |
| In Banks | 9120 | | 8,113,553 | | (1,644,802) | | 6,468,751 | | |
| In Revolving Fund | 9130 | | | | | | - | | |
| With Fiscal Agent/Trustee | 9135 | | 1,900,000 | | | | 1,900,000 | | |
| Collections Awaiting Deposit | 9140 | | | | | | - | | |
| 2. Investments | 9150 | | 104,317 | | | | 104,317 | | |
| 3. Accounts Receivable | 9200 | | 1,349 | | 3,916 | | 5,265 | | |
| 4. Due From Grantor Government | 9290 | | | | 527,556 | | 527,556 | | |
| 5. Due From Other Funds | 9310 | | | | | | - | | |
| 6. Stores | 9320 | | | | | | - | | |
| 7. Prepaid Expenditures (Expenses) | 9330 | | 161,398 | | 11,391 | | 172,789 | | |
| 8. Other Current Assets | 9340 | | 59,117 | | | | 59,117 | | |
| 9. Capital Assets (<i>See Sections B.6 & F.2.a</i>) | 9400-9489 | | 22,117,133 | | | | 22,117,133 | | |
| 10. Total Assets | | | 38,796,998 | | (346,178) | | 38,450,819 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | | | | | |
| 1. Deferred Outflows of Resources | 9490 | | | | | | - | | |
| 2. Total Deferred Outflows | | | - | | - | | - | | |

Charter School First Interim Report

FY 2022-2023

For the Period July 1, 2022 through October 31, 2022

Accrual Basis

Financial Accounting Department
 Charter Schools Accounting Office
 Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name: The Charter School of San Diego
 CDS #: 37-68338-3730959
 Charter Approving Entity: San Diego Unified School District
 County: San Diego
 SBE Charter #: 28

Has board approved a revised budget? (check box below)

No.

Yes. (Enter board approved revision date below)

Revised Date: 12/7/2022

| Description | Object Code | A | B | C | D | (A+C) E | (B+D) F | (E+H) G | (G-E) H |
|--|-------------|---------------------|---------------------------------------|-------------------|-------------------------------------|--------------|--------------------------------|---|--------------------|
| | | Unrestricted Budget | Unrestricted Actuals through 10/31/22 | Restricted Budget | Restricted Actuals through 10/31/22 | Total Budget | Total Actuals through 10/31/22 | Projected EFB/NP (Higher of Budget or Actual) | Amount over Budget |
| I. LIABILITIES | | | | | | | | | |
| 1. Accounts Payable | 9500 | | 355,499 | | 47,505 | | 403,004 | | |
| 2. Due to Grantor Government | 9590 | | | | 81,414 | | 81,414 | | |
| 3. Due to Other Funds | 9610 | | | | | | - | | |
| 4. Current Loans | 9640 | | 86,867 | | | | 86,867 | | |
| 5. Deferred Revenue | 9650 | | | | 160,135 | | 160,135 | | |
| 6. Long-term Liabilities | 9660-9669 | | 493,785 | | | | 493,785 | | |
| 7. Total Liabilities | | | 936,151 | | 289,053 | | 1,225,205 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | | | | | |
| 1. Deferred Inflows of Resources | 9690 | | | | | | - | | |
| 2. Total Deferred inflows of Resources | | | - | | - | | - | | |
| K. ENDING FUND BALANCE/NET POSITION, October 31, 2022 | | | | | | | | | |
| 1. Ending Fund Balance/Net Position (G10+H2-I7-J2) | | | 37,860,846 | | (635,232) | | 37,225,615 | | |
| <i>(MUST agree with F.2)</i> | | | | | | | | | |

The Charter School of **SAN DIEGO**

Assumptions for the Revised Preliminary Operational Budget FY 2022-23

The Charter School of San Diego (CSSD) is an independent study program. CSSD takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like CSSD, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. CSSD is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for CSSD is 70.57%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local district's UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan,

which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard - 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFE Calculator, the rates below were used to build CSSD's Revised Preliminary Operational Budget.

Table 1:

| Description | FY 2022-23 |
|--|------------|
| Grades 4-6 Adjusted Base Grant | \$9,304 |
| Grades 7-8 Adjusted Base Grant | \$9,580 |
| Grades 9-12 Adjusted Base Grant | \$11,391 |
| Statutory Cost of Living Allowance (COLA)* | 13.26% |
| CSSD's Unduplicated Pupil Percentage (Rolling Average) | 70.57% |
| District's Unduplicated Pupil Percentage (SDUSD) | 58.36% |

*Amount represents the 2022-23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

| Description | FY 2022-23 (Projected P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|------------------|-------------------------------|----------------------------|----------------------------|
| Enrollment | 1,743 | 1,735 | 1,895 |
| Students Served | 2,759 | 2,779 | 3,020 |
| ADA: | | | |
| Grade 4-6 | 65.40 | 66.69 | 37.54 |
| Grade 7-8 | 192.53 | 196.26 | 174.68 |
| Grade 9-12 | 1,337.17 | 1,362.99 | 1,446.64 |
| Total ADA | 1,595.10 | 1,625.94 | 1,658.86 |

REVENUE PROJECTIONS

Table 3:

| Description | FY 2022-23 |
|---------------------------------|---------------------|
| LCFF Sources | \$20,566,862 |
| Federal Revenues | 1,950,957 |
| State Revenues Other than LCFF | 2,381,952 |
| Local Revenues | 269,174 |
| Employee Retention Credit (ERC) | 2,677,759 |
| Total Projected Revenues | \$27,846,704 |

- **In Lieu of Property Taxes** of \$7,371.84 per current year (CY) P-2 ADA is based on FY 2021-22 P-2 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is projected based on CY P-2 ADA. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. CSSD has developed and adopted a Plan for how it will use its ESSER III funds to address students' academic, social, emotional, and

mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

CSSD's ESSER III revised allocation amount is \$2,718,505 and of that amount, \$653,164 was spent in FY 21-22. CSSD included \$1,387,818 in the Preliminary Budget but with the increases in LCFE and local revenues, budgeted amount was lowered to \$1,207,114. The remaining allocation of \$858,227 will be included in FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth can attend school and participate fully in school activities. CSSD's allocation amount is \$14,025.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and CSSD is a subrecipient for \$24,800. As a subrecipient, CSSD will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
 2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.
 - **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. CSSD chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
 - **One-Time Discretionary Block Grant** – Included in the Governor's 2022-23 May Revision Budget is a one-time Discretionary Block Grant for LEAs for FY 2022-23 that would be distributed on a per-ADA basis using the FY 2021-22 P-2 ADA at \$1,500 per ADA. CSSD included \$2,438,910 in its Preliminary Budget.

The 2022-23 Enacted State Budget, however, did not include this One-Time Discretionary Block Grant but instead added two new block grants:

Learning Recovery Emergency Block Grant – Funding is provided to county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the purposes pursuant to EC Section 32526(c)(2). A plan is not required but it is recommended that LEAs utilize the LCAP to communicate their strategic plan for how funds will be used to improve student outcomes. Funds are allocated based on FY 2021-22 P-2 ADA multiplied by the LEA’s 2021-22 UPP at \$2,396 per ADA. Total allocation for CSSD is \$2,691,280. Deadline for obligation of this fund is FY 2027-28.

Arts, Music, and Instructional Materials Discretionary Block Grant – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditures of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for CSSD is \$1,083,000. Deadline for obligation of this fund is FY 2025-26.

Due to increases in CSSD’s LCFF and local revenues, these new block grants were not included in the revised budget. CSSD will use the funds starting next FY through the end of the grant period.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024. CSSD included \$205,123 in its budget for this fiscal year.
- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$48,749 and Learning Recovery funds of \$229,849 are included in this budget.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers,

administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. CSSD has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

CSSD's allocation total is \$284,509 and of this amount the first 80% apportionment of \$227,607 was received in FY 2021-22. The remaining 20% amounting to \$56,902 was included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. CSSD has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

CSSD's total allocation is \$398,908 and of this amount the first 75% apportionment of \$299,181 was recorded in FY 2021-22. The remaining 25% amounting to \$99,727 was included in CSSD's Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. CSSD's total allocation is \$31,089.
- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. CSSD used the three quarters data in 2021 only. Additionally, all wages paid by Federal Funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

CSSD applied for and anticipates receiving ERC in the amount of \$2,677,759, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

| POSITIONS | OBJECT CODE | FY 22-23 |
|---|-------------|---------------|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 69.43 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Tech Lead) | 1200 | 4.40 |
| Certificated Supervisor & Administrator | 1300 | 5.00 |
| Other Certificated Teacher Resource (CTR) | 1900 | 9.00 |
| Classified Support (Admin Support) | 2200 | 1.20 |
| Classified Supervisor & Administrator | 2300 | 4.00 |
| Clerical, Technical & Office Staff | 2400 | 21.79 |
| Other Classified (Administrative Support) | 2900 | 0.50 |
| TOTAL FTE POSITIONS BUDGETED | | 115.32 |

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 24%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

| | Object | Certificated | Classified |
|--|---------|--------------|------------|
| STRS (Teachers Retirement) | 3111-12 | 19.10% | |
| PERS (Classified Retirement) | 3211-12 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan <u>Monthly Rates</u> | | | |
| - Medical \$3,200 | 3401-02 | | |
| - Dental \$ 200 | | | |
| - Vision \$ 50 | | | |
| - Life Ins. .00114 | | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 0.93% | 0.93% |

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. CSSD has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

CSSD has allocated \$81,000 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with Student Success Programs' mission and purpose.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$2,600,013 representing 9.34% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), CSSD will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of CSSD reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. CSSD has deployed an integrated marketing plan to support organizational growth. To reach CSSD's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, CSSD has allocated \$278,467 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

CSSD will pay its authorizing District (San Diego Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

CSSD has budgeted \$205,669 for FY 2022-23 for oversight fees.

RESERVES

CSSD has allocated reserves of \$835,402 for FY 2022-23 representing 3.0% of total revenues of \$27,846,704.

FACILITIES

CSSD carries contractual lease agreements with an annual cost of \$1,584,606 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2030) is \$4,207,640. CSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

The Charter School of
SAN DIEGO

**Revised Preliminary Operational Budget
FY 2022-2023**

REVENUES

| DESCRIPTION | ACCOUNT CODES | | REVISED PRELIMINARY BUDGET | PRELIMINARY BUDGET | INCREASE (DECREASE) |
|---|------------------|---|----------------------------------|-------------------------|--------------------------|
| LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES | | | | | |
| LCFF State Aid - Current Year | 8011 | + | \$ 8,473,420.00 | \$ 7,142,297.00 | \$ 1,331,123.00 |
| Education Protection Account (EPA) | 8012 | + | 334,620.00 | 313,808.00 | 20,812.00 |
| In Lieu of Property Taxes - Current Year | 8096 | + | 11,758,822.00 | 11,426,581.00 | 332,241.00 |
| TOTAL, LCFF SOURCES | | = | \$ 20,566,862.00 | \$ 18,882,686.00 | \$ 1,684,176.00 |
| FEDERAL REVENUES | | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | + | \$ 176,751.00 | \$ 176,751.00 | \$ - |
| Special Ed: IDEA Mental Health Allocation Plan, Part B | 8182 | + | 46,023.00 | - | 46,023.00 |
| Title I, Part A, Improving Basic Programs | 8290 | + | 380,380.00 | 378,227.00 | 2,153.00 |
| Title II, Part A, Supporting Effective Instruction | 8290 | + | 46,640.00 | 58,305.00 | (11,665.00) |
| Title III, Part A, English Learner Student Program | 8290 | + | 25,270.00 | 25,974.00 | (704.00) |
| Title IV, Part A, Student Support and Academic Enrichment | 8290 | + | 29,954.00 | 26,713.00 | 3,241.00 |
| Elementary & Secondary School Emergency Relief (ESSER) III Fund | 8290 | + | 751,594.00 | 844,274.00 | (92,680.00) |
| ESSER III Fund - Learning Loss | 8290 | + | 455,520.00 | 543,544.00 | (88,024.00) |
| ARP - Homeless Children and Youth II | 8290 | + | 14,025.00 | 14,025.00 | - |
| Other Federal - Project SaFE | 8290 | + | 24,800.00 | 24,800.00 | - |
| TOTAL, FEDERAL REVENUES | | = | \$ 1,950,957.00 | \$ 2,092,613.00 | \$ (141,656.00) |
| STATE REVENUES OTHER THAN LCFF | | | | | |
| Mandate Block Grant | 8550 | + | \$ 74,308.00 | \$ 74,308.00 | \$ - |
| One-time Discretionary Block Grant | 8550 | + | | 2,438,910.00 | \$ (2,438,910.00) |
| Lottery: Unrestricted | 8560 | + | 283,220.00 | 267,157.00 | 16,063.00 |
| Lottery: Unrestricted - Prior Year | 8560 | + | 4,892.00 | - | 4,892.00 |
| Lottery: Instructional Materials | 8560 | + | 111,622.00 | 106,535.00 | 5,087.00 |
| Lottery: Instructional Materials - Prior Year | 8560 | + | 5,363.00 | - | 5,363.00 |
| Special Education | 8792 | + | 1,307,982.00 | 1,286,613.00 | 21,369.00 |
| Special Ed: Dispute Resolution | 8590 | + | 48,749.00 | 58,195.00 | (9,446.00) |
| Special Ed: Learning Recovery | 8590 | + | 229,849.00 | 273,756.00 | (43,907.00) |
| Special Ed: Mental Health Services - Level 2 | 8590 | + | 79,755.00 | 238,648.00 | (158,893.00) |
| Career Technical Education Incentive Grant Program | 8590 | + | 205,123.00 | 205,123.00 | - |
| Educator Effectiveness Block Grant | 8590 | + | - | 56,902.00 | (56,902.00) |
| A-G Access/Success Grant | 8590 | + | - | 72,534.00 | (72,534.00) |
| A-G Learning Loss Mitigation Grant | 8590 | + | - | 27,193.00 | (27,193.00) |
| Ethnic Studies Block Grant | 8590 | + | 31,089.00 | 31,089.00 | - |
| TOTAL, STATE REVENUES | | = | \$ 2,381,952.00 | \$ 5,136,963.00 | \$ (2,755,011.00) |
| LOCAL REVENUES | | | | | |
| Interest Income | 8660 | + | \$ 124,067.00 | \$ 58,801.00 | \$ 65,266.00 |
| All Other Local Revenue | 8699 | + | 145,107.00 | 160,082.00 | (14,975.00) |
| Employee Retention Credit | 8699 | + | 2,677,759.00 | - | 2,677,759.00 |
| TOTAL, LOCAL REVENUES | | = | \$ 2,946,933.00 | \$ 218,883.00 | \$ 2,728,050.00 |
| TOTAL, REVENUES | | | \$ 27,846,704.00 | \$ 26,331,145.00 | \$ 1,515,559.00 |

The Charter School of
SAN DIEGO

**Revised Preliminary Operational Budget
FY 2022-2023**

EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | REVISED PRELIMINARY BUDGET | PRELIMINARY BUDGET | INCREASE (DECREASE) |
|--|------------------|---|----------------------------------|-------------------------|------------------------|
| CERTIFICATED SALARIES | | | | | |
| Certificated Teachers' Salaries | 1100 | + | \$ 7,068,416.00 | \$ 7,292,010.00 | \$ (223,594.00) |
| Certificated Pupil Support Salaries | 1200 | + | 507,160.00 | 673,627.00 | (166,467.00) |
| Certificated Supervisors' & Administrators' Salaries | 1300 | + | 891,937.00 | 908,885.00 | (16,948.00) |
| Other Certificated Salaries | 1900 | + | 407,482.00 | 477,392.00 | (69,910.00) |
| TOTAL, CERTIFICATED SALARIES | | = | \$ 8,874,995.00 | \$ 9,351,914.00 | \$ (476,919.00) |
| CLASSIFIED SALARIES | | | | | |
| Classified Instructional Salaries | 2100 | + | \$ - | \$ - | \$ - |
| Classified Support Salaries | 2200 | + | 72,309.00 | 76,985.00 | (4,676.00) |
| Classified Supervisors' and Administrators' Salaries | 2300 | + | 701,221.00 | 777,261.00 | (76,040.00) |
| Clerical, Technical and Office Staff Salaries | 2400 | + | 1,219,357.00 | 1,163,903.00 | 55,454.00 |
| Other Classified Salaries | 2900 | + | 58,429.00 | 57,609.00 | 820.00 |
| TOTAL, CLASSIFIED SALARIES | | = | \$ 2,051,316.00 | \$ 2,075,758.00 | \$ (24,442.00) |
| EMPLOYEE BENEFITS | | | | | |
| STRS Retirement | 3100 | + | \$ 1,730,331.00 | \$ 1,810,979.00 | \$ (80,648.00) |
| PERS Retirement | 3200 | + | 470,913.00 | 493,727.00 | (22,814.00) |
| Social Security/Medicare | 3300 | + | 272,885.00 | 287,521.00 | (14,636.00) |
| Health and Welfare Benefits | 3400 | + | 5,542,642.00 | 3,797,591.00 | 1,745,051.00 |
| Unemployment Insurance | 3500 | + | 54,632.00 | 57,138.00 | (2,506.00) |
| Workers Compensation Insurance | 3600 | + | 102,172.00 | 106,829.00 | (4,657.00) |
| TOTAL, EMPLOYEE BENEFITS | | = | \$ 8,173,575.00 | \$ 6,553,785.00 | \$ 1,619,790.00 |
| TOTAL, PERSONNEL COST | | | \$ 19,099,886.00 | \$ 17,981,457.00 | \$ 1,118,429.00 |

The Charter School of
SAN DIEGO

**Revised Preliminary Operational Budget
FY 2022-2023**

EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | REVISED PRELIMINARY BUDGET | | PRELIMINARY BUDGET | | INCREASE (DECREASE) |
|---|------------------|---|----------------------------------|-----------|-----------------------|-----------|------------------------|
| BOOKS AND SUPPLIES | | | | | | | |
| Textbooks and Core Curricula Materials | 4100 | + | \$ 102,168.00 | \$ | 93,600.00 | \$ | 8,568.00 |
| Books and Other Reference Materials | 4200 | + | 27,337.00 | | 25,000.00 | | 2,337.00 |
| Materials and Supplies | 4300 | + | 245,493.00 | | 265,800.00 | | (20,307.00) |
| On-Line Courses | 4312 | + | 142,161.00 | | 138,811.00 | | 3,350.00 |
| Research and Development | 4313 | + | 20,250.00 | | 20,250.00 | | - |
| Noncapitalized Equipment | 4400 | + | 82,637.00 | | 76,200.00 | | 6,437.00 |
| Food | 4700 | + | 32,776.00 | | 30,000.00 | | 2,776.00 |
| TOTAL, BOOKS AND SUPPLIES | | = | \$ 652,822.00 | \$ | 649,661.00 | \$ | 3,161.00 |
| SERVICES, OTHER OPERATING EXPENSES | | | | | | | |
| Travel and Conference | 5200 | + | \$ 183,997.00 | \$ | 132,535.00 | \$ | 51,462.00 |
| Research and Development Travel | 5202 | + | 60,750.00 | | 60,750.00 | | - |
| Dues and Memberships | 5300 | + | 69,740.00 | | 54,306.00 | | 15,434.00 |
| Liability Insurance | 5400 | + | 182,304.00 | | 178,000.00 | | 4,304.00 |
| Operations and Housekeeping Services | 5500 | + | 578,397.00 | | 546,000.00 | | 32,397.00 |
| Rental, Leases, Repairs & Non-Capitalized Improvements | 5600 | + | 2,076,503.00 | | 2,081,030.00 | | (4,527.00) |
| Professional/Consulting Services/Operating Exp. | 5800 | + | 2,321,546.00 | | 2,135,383.00 | | 186,163.00 |
| Marketing Fees | 5812 | + | 278,467.00 | | 262,544.00 | | 15,923.00 |
| Communications | 5900 | + | 324,543.00 | | 345,600.00 | | (21,057.00) |
| TOTAL, SERVICES AND OTHER OPERATING EXPENSES | | = | \$ 6,076,247.00 | \$ | 5,796,148.00 | \$ | 280,099.00 |
| CAPITAL OUTLAY | | | | | | | |
| Depreciation - Buildings and Leasehold Improvements | 6900 | + | \$ 951,586.00 | \$ | 883,184.00 | \$ | 68,402.00 |
| Depreciation - Equipment | 6900 | + | 221,761.00 | | 221,761.00 | | - |
| TOTAL, CAPITAL OUTLAY | | = | \$ 1,173,347.00 | \$ | 1,104,945.00 | \$ | 68,402.00 |
| OTHER OUTGO | | | | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | + | \$ 9,000.00 | \$ | 9,000.00 | \$ | - |
| TOTAL, OTHER OUTGO | | = | \$ 9,000.00 | \$ | 9,000.00 | \$ | - |
| RESERVES | | | | | | | |
| Operation Reserve (Non-Payroll Expenses) | 9780 | + | \$ 417,701.00 | \$ | 394,967.00 | \$ | 22,734.00 |
| Reserve for Economic Uncertainties | 9789 | + | 417,701.00 | | 394,967.00 | | 22,734.00 |
| TOTAL, RESERVES | | = | \$ 835,402.00 | \$ | 789,934.00 | \$ | 45,468.00 |
| % | | | 3.00% | | 3.00% | | |
| TOTAL, EXPENDITURES | | | \$ 27,846,704.00 | \$ | 26,331,145.00 | \$ | 1,515,559.00 |